

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name

Van Buren Elementary School

Address

9501 Jurupa Road
Jurupa Valley, CA 92509-3513

County-District-School (CDS) Code

33 67090 6032239

Principal

Kimberly Lambert

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 11, 2023

Local Board Approval Date

June 26, 2023

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	5
School Profile.....	5
SPSA Highlights.....	6
Review of Performance – Comprehensive Needs Assessment	7
Purpose and Description.....	8
Educational Partner Involvement.....	8
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	18
Student Population.....	23
Overall Performance	25
Academic Performance.....	27
Academic Engagement.....	38
Conditions & Climate.....	43
Goals, Strategies, & Proposed Expenditures	46
Goal 1.0.....	46
Goal 2.0.....	51
Goal 3.0.....	57
Annual Evaluation and Update	61
Goal 1.....	61
Goal 2.....	71
Goal 3.....	77
Budget Summary and Consolidation	82

Budget Summary	82
Allocations by Funding Source.....	82
Expenditures by Funding Source	83
Expenditures by Budget Reference	84
Expenditures by Budget Reference and Funding Source	85
School Site Council Membership	86
Recommendations and Assurances	87
Addendum.....	88
Instructions: Linked Table of Contents.....	88

School Vision and Mission

School Motto: Aiming High

Mission Statement:

Van Buren Elementary is dedicated to a continuing tradition of excellence, within a safe and supportive environment, we provide a relevant, high-quality education and prepare our diverse student body for future endeavors. We honor achievement and promote pride in ourselves, in our school, and in our community.

Vision:

We believe achievement can be attained when we promote and maintain a prevention focused, positive school climate and a safe effective learning environment where ALL can succeed academically, socially and emotionally.

School Profile

Describe The students and community and how school serves them.

The Story

Van Buren Elementary is a TK-6, Title 1 Schoolwide school with an enrollment of 520 students. Van Buren Elementary school is located in Jurupa Valley, served by the Jurupa Unified School District. Our student population consists of: 90.4% Hispanic or Latino, 6% White not Hispanic, 0.8% African-American, 0.2% Filipino, and 0.6% identify with two or more races. Identified student groups are 37.7% English Language Learners, 83.1% socioeconomically disadvantaged, 10.6% students with disabilities, and 0.2% foster care and homeless.

The staff at Van Buren Elementary is highly trained and is committed to meeting the learning needs of every student at our school. We strive to provide a differentiated learning environment that is responsive to each students' level of academics, interests, and learning preferences. All 26 teachers on campus are fully credentialed, with the current teacher make up of the campus consisting of 20 general education teachers who serve TK through 6th grade, 2 Literacy Support Teachers, 1 Math Support Teacher, and 3 educational specialists; one 4-6 SDC and 2 full time educational specialists that support in inclusion efforts by providing services to students in the general education classrooms. Van Buren Elementary also has one teacher on special assignment -administrative support, assisting both students and staff campus wide.

All of the Local Control Accountability Plan-LCAP Priorities are addressed in the School Plan under three focus areas: Learning Outcomes, Student Achievement, and Student Engagement. Each category in the LCAP Local Control Accountability Plan addresses college & career readiness, data driven decision making, a safe and orderly environment, and parent, student & community engagement.

All students on the Van Buren campus have access to the core curriculum, including support programs to meet the needs of individual students such as RSP, SDC, Speech, GATE, ELD, and Extended Learning Opportunity-ELO. Academic success begins with a curriculum that is rigorous and has instructional strategies that support student learning. Daily instruction focuses on the California State Standards using a high quality curriculum and instructional design that incorporates goal setting, reflection, and feedback around a student centered formative assessment process. Van Buren Elementary Teachers are actively participating in professional development to foster staff growth in trauma informed and culturally responsive practices to meet the diverse needs of the students on campus.

Differentiated curriculum is provided through a variety of teaching strategies including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry. Van Buren Elementary School has two Literacy Support Teachers who work with

students 1st grade to 5th in a push-in and pull-out model, providing reading foundational skills for students struggling with learning to read and/or struggling with reading comprehension. Van Buren Elementary School has one Math Support Teacher who works with students in 1st through 6th grade, supporting students with building mathematical foundational skills and well as grade level content standards support.

Our goal to have students college and career-ready is supported through the Advancement Via Individual Determination-AVID program. AVID Elementary is a foundational component of the AVID College Readiness System. We have completed year 7 of implementation and have the expectation of becoming AVID site-wide as we enter year 8. There are currently 18 teachers trained in AVID strategies throughout grades TK-6. As new teachers join the school we provide AVID training opportunities for them. When provided a system of curriculum at this rigor with strategic support for students, they have the best opportunity to be successful.

Van Buren has an expansive park-like playground and field where students can have opportunities to explore with the Garden Committee, run and walk on the track, play a variety of sport games and participate at the end of the year Skills Day. The track provides the school the opportunity to participate in the national 100-mile club program where students are challenged to walk/run 100 miles throughout the year. The 100-mile club on campus promotes a healthy lifestyle, not only for students, but also their families as they are welcome to participate throughout the year with their children.

Van Buren Elementary has a variety of extra-curricular activities and parent participation programs that are designed to increase student and parent involvement. Parents are able to participate in a variety of parent groups on campus from PTA, School Site Council, and ELAC. Parents are able to come to campus and participate in activities including family nights, dances, and festivals. Currently, Van Buren is working towards the identification process as a Community School. The application has been submitted by the district to the CDE and is waiting on approval during the Summer of 2023. Parents have completed a comprehensive needs assessment and specified areas that they feel the community and school needs more resources devoted to.

To encourage a positive school climate, staff and students participate activities celebrating, Attendance Awareness, Red Ribbon Week, Read Across America, and other spirit weeks as planned by student leadership group. Students and staff also participated in monthly themed schoolwide 100-mile walks to boost student awareness for the 100-mile program initiative. Students earn incentives for attendance and positive behavior on campus. Our goal is to provide a school environment that is student centered fostering students engagement and connectedness to the school.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The key features of this year's SPSA will include:

* Fostering student academic growth in both Reading and Math:

Science of Reading Professional learning committee will meet regularly to continue to identify research-based practices for implementation in TK_2nd grade classrooms. The committee will be composed of Literacy Support Teachers and teachers in grades K-2nd grade who have or are participating in Science of Reading trainings. Teachers will have opportunities to work together to plan, attend Professional Development, or observe master teachers. Teachers in 3rd-4th grade will work with Math Support teachers for identifying instructional practices for supporting students in development of foundational skills in math.

* Addressing Chronic Absenteeism: Building relationships with all educational partners to identify reasons for poor attendance, providing resources for families, and offering incentives for daily attendance.

* Creating a Welcoming Environment: To further support creating a school environment that is welcoming of all students, staff members will be provided with opportunities to attend professional development around trauma informed practices, culturally responsive practices, and behavior strategies to provide staff with

tools and skills for continuing to meet the diverse needs of our students. The site will develop a team of educational partners to develop an action plan to increase student engagement both in nonacademic and academic activities.

* Fostering Positive Behavior: To continue to support positive behavior and a productive environment, we will continue to implement PRIDE incentives; golden tickets, lunch with the principals, etc. During lunch recess, students will have access to equipment to increase student engagement in activities during lunch.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Van Buren Elementary continues to make growth among our English Language Learners. Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI). The 2021-2022 ELPAC dashboard data showed that 10.20% of English Learners are Proficient, 38.78% are moderately Developed, 29.08% were somewhat developed, and 21.94% are minimally developed. The 2022 California Dashboard indicator identified that our English Language Learner progress is in the medium range. Overall, 46.2% of our English Language Learners made progress towards English proficiency.

For the 2022-2023 School year, Van Buren staff utilized NWEA to monitor student progress and use the data to make informative decisions on the needs of students in both ELA and Math. Literacy intervention worked with 2nd through 5th grade students and Math intervention worked with 2nd through 6th grade students. In the area of ELA on NWEA 40.8% of students met or exceeded their projected growth goal and in the area of Math 40.59% of students met or exceeded projected growth.

As we continued to transition back to in person learning we continued to make growth in student behavior and discipline. Suspension Rate indicator – 2021-2022 Actual Results: school enrollment was 570 students for 2021-2022 school year. The suspension rate was 0% overall and for all Ethnic groups. This was lower than the suspension rate for the district, county, and state. Classroom teachers are currently beginning to implement the Second Step curriculum to support student Social, Emotional, and Behavioral needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on our most recent CAASPP data, 21-22 school year, and through conversations and surveys of educational partners, our greatest need continues to be Math. However, we still have a significant weakness in English Language Arts. Mathematics CAASPP data indicates that 66.23% of students in grades 3rd through 6th grade are at standard, not meet. English Language Arts CAASPP data indicates that 56.77% of student's grades 3rd-6th grade are at standard, not meet. District NWEA Map Growth assessments for this current school year also indicate a need in both ELA and Math. As indicated on LCAP survey results and student Panorama surveys, an area of need for our students continues to be their social and emotional well-being. Additionally, our daily attendance rate continues to be an area of need with Chronic Absenteeism rate at 30.1% and an average daily attendance rate of 91.74%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

CAASPP performance data in ELA indicated that students in grades 3rd through 6th grade were 75.5 points below standard, however, English Language Learners were 87.8 points below standard and Students with Disabilities were 142.7 points below standard.

CAASPP performance data in Math indicated that students in grades 3rd through 6th grade were 106.5 points below standard, however, English Language Learners were 121.4 points below standard and Students with Disabilities were 187.5 points below standard.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partner involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team meetings, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

The program includes continuing our implementation of grade level collaborative teams and collaborative professional development to provide best instruction of CCSS; continuing to develop AVID supports; continuing to develop social emotional learning programs; increasing support for technology to support digital learning; and supporting families to connect with the school environment.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents, staff, and community members are consulted as part of the planning process for the SPSA/Annual Review and Update. These educational partners are invited to be a part of School Site Council (SSC) and English Language Advisory Committee (ELAC). Other educational partners included are the school's leadership, GATE representative, and the School's Safety Committee representative. Flyers, letters, and phone calls are made to communicate opportunities for involvement in the decision making process. Meetings (at least six per year) are held throughout the year to reflect and make suggestions for the updating of the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We have identified, based on the data from the California Dashboard, that English Language Learners Chronic Absenteeism is very high and academic progress in ELA is very low. The first steps towards addressing the inequities among EL's academic performance is to address Chronic Absenteeism among the EL population. To address the inequities, Van Buren is creating an Attendance Team that will meet monthly to review data, identify trends, and develop an action to plan, including incentives for students, to address attendance rates. As a school, we will ensure that all information shared with families regarding attendance is translated in parent/students' native language. Leadership team will work with the EL facilitator to plan and host parent workshops to address the importance of attendance. In addition, leadership team will examine EL student's performance data on CAASPP and NWEA, to identify trends and develop an action plan for addressing academic gaps. Teachers in grades Kinder to 2nd grade, will implement Phonemic awareness drills into daily routines using Heggerty curriculum. Teachers in grades Kinder to 2nd grade will attend Science of Reading Training and will work with Literacy support teachers on implementation strategies to foster student growth in Literacy.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	75	77
Grade 1	74	69	60
Grade 2	79	75	67
Grade3	67	75	64
Grade 4	70	74	80
Grade 5	78	72	76
Grade 6	91	80	69
Total Enrollment	543	520	493

Conclusions based on this data:

1. Student Enrollment continues to decline.
2. Kindergarten enrollment from 21-22 to 22-23 has remained stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	208	196	192	38.30%	37.7%	38.9%
Fluent English Proficient (FEP)	88	71	52	16.20%	13.7%	10.5%
Reclassified Fluent English Proficient (RFEP)	10	12		4.8%		

Conclusions based on this data:

1. English Language Learner enrollment has slightly decreased over the last three years.
2. The percentage of students identified Fluent English Proficient continues to decline.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	80		0	80		0	80		0.0	100.0	
Grade 4	70	77		0	77		0	77		0.0	100.0	
Grade 5	79	72		0	72		0	72		0.0	100.0	
Grade 6	91	82		0	81		0	81		0.0	98.8	
All Grades	308	311		0	310		0	310		0.0	99.7	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2328.3			2.50			10.00			17.50			70.00	
Grade 4		2391.8			7.79			12.99			22.08			57.14	
Grade 5		2421.1			6.94			11.11			20.83			61.11	
Grade 6		2482.4			3.70			24.69			32.10			39.51	
All Grades	N/A	N/A	N/A		5.16			14.84			23.23			56.77	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.75			50.00			46.25	
Grade 4		9.09			58.44			32.47	
Grade 5		8.33			44.44			47.22	
Grade 6		4.94			54.32			40.74	
All Grades		6.45			51.94			41.61	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.25			37.50			61.25	
Grade 4		2.60			50.65			46.75	
Grade 5		2.78			50.00			47.22	
Grade 6		4.94			59.26			35.80	
All Grades		2.90			49.35			47.74	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.25			73.75			25.00	
Grade 4		7.79			64.94			27.27	
Grade 5		6.94			69.44			23.61	
Grade 6		11.11			67.90			20.99	
All Grades		6.77			69.03			24.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.50			46.25			51.25	
Grade 4		3.90			67.53			28.57	
Grade 5		8.33			41.67			50.00	
Grade 6		8.64			70.37			20.99	
All Grades		5.81			56.77			37.42	

Conclusions based on this data:

1. Overall ELA performance data, 6th grade students performed a minimum of 11.7 points higher than other grade levels.
2. Only 10% of 3rd grade student scored at Standard met.
3. Overall based on CAASPP data students are scoring low in the reading and writing strand of the ELA assessment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	80		0	79		0	79		0.0	98.8	
Grade 4	70	77		0	77		0	77		0.0	100.0	
Grade 5	79	72		0	72		0	71		0.0	100.0	
Grade 6	91	82		0	81		0	81		0.0	98.8	
All Grades	308	311		0	309		0	308		0.0	99.4	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2348.3			2.53			11.39			20.25			65.82	
Grade 4		2382.7			1.30			9.09			25.97			63.64	
Grade 5		2393.0			1.41			4.23			11.27			83.10	
Grade 6		2445.8			2.47			7.41			35.80			54.32	
All Grades	N/A	N/A	N/A		1.95			8.12			23.70			66.23	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.06			27.85			67.09	
Grade 4		3.90			29.87			66.23	
Grade 5		0.00			21.13			78.87	
Grade 6		2.47			39.51			58.02	
All Grades		2.92			29.87			67.21	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.53			31.65			65.82	
Grade 4		3.90			32.47			63.64	
Grade 5		1.41			30.99			67.61	
Grade 6		1.23			43.21			55.56	
All Grades		2.27			34.74			62.99	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.33			53.16			40.51	
Grade 4		5.19			42.86			51.95	
Grade 5		1.41			49.30			49.30	
Grade 6		0.00			60.49			39.51	
All Grades		3.25			51.62			45.13	

Conclusions based on this data:

- Overall 3rd grade students scored at least 2.3% higher than other grade levels in the area of math with the greatest difference of 7.16%.

2. Overall students in grades 3rd-6th grade scored the strongest at communicating their reasoning.
3. Our greatest area of need in math is in concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1381.6	1425.6		1400.1	1441.7		1337.9	1387.5		34	33	
1	1428.7	1421.9		1456.2	1449.4		1400.6	1393.9		33	25	
2	1451.2	1472.6		1457.2	1491.1		1444.7	1453.6		35	36	
3	1491.2	1468.5		1497.0	1473.0		1485.2	1463.5		23	33	
4	1485.8	1511.1		1474.0	1512.4		1497.2	1509.2		22	29	
5	1497.1	1507.5		1494.6	1512.2		1499.0	1502.5		25	17	
6	1506.4	1522.1		1509.9	1517.9		1502.3	1525.9		34	23	
All Grades										206	196	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.94	9.09		11.76	51.52		41.18	24.24		44.12	15.15		34	33	
1	0.00	0.00		30.30	20.00		33.33	40.00		36.36	40.00		33	25	
2	0.00	5.56		34.29	63.89		48.57	11.11		17.14	19.44		35	36	
3	4.76	3.03		42.86	18.18		42.86	51.52		9.52	27.27		21	33	
4	4.55	24.14		31.82	34.48		45.45	27.59		18.18	13.79		22	29	
5	4.00	17.65		24.00	35.29		44.00	23.53		28.00	23.53		25	17	
6	2.94	17.39		35.29	39.13		41.18	26.09		20.59	17.39		34	23	
All Grades	2.45	10.20		29.41	38.78		42.16	29.08		25.98	21.94		204	196	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	24.24		23.53	39.39		35.29	24.24		35.29	12.12		34	33	
1	18.18	20.00		42.42	32.00		27.27	28.00		12.12	20.00		33	25	
2	2.86	36.11		34.29	44.44		54.29	16.67		8.57	2.78		35	36	
3	38.10	9.09		47.62	42.42		9.52	30.30		4.76	18.18		21	33	
4	18.18	37.93		31.82	31.03		27.27	20.69		22.73	10.34		22	29	
5	16.00	29.41		48.00	41.18		24.00	11.76		12.00	17.65		25	17	
6	14.71	34.78		50.00	39.13		26.47	17.39		8.82	8.70		34	23	
All Grades	14.71	27.04		39.22	38.78		30.88	21.94		15.20	12.24		204	196	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.06		2.94	12.12		44.12	60.61		52.94	21.21		34	33	
1	0.00	0.00		9.09	8.00		39.39	12.00		51.52	80.00		33	25	
2	0.00	0.00		28.57	38.89		31.43	36.11		40.00	25.00		35	36	
3	4.76	0.00		19.05	9.09		42.86	39.39		33.33	51.52		21	33	
4	9.09	10.34		4.55	27.59		68.18	37.93		18.18	24.14		22	29	
5	4.00	5.88		12.00	11.76		36.00	52.94		48.00	29.41		25	17	
6	2.94	13.04		11.76	8.70		35.29	56.52		50.00	21.74		34	23	
All Grades	2.45	4.59		12.75	17.86		41.18	41.84		43.63	35.71		204	196	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.94	24.24		73.53	66.67		23.53	9.09		34	33	
1	21.21	20.00		72.73	60.00		6.06	20.00		33	25	
2	8.57	47.22		71.43	50.00		20.00	2.78		35	36	
3	38.10	21.21		57.14	63.64		4.76	15.15		21	33	
4	27.27	48.28		45.45	41.38		27.27	10.34		22	29	
5	8.00	17.65		72.00	70.59		20.00	11.76		25	17	
6	8.82	17.39		64.71	65.22		26.47	17.39		34	23	
All Grades	14.71	29.59		66.67	58.67		18.63	11.73		204	196	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	21.21		47.06	57.58		41.18	21.21		34	33	
1	21.21	16.00		66.67	64.00		12.12	20.00		33	25	
2	11.43	33.33		80.00	63.89		8.57	2.78		35	36	
3	42.86	21.21		47.62	60.61		9.52	18.18		21	33	
4	27.27	44.83		54.55	44.83		18.18	10.34		22	29	
5	28.00	47.06		72.00	35.29		0.00	17.65		25	17	
6	61.76	56.52		35.29	39.13		2.94	4.35		34	23	
All Grades	28.43	32.65		57.84	54.08		13.73	13.27		204	196	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	9.09		50.00	72.73		50.00	18.18		34	33	
1	6.06	4.00		33.33	16.00		60.61	80.00		33	25	
2	17.14	5.56		48.57	69.44		34.29	25.00		35	36	
3	4.76	3.03		42.86	27.27		52.38	69.70		21	33	
4	4.55	3.45		72.73	58.62		22.73	37.93		22	29	
5	4.00	5.88		44.00	52.94		52.00	41.18		25	17	
6	2.94	13.04		17.65	30.43		79.41	56.52		34	23	
All Grades	5.88	6.12		42.65	48.47		51.47	45.41		204	196	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	18.18		26.47	45.45		67.65	36.36		34	33	
1	0.00	0.00		48.48	60.00		51.52	40.00		33	25	
2	0.00	13.89		57.14	63.89		42.86	22.22		35	36	
3	19.05	3.03		52.38	69.70		28.57	27.27		21	33	
4	4.55	17.24		72.73	68.97		22.73	13.79		22	29	
5	4.00	5.88		72.00	76.47		24.00	17.65		25	17	
6	11.76	8.70		79.41	82.61		8.82	8.70		34	23	
All Grades	5.88	10.20		57.35	65.31		36.76	24.49		204	196	

Conclusions based on this data:

1. English Language Learners have increased overall at a level 4 from a 2.74% to 10.20%.
2. The percentage of students in level 4 and 3 and/or well developed and somewhat/moderately development increased in each subdivision of the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
520	83.1	37.7	0.2
Total Number of Students enrolled in Van Buren Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	37.7
Foster Youth	1	0.2
Homeless		
Socioeconomically Disadvantaged	432	83.1
Students with Disabilities	55	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian		
Asian		

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	1	0.2
Hispanic	470	90.4
Two or More Races	3	0.6
Pacific Islander		
White	31	6.0

Conclusions based on this data:

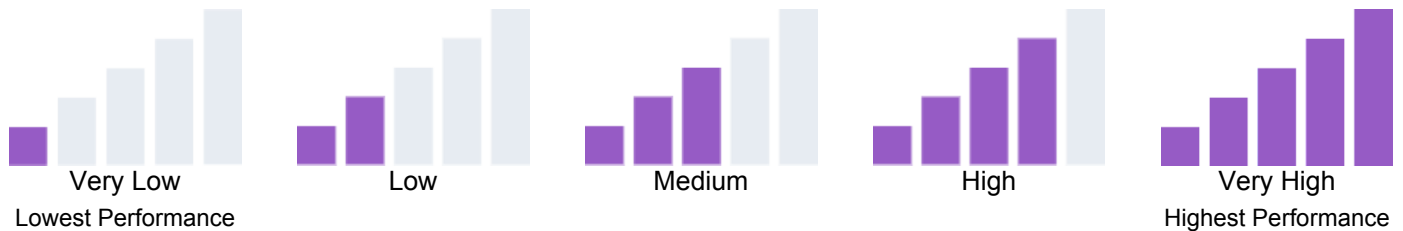
1. Socioeconomically disadvantaged students at 83.1% represents our greatest enrollment.
2. English Language learners make up 37.7% of our demographics.
3. 90.4% of our enrollment demographics is Hispanic.

School and Student Performance Data

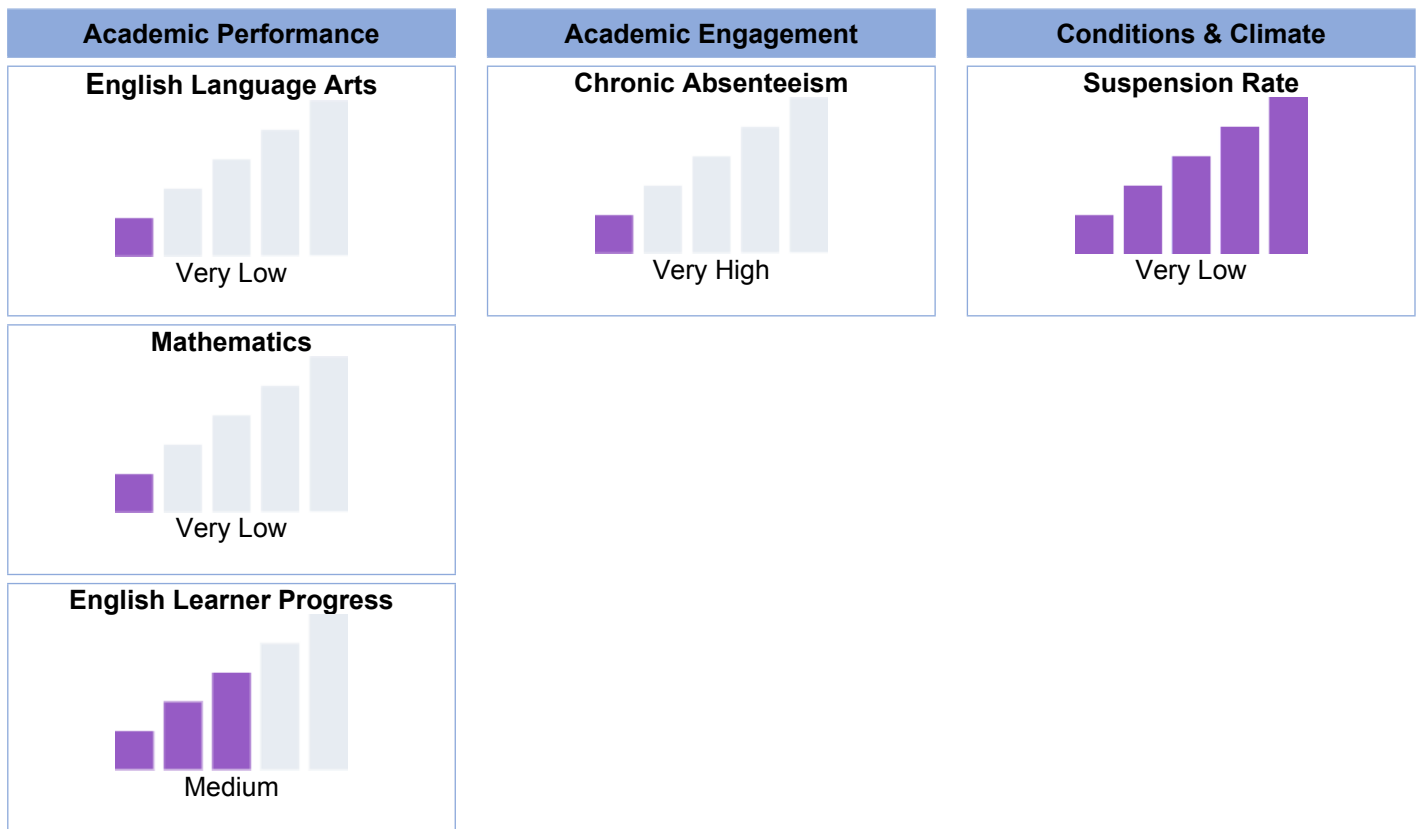
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

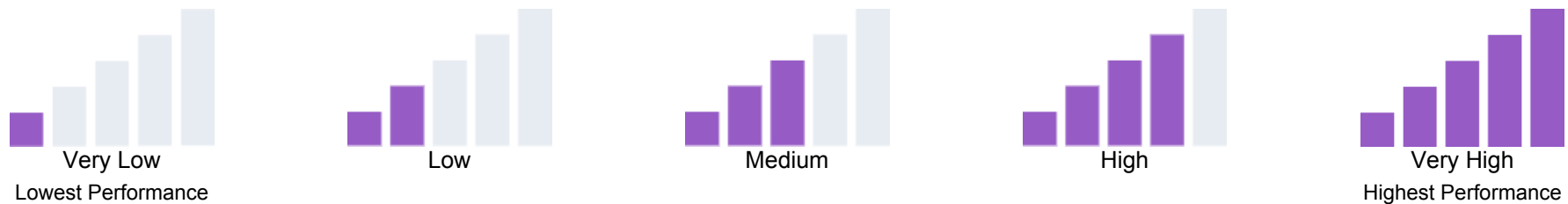
1. Our students performed very low in English Language Arts and in Math.
2. We have a very high Chronic absenteeism rate.
3. English Language Learners made the greatest progress last year.

School and Student Performance Data

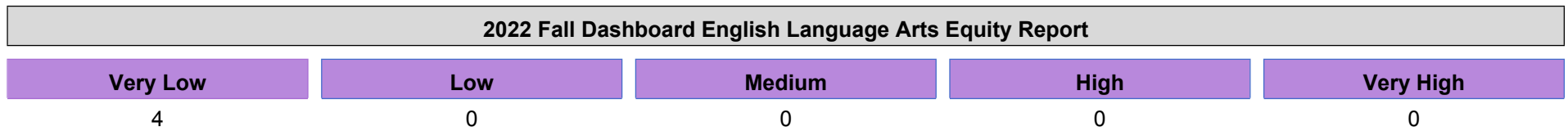
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

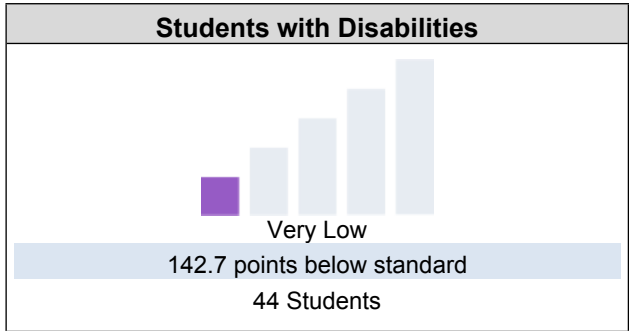
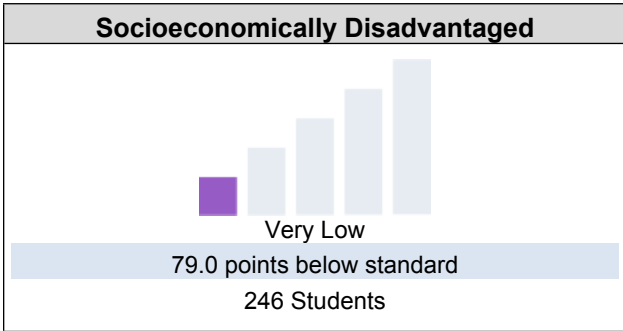
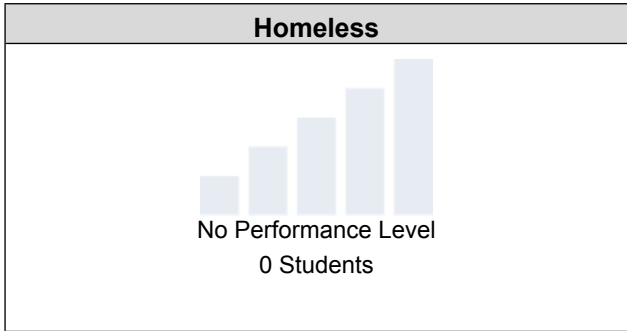
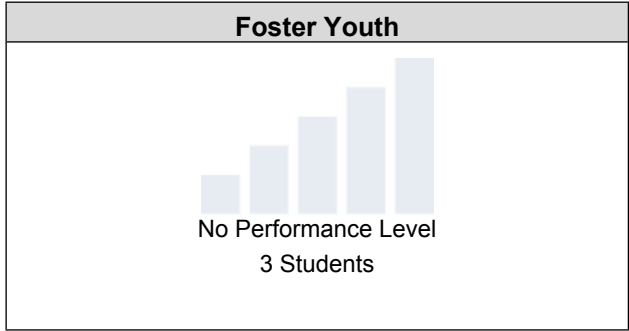
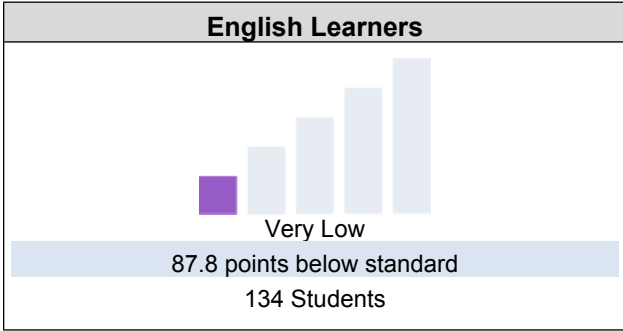
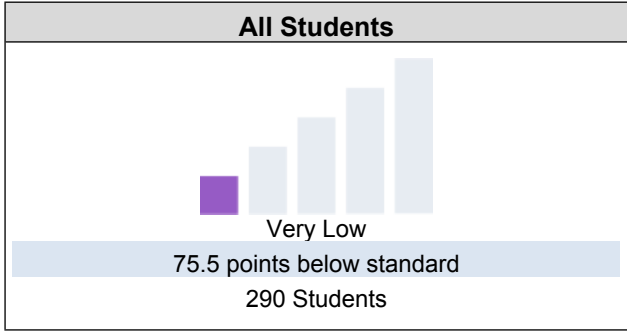


This section provides number of student groups in each level.

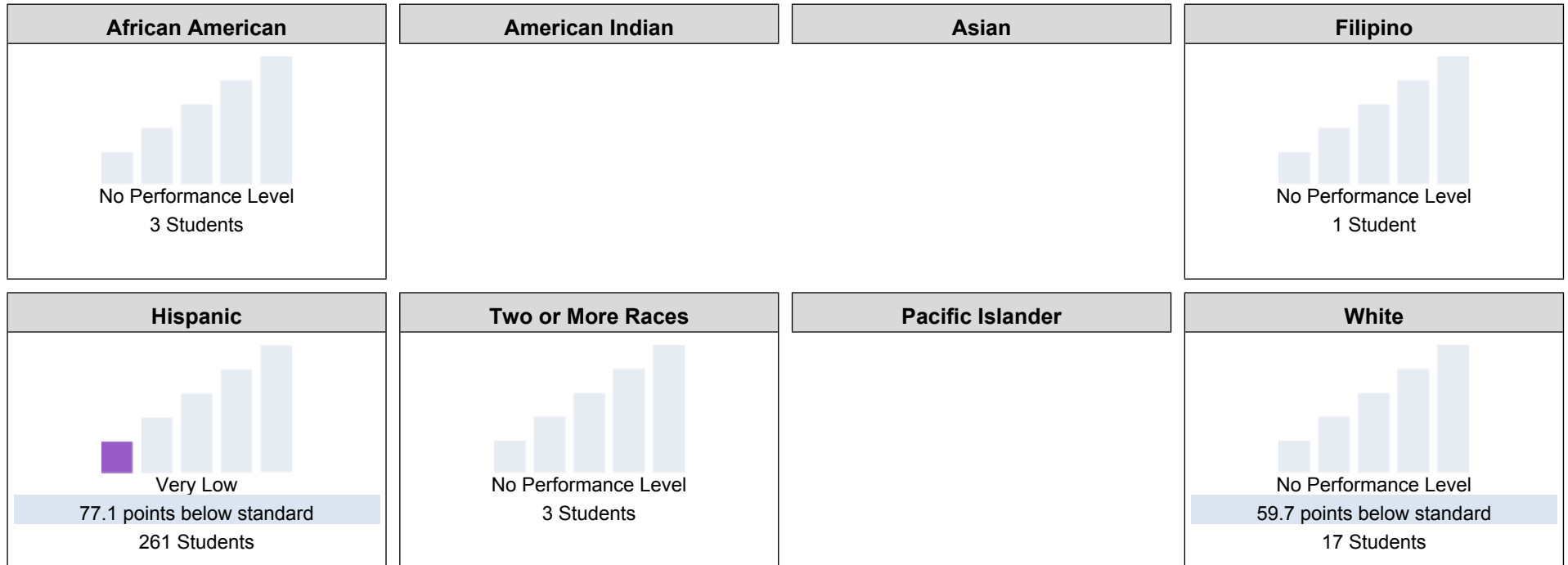


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.2 points below standard 95 Students	33.4 points below standard 39 Students	71.6 points below standard 134 Students

Conclusions based on this data:

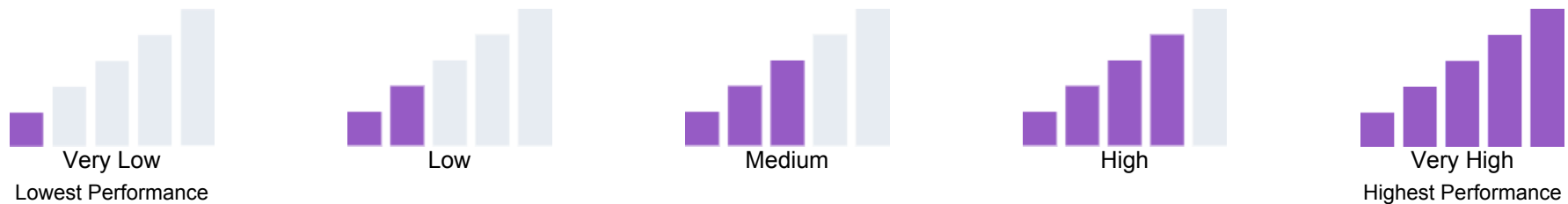
- Students with Disabilities are underperforming all students in the area of English Language Arts
- English Language Learner students are underperforming English Only students.

School and Student Performance Data

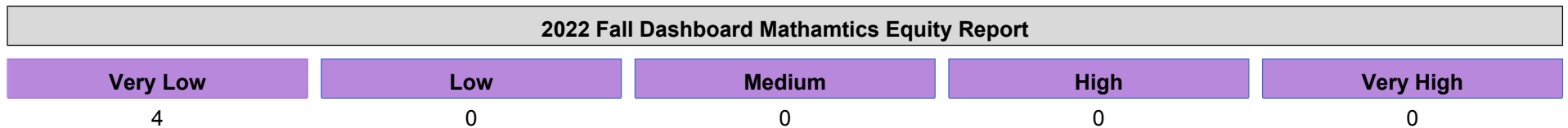
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

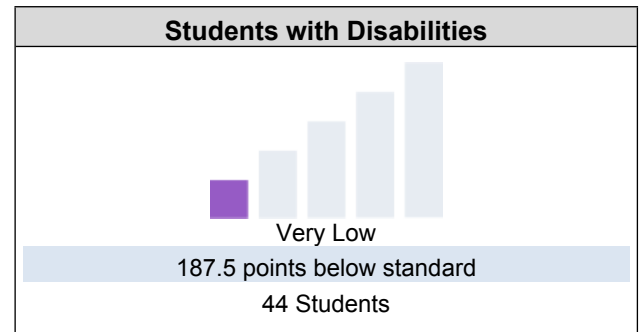
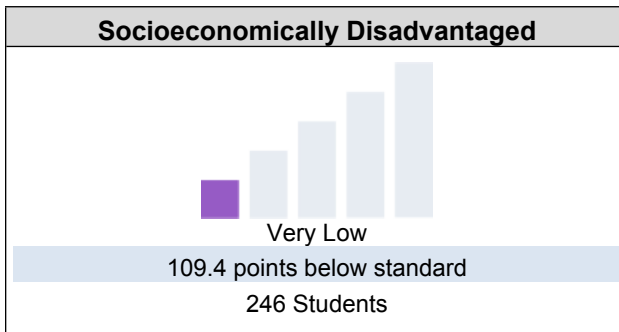
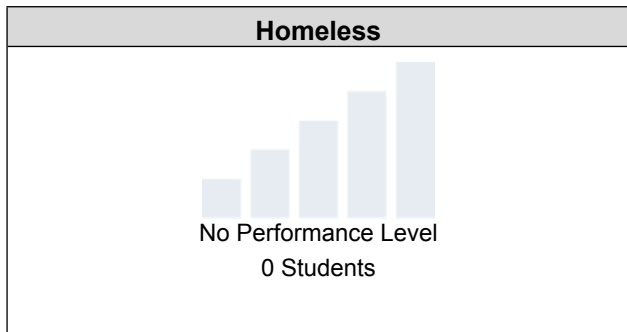
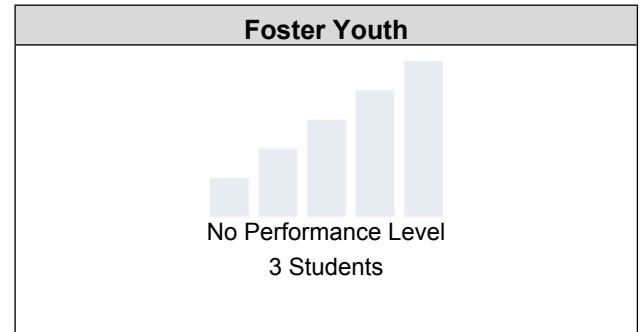
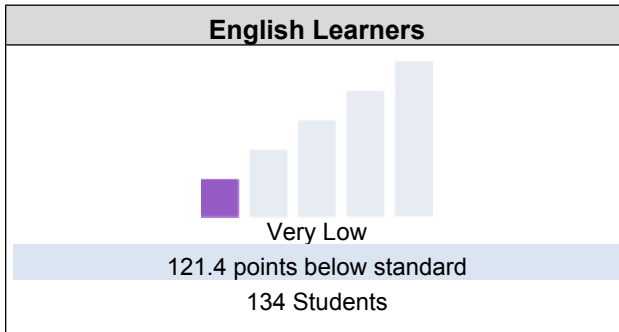
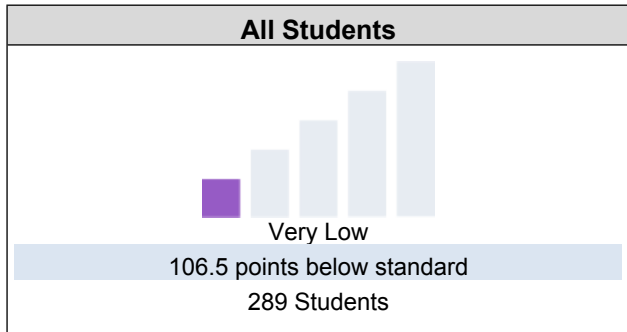


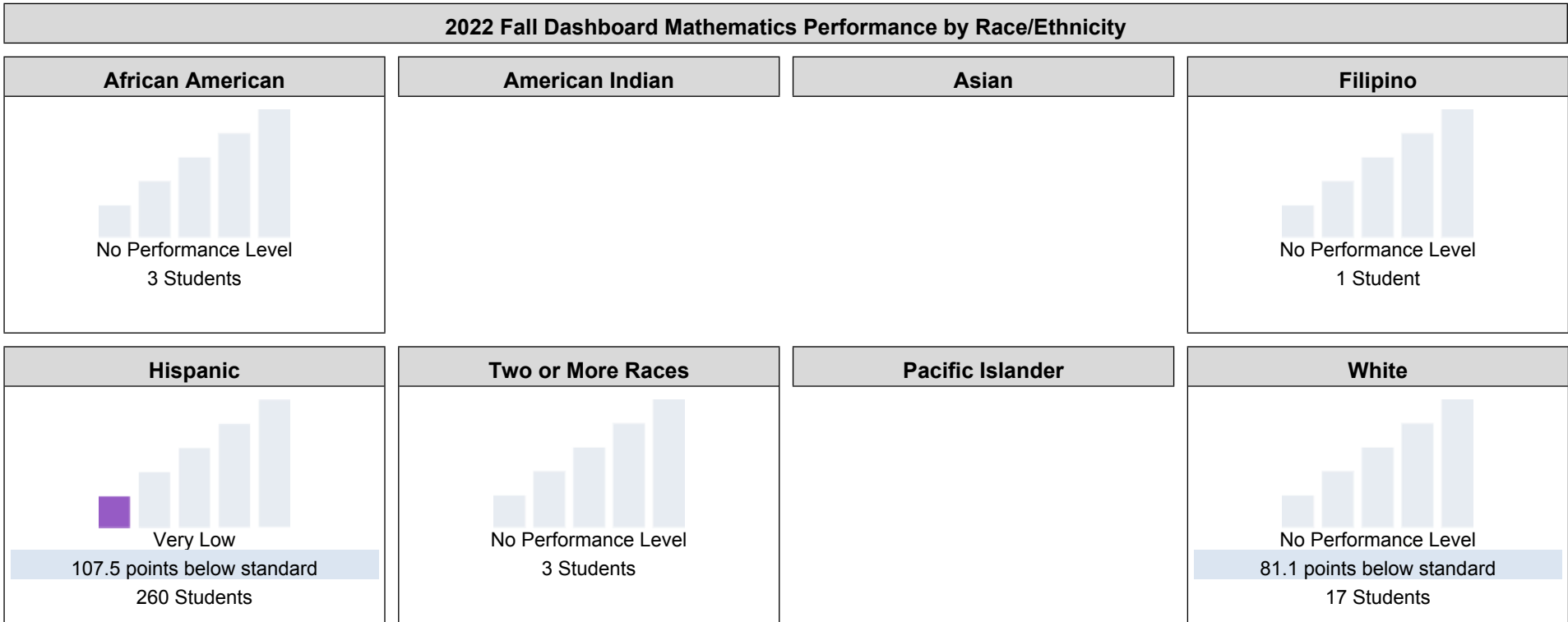
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>140.5 points below standard 95 Students</p>	<p>Reclassified English Learners</p> <p>74.9 points below standard 39 Students</p>	<p>English Only</p> <p>101.3 points below standard 133 Students</p>

Conclusions based on this data:

- Students with disabilities are underperforming in the area of math compared to peers.
- English Language Learners are underperforming English only students in the area of math.

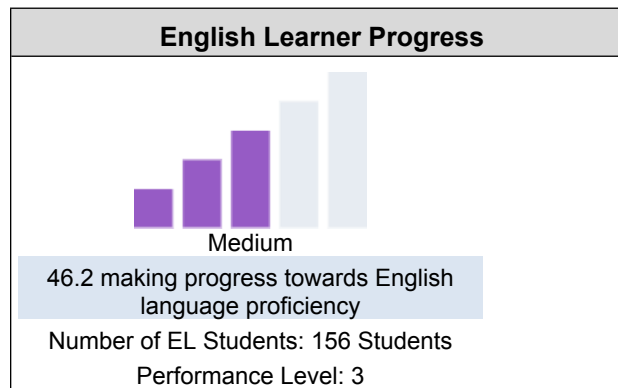
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.7%	39.1%	0.0%	46.2%

Conclusions based on this data:

- 46.2% of EL students made at least one level of progress.
- 14.7% of EL students decreased one level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

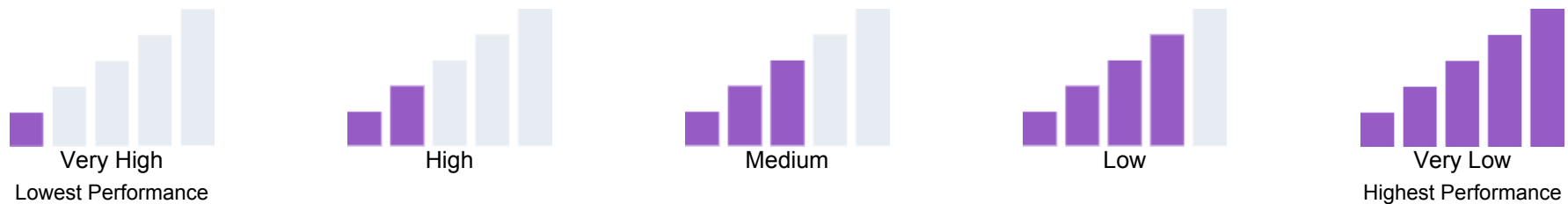
1. N/A
2. N/A
3. N/A

School and Student Performance Data

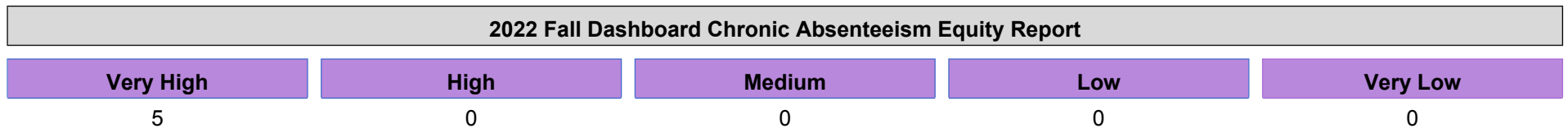
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

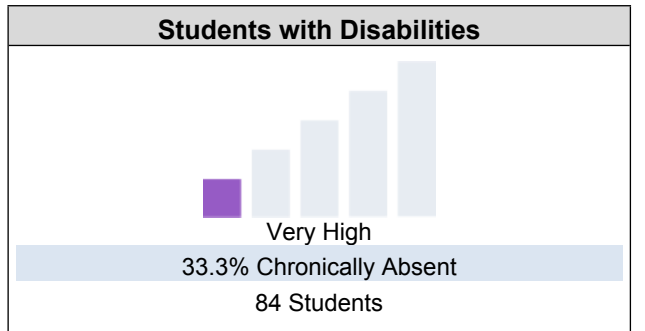
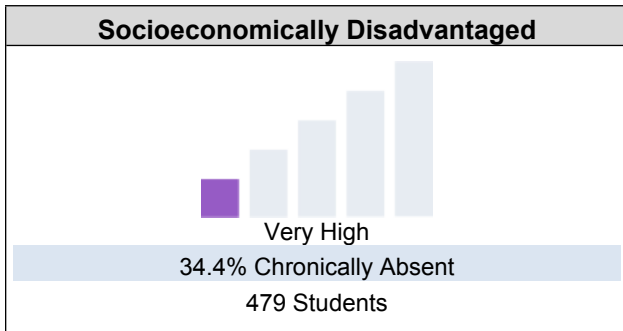
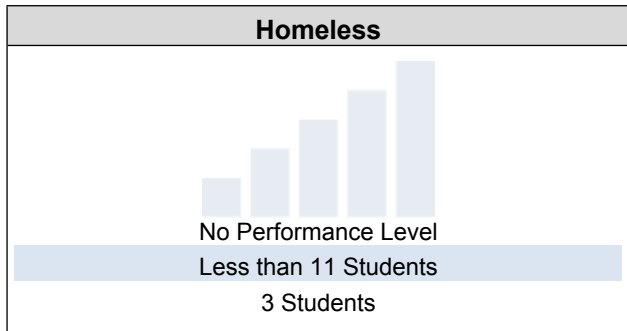
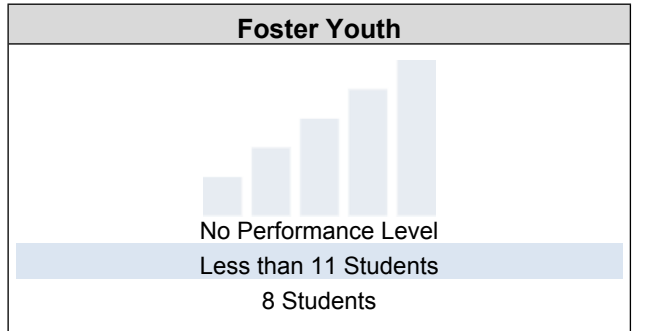
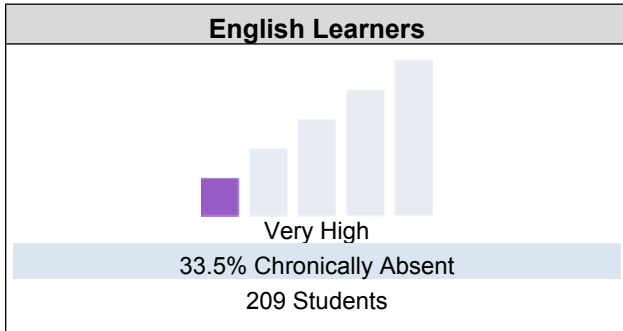
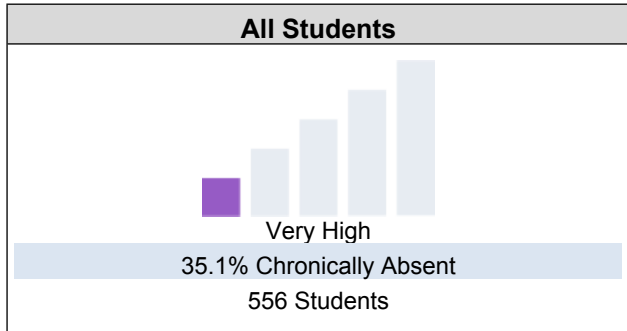


This section provides number of student groups in each level.

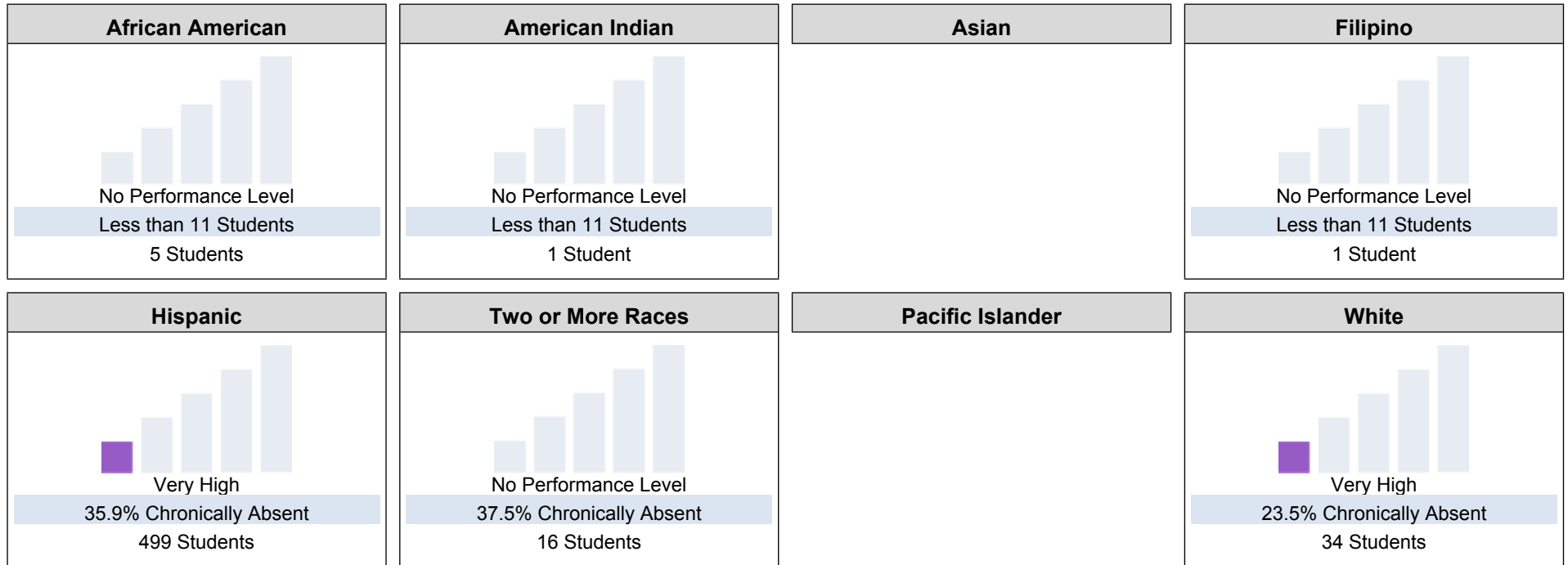


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Socioeconomically Disadvantaged had the greatest percentage of Chronic Absenteeism rate at 34.4%.
2. 35% of our population overall struggled with attendance last year.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

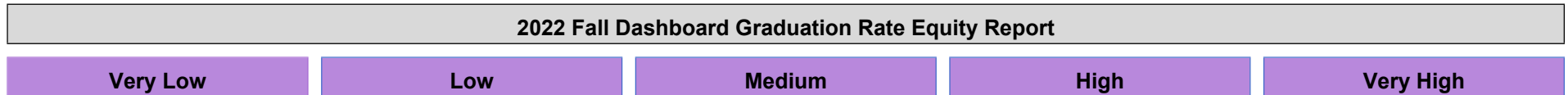
Low

Medium

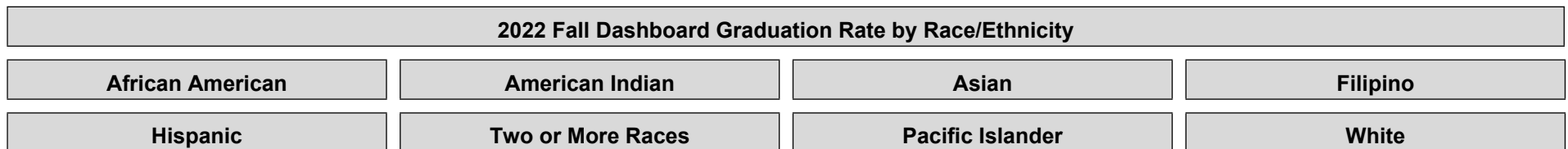
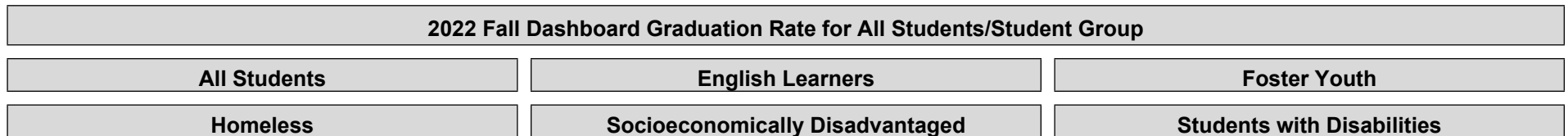
High

Very High
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

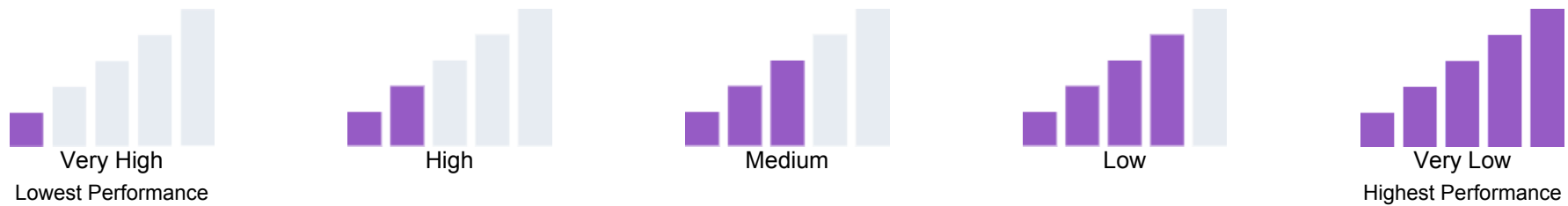
1. N/A
2. N/A
3. N/A

School and Student Performance Data

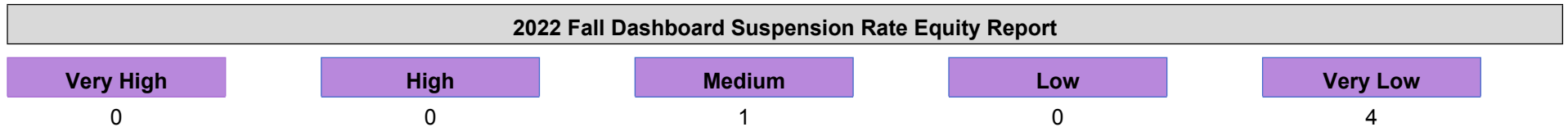
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

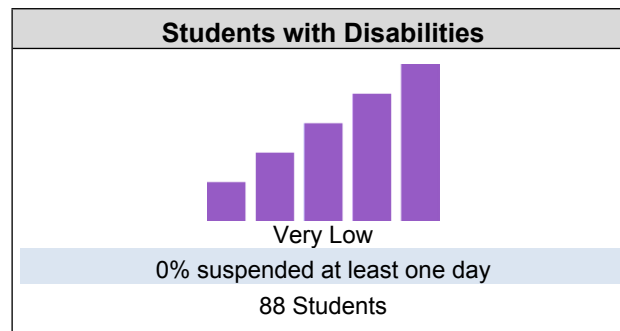
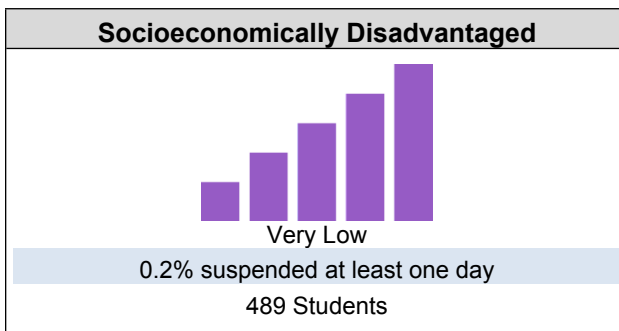
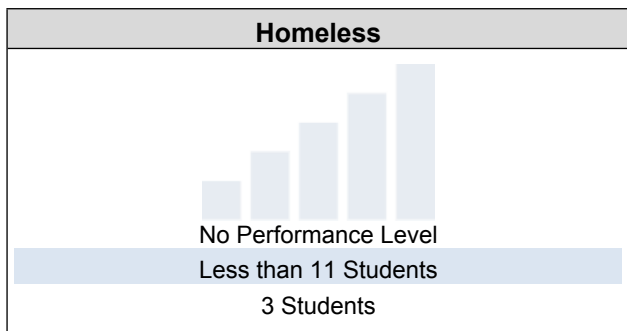
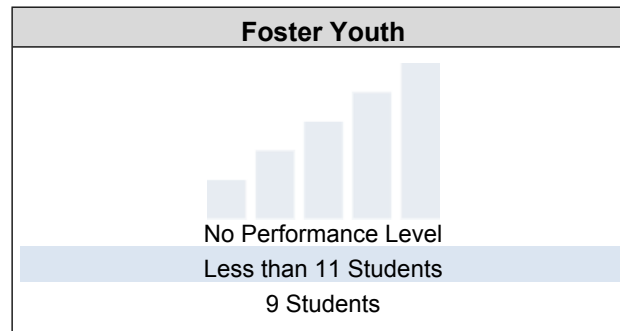
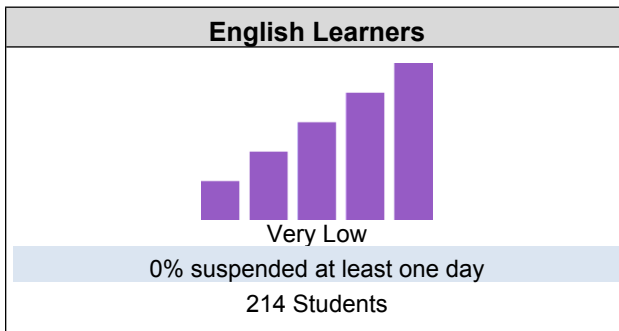
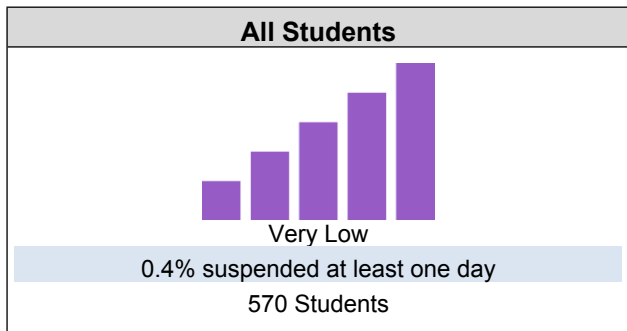


This section provides number of student groups in each level.

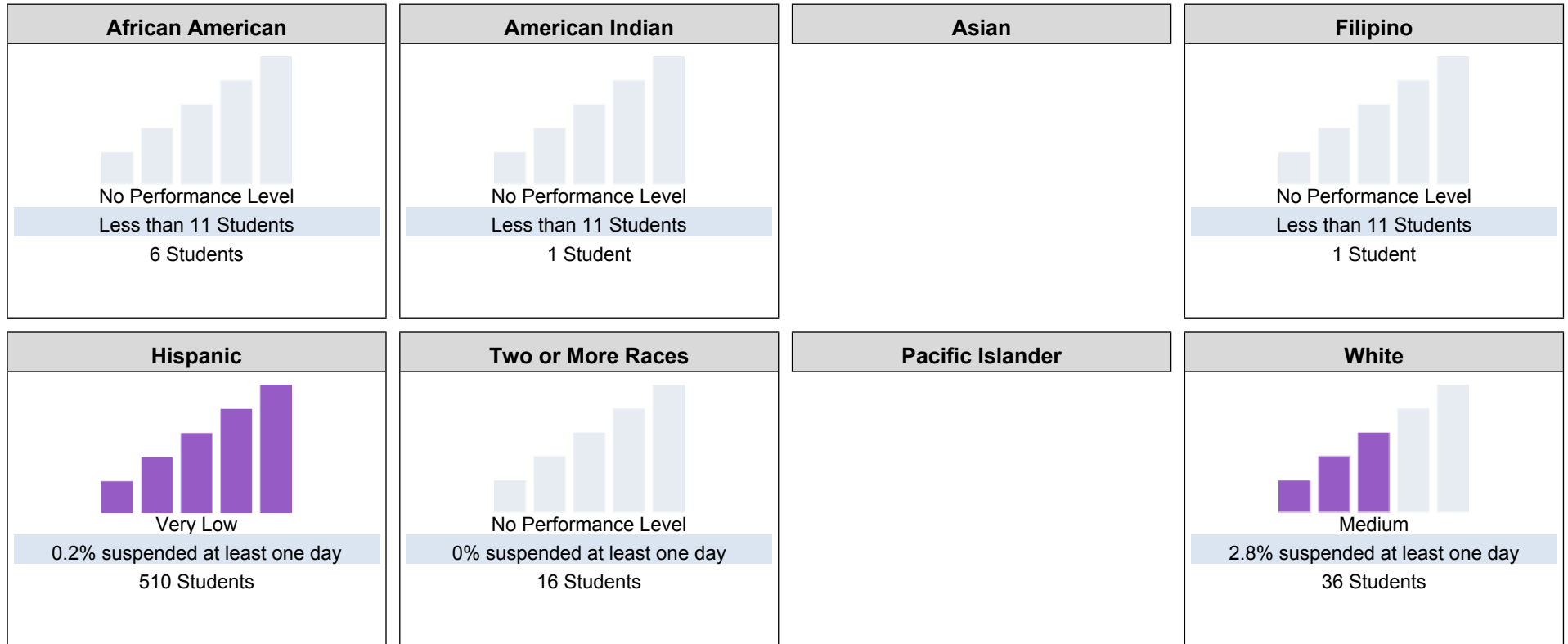


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate for the school year was very low.
2. Based on demographic data on the dashboard 2.8% of white students were suspended at least one day compared to all students 0/4%

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

In order to address the academic and social emotional needs of students at Van Buren Elementary, teachers will continue to Integrate evidence-based practices that align with CCSS and social-emotional learning (SEL) into daily lessons. To support staff with integration of evidence-based practices teachers will be provided with staff development, based on site identified areas of need/focus. Teachers in K-2 grade will participate in a professional learning committee (PLC) centered around PD and training in the Science of Reading and teachers in grades 2-4 grade will participate in a PLC centered on training and PD on mathematical foundational skills. In addition, staff will be provided with opportunities to engage in PD centered around trauma informed practices, equitable access, and social emotional learning. Teachers and staff will continue to provide first- best teaching practices for all students. Teachers will continue to assess students' needs with data from NWEA, formative/summative assessments, and teacher assessments to identify the needs of their students and plan accordingly. There will be collaboration between the classroom teachers and intervention team on campus including Special Education staff, with intervention continuing to be implemented in grades 1st- 6th grade. Additional resources, training, and planning time will be provided to support teachers in differentiating instruction to meet the diverse needs of all students in their class. Teachers will ensure that ELD is part of their daily instruction and that there is both integrated and designated ELD happening in classrooms.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P2 Pupils have sufficient access to standards aligned materials and resources.	Teachers will use district adopted and purchased materials for all content areas. Williams inspection indicated that 100% of our students TK-6 and teachers had all required instructional materials.	Teachers will have access to district adopted and purchased materials for all content areas. Williams inspection will indicate that 100% of our students TK-6 and teachers have all required instructional materials.
P4 Statewide Assessments-CAASPP- Math	CAASPP 2022 we were 106.5 points below standard. 10.07% Met or Exceed 1.95% Level 4 8.12% Level 3 23.70% Level 2	The number of points students are scoring below standard in the area of math on the CAASPP will decrease from 106.5 to 96.5 points as indicated on the California Dashboard. The total percentage of students who meet or exceed the standard will increase from 10.07% to 11% of students. The

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	66.23% Level 1	percentage of students who score nearly met will increase from 23.70% to 25%.
P4 Statewide Assessments-CAASPP-ELA	CAASPP 2022 we were 75.5 points below standard. 47.06% Met or Exceed 5.16% Level 4 14.84% Level 3 23.23% Level 2 56.77% Level 1	The number of points students are scoring below standard in the area or math on the CAASPP will decrease from 75.5 to 65.5 points as indicated on the California Dashboard. The total percentage of students who meet or exceed the standard will increase from 20% to 22% of students. The percentage of students who score nearly met will increase from 23.23% to 25%.
P4 Statewide Assessments-ELPAC	14.7% decreased by 1 level 39.1% maintained. 46.2% increased by 1 level. 46.2% are making progress towards proficiency 10.20% Level 4 38.78% Level 3 29.02% Level 2 21.94% Level 1 21-22: 10.24% Level 4 20-21: 2.45% Level 4	In the area of English Proficiency, the goal is for the overall number of students to continue making progress towards English Proficiency. The number of students making progress towards proficiency will increase from 46.2% to 48.2%.
P4 English Language Learner Reclassification Rate	2021-2022 a total of 3 students were reclassified.	English Language Learner Reclassification rate will increase 5%.
P8 NWEA Assessment Data-ELA	NWEA: 40.8% of students met or exceeded projected growth.	In Math the number of students who have met or exceed the projected growth will increase by 10% on NWEA from 40.8% to 44.0%
P8 NWEA Assessment Data-Math	NWEA: 40.59% of students met or exceeded projected growth.	In Math the number of students who have met or exceed the projected growth will increase by 10% on NWEA from 40.59% to 44%.

Planned Strategies/Activities

Action 1.1

CSS IMPLEMENTATION

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Support full implementation of Math/ELA CCSS and NGSS curriculum with the use of Units of Study (UoS) and the use of research based instructional strategies.</p> <p>B. Teachers will participate in professional development (PD) that focuses on the implementation of CCSS and NGSS. PD will also focus on ELD, culturally responsive teaching, and trauma informed practices.</p> <p>C. Principal will coordinate & monitor all PD and instruction. District initiatives, staff surveys, leadership feedback, and/or classroom observations will determine site needs for PD. Principal/Teacher Facilitator/Coordinators will provide PD/modeling as needed by grade levels/area of need.</p> <p>D. Teachers will utilize NWEA, formative assessments and summative assessments, including teacher observations, to monitor student progress while guiding teacher collaboration focusing on grade level planning and teacher daily instruction.</p> <p>E. Teacher release time will be available for teachers to have the opportunity to participate in grade level planning and data analysis twice a year.</p> <p>F. Teachers will be provided with release time for instructional support (observing colleagues, collaborating with colleagues, etc.)</p> <p>G. Testing incentives and recognition will be utilized to encourage students to try their best and demonstrate growth on both local (NWEA) and state assessments (ELACP/CAASPP).</p> <p>H. Instructional supplies will be purchased based upon grade level and Leadership Team quantitative observations and requests. In addition, teachers will be provided with instructional supplies to help with the implantation of District Initiatives (such as AVID)</p> <p>I. Media Clerk will coordinate availability of materials for teachers to implement the grade level common core standards and other supplemental</p>	<p>X All Students</p>	<p>Elementary Media Center Clerk (EMCC) Salary (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$71387</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9000</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$14000</p> <p>Printing Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2700</p> <p>Library Resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>Salary, Clerk, hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2100</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures</p>

materials to support the implementation and assessments of ELA/Math CCSS. EMCC will also provide Technology support with Chromebooks, digital citizenship, Ebooks and other software to teachers. Makerspace will also be monitored by EMCC.

J. Teachers will be provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students in an inclusion setting. Teachers will also be provided with supplemental support and materials (includes copy machines, printing, lamination, novel, leveled readers, manipulatives, software, and informational texts).

K. Implement AVID strategies strengthening areas of organization, notetaking, and managing agendas/calendars. Develop in the area of inquiry.

L. The SST team will meet monthly, with general education teachers, LST/MST, and Sped team to determine intervention strategies to targeting student individual needs. Substitute teachers will be provided to cover teachers meeting and translator will be provided as needed.

LCFF Suppl/Conc -- 0707
\$1500
Technology Supplies
6000-6999: Capital Outlay
LCFF Suppl/Conc -- 0707
\$2000

Action 1.2

Inclusion through Intervention and Enrichment

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Teachers will collaborate on strategies with the Literacy Support Teachers (LST) to meet the needs of students struggling with reading fluency. LSTs will provide Early Literacy Intervention to students in 1- 6 who are not at grade level in reading fluency and phonemic awareness. NWEA data and teacher observations will be utilized to identify students who are at-risk of not meeting grade level standards in ELA.

B. Teachers will collaborate on strategies with the Math Support Teacher (MST) to meet the needs of struggling students with math foundational skills, grade level concepts, etc. MST will provide support to students in grades 1-6 based on need. NWEA data and teacher observations will be utilized to identify students who are at-risk of not meeting grade level standards in math.

X All Students
Other student
X group(s) Students with
Disabilities, English
Learners, GATE

Hourly, Tchr
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2,000
ELD Supplemental Materials
4000-4999: Books And Supplies
Title III LEP -- 4203
\$153
Literacy Support Teacher Salary
1000-1999: Certificated Personnel Salaries
Title I District -- 500 3010
\$143665

C. Bilingual language tutors (BLT) will provide classroom support to English Learners. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish. Bilingual Language Tutors will be trained in addressing Reading foundation skills.

D. When possible, classes are configured to have no more than 2 adjacent EL levels. Teachers will monitor and evaluate EL levels 3 times during the school year, using multiple measures including classroom assessments and ELPAC data.

E. EL students will be provided with 30 minutes of designated ELD instruction in TK-6 as well as ELD will be integrated throughout the day.

F. SDC/RSP students receive support via special education program using pull-out and inclusion methods. Educational Specialist will utilize NWEA and district Units of Study to support students in special education to build reading and math foundational skills

G. Extended Learning Opportunities to challenge or provide differentiation for students outside of the school day to support with remediation/acceleration of skills, CCSS & Integrated SEL needs, test prep for CAASPP, EL and GATE.

H. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards and to meet the diverse needs of all students including RSP, SDC, EL, GATE students in an inclusion classroom setting.

I. The Communication Enhancement Program (CEP) is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise.

Literacy Support Teacher Salary
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$14367

Literacy Support Teacher Salary
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$129299

Copier Maintenance Agreements
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$3000

Sub, Classified Support
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1700

Materials/ Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2,000

Bilingual Language Tutors Salary
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$19497

Bilingual Language Tutors Salary
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
\$5146

Bilingual Language Tutors Salaries
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$86440

Salary, Clerk, Hourly
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$250

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

The need for social-emotional learning, culturally responsive teaching, and trauma informed practices as well as additional academic support will continue to be essential. Our students will need continued support through SEL and culturally responsive teaching to provide them with the tools necessary to engage with their peers and staff in a positive manner. Staff will participate in professional development for continued growth in SEL strategies and culturally responsive teaching through an equity lens. Continued coaching from a Behavior Specialist is needed for teachers, activity supervisors, and support staff to address Tier 2 and 3 students with inappropriate behaviors. Bullying presentations will be provided to educate students on the characteristics, harm, and support for victims of bullying. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures.

Due to the rise in chronic absenteeism, additional funding will be used to provide staff with training and resources to meet the diverse needs of students on campus, including but not limited to culturally responsive teaching and trauma and informed practices. Administration will collaborate with technology coordinator, Media Center Clerk, leadership team and other educational partners to develop action plans for incorporating STEAM activities on campus to increase student engagement. An attendance team will meet monthly to review attendance data and other surveys to develop an action plan for working with educational partners to increase daily attendance rates. Administrative team will hold SART meetings, monthly to address chronic absenteeism with parents and students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate:	Actual: ADA 91.67 %	School attendance rate will increase from 91.67% to 93.67% as depicted in the end of the year attendance report.
P5 Chronic Absenteeism rate:	Actual Chronic Absenteeism rate: 30.1%	Chronic Absenteeism will decrease from 30.1% to 20%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Pupil Suspension rate:	Van Buren had a total of 1 suspension in 2022-2023.	Maintain or reduce pupil suspension rate to remain below district average.
P6 Surveys of pupils, parents, teachers on sense of safety: Annual LCAP	LCAP Student Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 30% responded "Almost Never" or "Once in a while"	Expected Outcomes for 2023-2024: Increase positive student responses on survey results by at least 4%
P6 Surveys of pupils, parents, teachers on sense of safety: Annual LCAP	LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 72% responded "Quite Well" or "Extremely Well"	Expected Outcomes for 2023-2024: Increase positive parent responses on survey results by at least 4%.
P1 School Facilities are maintained in good repair: FIT Report	Overall rating for school meeting most or all standards of good repair: 100% Exemplary School Rating	Continue to meet the Exemplary School rating of 100%.

Planned Strategies/Activities

Action 2.1

Safe and Healthy School Environment

	<u>X</u> New Action	
--	---------------------	--

Planned Actions/Services	Students to be served	Budget and Source
A. Teachers and staff will use a multi-tiered systems of support to meet students social, emotional, behavioral and academic needs. Teachers and staff will have access to and use variety of resources, materials, and interventions.	<u>X</u> All Students	Health Care Aide Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$22733
B. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through planning and hosting various activities on campus including but not limited to; school spirit weeks, Red Ribbon week, bullying assemblies, and the use of common-sense media.		Playground Activities and/or Equipment/100 Mile Club 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$600
C. Health Care Aide: will provide appropriate health care and nursing services. The Health Care Aide will communicate with parents in regard to		Emergency/Diaster Supplies 4000-4999: Books And Supplies

immunization and allergies that might impact a student's school environment or student's education.

C. Safety Coordinator: will annually revise the Safe School Plan containing three essential components: assuring each student a safe & respectful, accepting and emotionally nurturing environment. The school plan will be presented to all educational partners and approved by the School Site Council. The Safety Coordinator will work with administration to include emergency training for staff on procedures and expectations in case of an emergency. Students and staff will participate in monthly fire drills and practice lockdown and disaster drills. School Safety Coordinator will work with school administration on identifying any needed first aid or disaster materials and/or resources.

D. Activity Supervisors: will provide appropriate campus supervision enforcing school rules and procedures, and supporting students SEL needs. Activity supervisors will participate in trainings that focus on creating and maintaining positive relationship, conflict resolution, SEL, culturally responsive guide to discipline, etc. Activity Supervisors will also participate in staff meetings on campus. A minimum of three supervisor meetings will take place.

E. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during recess and lunch.

F. Extended learning opportunities and activities for students will be provided to enrich and enhance social and emotional wellbeing. Educational partners will be able to participate in 100-Mile Club, School Wide Steam Opportunities, Reading and Math Nights, Maker Space, etc.

LCFF Suppl/Conc -- 0707
\$250

Classified Hourly
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500

Action 2.2

Positive Behavior Intervention Support (PBIS)

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. The PBIS/SEL coach along with the PBIS/SEL committee will facilitate the implementation of the components of the PBIS/SEL model. Teachers will teach short lessons that focus on the selected character traits/aspects of SEL & Wellness. Second Step will be utilized to support students in their SEL

X All Students

Incentives, Materials, and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1000

earnings.

B. The PBIS/SEL coordinator(s)/team will provide staff development and support in planning lessons and pacing. Student incentives will be given in the classroom and schoolwide to reward positive behavior not limited to but including golden ticket raffles and lunch with the principal.

C. Training will be provided to staff on PBIS/SEL/Behavior Supports via admin and SEL Coordinators. Teachers and staff will be provided with release time or extra hours to support with the implementation of the schoolwide PBIS plan.

D. The PBIS/SEL coordinator(s)/team will hold meetings to review discipline data, panorama data, and brainstorm schoolwide interventions that promote good citizenship inside and outside of the classroom. Teachers are also able to access the SEL team for guidance/intervention resources for behavioral management strategies and support with how to document/record behavior for low level or referral processes.

E. Purchase materials that will contribute to establishing a welcoming environment for students and families that supports cultural diversity, while creating an opportunity for students to see themselves reflected in the stories they read (mirrors) and to provide opportunities for them to explore and appreciate cultural differences (windows).

F. Mental Health Supports will be provided to students via a part time Behavior Health Associate. Referrals are made by teachers, staff or parents.

G. Supplies and materials to support PBIS/BSEL activities including and not limited to assemblies and sensory paths.

Teacher Hourly/Substitutes
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1200
Print Shop
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$500

Action 2.3

Student Attendance

X New Action

Planned Actions/Services	Students to be served	Budget and Source
--------------------------	-----------------------	-------------------

A. An increased focus on Chronic Absenteeism is needed based on Data Dashboard, current data, and the impact of the COVID-19 pandemic. To strengthen the area of attendance and chronic absenteeism, Van Buren will continue to share resources and information with families and provide attendance incentives, such as monthly attendance parties.

X All Students

B. Attendance team will be formed to review attendance data and develop an action plan for improved attendance.

C. Van Buren will continue to implement processes of SARTs, SARB, providing resources to families, referral to mental health connections, home visits, medical releases/supports, and awards.

D. Students will have continue to have the opportunity to make-up absences using Saturday School. We will increase communication with families regarding students attendance. Enrichment materials will be purchased for Saturday School instruction.

Incentives
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$850

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$850

Action 2.4

Inviting/Engaging Learning Environment

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Student leadership group will organize school events and activities to increase student engagement and sense of belonging. Student leadership development is key component to the organization of student leadership group. Meetings and planning will take place during lunch/after school during, etc. Staff advisors will collaborate with administration for planning and purchasing supplies and/or resources.</p> <p>B. An inviting environment creates a positive learning environment for students, staff, parents, and other educational partners which promotes student achievement and safety. Educational partners will work together to develop an action plan for addressing ways to continue to improve school climate, including purchasing resources and materials.</p>	<p>X All Students</p>	<p>Materials and Supplies Marker Space 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500 Teacher hourly/substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500 Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

C. Media Center Clerk will collaborate with staff and administration on continuing to expand resources including supplies, materials, and books for the the makerspace and library.

D. Administration will collaborate with the technology coordinator and site leadership team and other educational partners to develop an action plan for incorporating technology into classrooms as well as school wide events to increase student engagement. The action plan will include purchasing of materials/supplies and providing teachers with release time and/or extra hours for planning.

E. Administration will collaborate with Special Education Team, SST, leadership team, and other educational partners to continue to support inclusion efforts, including purchasing of materials/supplies and providing teachers with release time and/or extra hours for planning.

\$400

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707

\$738

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Parent meetings/trainings/workshops/events will continue to be a focus to improve parent involvement on campus. More emphasis will take place to have more families join our school site social media accounts to encourage them to connect more with the school. Hosting family events and offering parent workshops will be planned based on parent/student needs. Van Buren will continue to increase parent, student, and community engagement by providing opportunities for educational partners to engage on school wide community events. Combining parent workshops or meetings with school functions and student performances may lead to higher levels of parent involvement. More time dedicated to staff collaboration may also increase communication between the school and our community. As staff increases their use of our various modes of communication with the students' families, parent engagement will increase as a result of parents being more informed of classroom and schoolwide activities. Van Buren will use parent square, class dojo, social media platforms, and printed flyers to communicate with educational partners. Pairing parent workshops/meetings with school functions will promote higher levels of parent involvement. Translating will continue to be available for parents to participate in IEPs, parent/teacher conferences, and parent meetings. Classified staff will be available if needed for babysitting and to provide support during school wide events sponsored through PTA and school. Classified staff will continue to reach out to families to provide information of various resources that are available through the parent center.

Develop student leadership group to increase student involvement with campus activities and work to create various clubs for students to be a part of to be actively engaged. Work with educational partners on examining data, identifying strengths and weakness, and developing an action plan for an increase in student's sense of belonging and engagement on campus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement: Annual LCAP Survey		Increase positive parent response to LCAP survey by 5% .
P5 Student Engagement: Annual LCAP Survey		Increase positive student response on LCAP survey by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 Student Engagement: Annual LCAP Survey		Increase student response to 70% "Belong quite a bit" or "Completely belong"
P6 Surveys of pupils, parents, teachers on sense of school connectedness		Increase positive teacher response on LCAP survey to 5%.

Planned Strategies/Activities

Action 3.1

PARENT OUTREACH

	X Modified Action	
--	-------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs via social media platforms, district technology, school website, and marquee.</p> <p>B. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.</p> <p>C. Assist parents in understanding academic content standards and academic achievement standards, state and local academic assessments, requirements of Title I and how to monitor a child's progress and work with educators to improve achievement during Back to School Night, Parent-Conference meetings, Title 1 Parent Involvement, GATE, PTA, ELAC, AVID, Coffee with the Principal and other committee meetings.</p>	<p>X All Students</p> <p>X Other student group(s) EL</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1260</p> <p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$550</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$550</p> <p>Postage 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$550</p> <p>Materials and Supplies includes refreshments. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$450</p>

D. Support English Language Learner Parents understanding the ELD standards, ELPAC testing, and the variety of support available to them. Support Parents of Struggling students and Special Education Parents with understanding the SST and IEP process, the umbrella of disabilities, supports and services. Removing potential barriers to create a more inclusive school climate fostering parent involvement and engagement. Staff on campus will provide translation when needed to ensure parents have full access to information.

E. Invite parents to attend district/community events offered throughout the year. Parent outreach includes Technology, Stress and Mental Health, Parent Academic Workshops, AVID Parent Meetings, GATE parent meetings, and variety of school events throughout the year.

F. A community liaison will establish a bridge of communication between the school and the community so that the community can provide feedback on topics such as attendance, SSC, ELAC, DAC, AVID, and other topics that may be related to student success.

G. Materials and refreshments for Parent Meetings and activities on campus, including but not limited to, AVID parent meetings, GATE parent meetings, SSC Meetings, ELAC meetings, Coffee with the Principal.

H. Translator Clerk Typist and other designated staff member will translate materials, parent meetings, and be available for translation for parents as needed.

I. School will facilitate parent input during parent meetings and through the use of surveys. Parents will be informed of Van Buren's Title I, GATE program, EL program, and all other educational programs as well as the monitoring and evaluation of SPSA. Parents are encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review current school programs and make recommendations.

Action 3.2

STUDENT ENGAGEMENT

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Administration will collaborate with different school site committees on identifying and scheduling professional development to continue to support staff with opportunities to enhance practices on campus, creating welcoming and engaging environment meeting the needs of all students.</p> <p>B. School staff will collaborate on ideas to increase student activities on campus including but not limited to Eagle Pride Days, School Spirit weeks, STEAM activities (such as Rain gutter Regatta Races), lunch activities.</p> <p>C. Organization of Student clubs will be supported to increase student engagement at school such as origami, coding, garden, leadership.</p> <p>D. Students in grades 4-6 are invited to participate in a weekly band class.</p> <p>E. Weekly announcement will be sent out digitally for teachers to use in classes. Student will be chosen to announce and promote school events/news, inspirational messages, highlight PBIS skills, and the pledge of allegiance.</p> <p>F. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Days, etc. and participate in school assemblies being held to support character development, school safety, academics, anti-bullying, etc.</p>	<p>X All Students</p>	<p>Print to include Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>Professional Development Conferences/Lodging 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4250</p> <p>Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2519</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments-CAASPP ELA	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	CAASPP 2022 we were 75.5 points below standard. 47.06% Met or Exceed 20.50% Level 4 26.56% Level 3 22.62% Level 2 30.33% Level 1
P4 Statewide Assessments-CAASPP Math	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	CAASPP 2022 we were 106.5 points below standard. 33.38% Met or Exceed 16.06% Level 4 17.32% Level 3 24.66% Level 2 41.96% Level 1
P4 Statewide Assessments-ELPAC	Increase the percent of student proficiency by 5%	14.7% decreased by 1 level 39.1% maintained 46.2% increased by 1 level 46.2% are making progress towards proficiency 10.20% Level 4 38.78% Level 3 29.02% Level 2 21.94% Level 1 21-22: 10.24% Level 4 20-21: 2.45% Level 4

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8 DIBELS	Should the Dibels program return in the 2022-2023 school year; A new baseline will be set at that time.	NWEA assessments have replaced the use of DIBELS.
P8 SBAC Reading Claim #1	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	CAASPP 2022 we were 75.5 points below standard. Very Low on California Dashboard
P8 HMH Reading Inventory Read 180-6th Grade Only	Increase Lexile Level of 800 or greater on the Reading Inventory Assessment to 23%	Reading Inventory Read 180 6th grade Advanced: 6% Proficient: 23% Basic: 33% Below Basic: 39% Proficiency is 925-1070L. Percentage Proficient 29%
P8 Mathematics Diagnostic Testing Project (MDTP)-6th Grade Only	Increase overall percentage of students scoring high average or high by 20%	MDTP 6th grade 33.75% showed Mastery on 1 out of 7 concepts 10.00% showed mastery on 2 out of 7 concepts 8.75% showed mastery on 3 out of 7 concepts 2.50% showed mastery on 4 out of 7 concepts 1.25% showed mastery on 5 out of 7 concepts 1.25% showed mastery on 6 out of 7 concepts 0% 1.25 showed mastery on 7 out of 7 concepts
P8 ELA Indicators of Progress (ISIP)-3rd-5th Only	Increase growth between fall to spring RIT score by 3%	ISIP was replaced with NWEA NWEA: 40.8% of students met or exceeded projected growth. 83.1% of projected growth
P8 Math iStation Indicators of Progress (ISIP)-3rd-5th Only	Increase growth between fall to spring RIT score by 3%	ISIP was replaced with NWEA NWEA: 40.59 % of students met or exceeded projected growth. 88% of projected growth

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSS & NGSS IMPLEMENTATION</p> <p>A. ELA/Math CSS & NGSS professional development will be provided. NGSS Unit writers, math facilitators, Math and ELA UOS writers, and when necessary outside consultants, will support implementation plan.</p> <p>B. Professional development to support initiatives such as AVID, Digital Gateway(technology, 1:1 Chromebook for K-6), Balanced Math, Guided Reading, and Step Up. (Note: Modified-IMPACT team strategy training will take place in 1st grade and support will continue to be provided for Grades 2, 3, 4 & 5 to build assessment capable learners)</p> <p>C. The principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.</p> <p>D. ELA/Math UOS, as well as NGSS lessons, will be implemented in classes.</p> <p>E. Units of Study and site developed common assessments are utilized to monitor student progress and achievement.</p> <p>F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor &</p>	<p>A. Professional Development was provided in both Reading and math that supported teachers implementation of ELA/Math CSS. Teachers had professional development with TWIG curriculum.</p> <p>B. Four teachers, TSA, and site principal attended AVID SI. IMPACT teams is no longer initiative of the district.</p> <p>C. Principal provided staff survey to gather input and to coordinate with observations to provide PD opportunities for staff. Principal meet with Reading PLC to determine next steps in implementations.</p> <p>D. Teachers in grades 1st-6th followed UOS of study. Teachers began with the implementation of NGSS but shifted over to new TWIG Curriculum.</p> <p>E. Teachers used both UOS and grade level assessments to monitor student progress.</p> <p>F. Grade Level teams meet regularly to analyze data and collaborate to drive/adjust instruction.</p> <p>G. Media Clerk coordinates materials and provides technology support.</p> <p>H. Teachers were provided with funds to purchase materials and/or</p>	<p>Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,041</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2625</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2710</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,700</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5368</p> <p>Salary, Clerk, hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$115</p>	<p>Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$70,611</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2625</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,625</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1783</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5368</p> <p>Salary, Clerk, hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction. (Note: Modified- Build student ownership through increasing student peer and self feedback. Success criteria and rubrics will be created through the strategy of Impact Teams in grades 1-5).</p> <p>G. Media Clerk coordinates materials & provides Technology support.</p> <p>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased when necessary for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, print, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, Mystery Science, informational texts, etc.</p> <p>I. GATE facilitator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p> <p>J. Band and string instruments classes are available for 4-6 grade students once a week.</p> <p>K. AVID supplies, materials, incentives, and professional development will be provided to support AVID implementation in TK-6.</p>	<p>resources to support the implementation of CSS in ELA/MATH. Teachers were provided with copy paper and have access to copy machines and send items to print.</p> <p>I. We currently have 6 students qualified as GATE. Two parent meetings have been held. GATE Facilitator planned event with UCR.</p> <p>J. Band and String Instruments have been offered to students in grades 4-6.</p> <p>K. AVID supplies were provided by district for the 2022-2023 school year. A team attended SI summer of 2022 and will attend summer of 2023.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>INTERVENTIONS</p> <p>A. Grade 4 students will use I-station to screen all students for additional small group support from an Intervention teacher. I-station will be available for students identified as having significant gaps in reading foundational skills within their home classroom.</p> <p>B. Grades 5 and 6 to push-in using IStation and Guided Reading resources to support students with reading foundational deficits through Push-In services with an Intervention teacher and Bilingual Tutor. (Note: Modified - LANGUAGE! will no longer be used)</p> <p>C. K-3 uses DIBELS to monitor and assess reading foundational skills. Collaboration between classroom teachers, Bilingual tutor, RSP teacher, and CSR Intervention teacher focuses on intervention strategies. CSR Intervention teacher provides Early Literacy Intervention to K-3 students in reading fluency and phonemic awareness.</p> <p>D. Professional development to support intervention initiatives will be provided.</p> <p>E. SDC/RSP students receive support via special education program using pull-out and inclusion methods. SDC/RSP will utilize I-station and district Units of Study to support students in special education to build reading foundational skills. Professional development and release time to</p>	<p>A. I-station was replaced with NWEA. Grade 4 used NWEA data, it was used to support intervention teachers and grade level teachers in forming small group support.</p> <p>B. I-station was replaced with NWEA. Grades 5- 6 used NWEA data, it was used to support intervention teachers and grade level teachers in forming small group support. Intervention teachers currently pull students out to provide services.</p> <p>C. DIBELS was replaced with NWEA. Grades 1-3 use data to collaborate with Intervention teachers and SPED team to create intervention groups. Kinder teachers used grade level created assessments to monitor student progress.</p> <p>D. Professional Development opportunities were offered to intervention teachers, general education teachers, and SPED teachers, LST and MST have participated in reading/ math PDs. TK-2 teachers are participating in Science of Reading PD and 3rd-4th grade teachers are participating in Grassroots PD for Math, funds were provided by district.</p> <p>E. SPED students receive services from SPED staff using both push-in and pull-out services. SPED staff utilizes NWEA data and UOS to support students in special education.</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,229</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$70,280</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70,280</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$128,515</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,480</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$963</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$72,920</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$72,920</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$145,839</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,533</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3549</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>support inclusion program will be available.</p> <p>F. In response to ELA/math data, Extended Learning Opportunities (ELO) will be examined as an option to support students.</p> <p>G. GATE enrichment activities/lessons provided to students/parents at multiple points during the year.</p>	<p>F. Extended Learning Opportunities (ELO) have been offered Fall, Winter, and Spring.</p> <p>G. GATE had the opportunity to participate in ELO activities and UCR enrichment program.</p>		
<p>ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. SDAIE and GLAD strategies) will be provided over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels at 3 points during the school year using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in</p>	<p>A. 30 minutes of designated ELD instruction in TK-6 was provided.</p> <p>B. Integrated EL support was provided over multiple subjects.</p> <p>C. EL levels for EL newcomers were determined at the district assessment center.</p> <p>D. When possible, classes were configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels at 3 points during the school year using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish.</p>	<p>Salary, BLTs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$89,488</p> <p>Salary, BLTs 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$6,771</p> <p>Salary, BLT 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$4,685</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$736</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>	<p>Salary, BLTs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$105,212</p> <p>Salary, BLTs 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$7,645</p> <p>Salary, BLT 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,280</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$0</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>both English and Spanish. Bilingual Language Tutors will be trained in addressing Reading foundation skills.</p> <p>G. Professional development to support ELs/ELD program will be provided during select staff meetings.</p>	<p>G. Professional development to support ELs/ELD program will be provided during beginning of the year staff meeting.</p>	<p>\$750</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p>	<p>\$0</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$438</p>
<p>RESOURCES</p> <p>A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives</p> <p>B. Supplemental ELA/ELD and Mathematics materials</p> <p>C. Digital Resources – MobyMax & Read Naturally (Note: Modified: In lieu of MobyMax and Read Naturally, RAZ kids, Lexia (Kinder), Mystery Science, BrainPop, and IReady Math will be explored as digital resources)</p> <p>D. Technology and software support for classroom integration and potential Distance Learning Opportunities (Note: Modified for potential Distance Learning)</p>	<p>A. Site Funds and ESSER funds have been used to purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives. These included classroom supplies, STEAM materials, and books.</p> <p>B. Site Funds and ESSER funds have been used to purchase supplemental ELA/ELD and Mathematics materials.</p> <p>C. Digital Resources –Site purchased STARFALL for grades K-3rd with ESSER funds.</p> <p>D. Technology and software support for classroom integration and potential Distance Learning Opportunities (Note: Modified for potential Distance Learning)</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2766</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1100</p> <p>Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1010</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1783</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>PRE-SCHOOL TRANSITION PLAN</p> <p>A. All pre-school students will visit the Transitional Kindergarten and/ or</p>	<p>A. All pre-school students have had a visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria,</p>	<p>Print</p>	<p>Print</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Preschool students in the Spring. All information will be sent in both English and Spanish. Van Buren will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish. (Note: Modified: Due to registration being at the Parent Center it has been difficult to coordinate the dates).</p> <p>D. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities.</p>	<p>and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Office staff is working to send out registration information for Transitional Kindergarten and Kindergarten. All information will be sent in both English and Spanish.</p> <p>D. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100</p>
<p>COMMUNICATION ENHANCEMENT PROGRAM</p> <p>A. The Communication Enhancement Program (CEP) at Van Buren is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>A. The Communication Enhancement Program (CEP) at Van Buren is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers at Van Buren Elementary used grade level collaboration days and grade level release days for grade level alignment using the UoS as a pacing guide and examining NWEA, CAASPP, informative and formative assessment data to drive instruction. With the adoption of TWIG science, teachers have attended professional development opportunities to support the implementation of the curriculum to support with the delivery of NGSS. Teachers are provided with an allotment of funds to spend and materials needed to support implementation of CCS and NGSS. Teachers also use ELD standards to provide EL students with both integrated and designated ELD time throughout the day. Teachers had the opportunity to attend ELlevation PD throughout the year to support instructional delivery of EL students. Bilingual Language Tutors (BLTs) push into classrooms to support EL students.

In addition, teachers in K-2 have attended a series of professional development centered around the science of reading. Following the PDs, the teachers and administration have debriefed and developed an action plan for the implementation of reading strategies discussed throughout the PD. Administration has worked with the team to identify and purchase materials and resources needed to support the teachers with implementation of identified strategies. Teachers in 3rd and 4th grade have started a series of math foundational skills professional development. They are working with the math intervention teacher to identify common needs of students based on data analysis and strategies to foster student growth.

To support with the implementation of AVID, a team of teachers attended AVID summer institute. This team of teachers worked in conjunction with site administration to develop the AVID site plan to support implementation of District provided materials to the site to support the implementation of AVID. On site, we have three intervention teachers, 2 Literacy Support Teachers and 1 Math Support Teacher. The intervention team, using data from NWEA and teacher assessment data, collaborates with classroom teachers on identifying students for intervention groupings. The intervention teachers and classroom teachers collaborate on instructional practices based on assessment data to guide classroom lessons and interventions.

Teachers also use assessment data to develop Extended Learning Opportunities (ELO) classes, that were offered for three sessions(Fall, Winter, and Spring) this school year. Classes were designed using student data to guide teachers in determining subject and content taught during sessions. Teachers were also provided with funds to order materials to support the delivery on content.

The CEP program is available and offered to students by the Speech and Language Pathologist.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on 2021-2022 CAASPP data, students at Van Buren are below grade level in both ELA and Math. Teachers in collaboration with intervention teachers on campus use NWEA data to drive instruction and intervention practices to support student growth in both ELA and Math. Throughout the course of the year teachers have been able to use data to inform their instructional practices, allowing teachers to be a driving force behind identifying and determining professional development opportunities. Teachers in K-2 have been working in conjunction with Literacy Support teachers in identifying Science of Reading as an area of focus to help guide instructional practices fostering students success with learning to read. This year has been identifying and laying the foundation for our action plan as we continue to move forward with the implementation of Science of Reading on campus next year. In addition teachers in grades 3rd and 4th grade are working with the Math Support Teacher on identifying gaps in students foundational skills as they look at data and determine which strategies from their grassroots PD to implement to address the gaps instruction.

The site's NWEA data continues to show that students are performing below grade level, however with the support of intervention teachers and teachers using the data to drive instruction in the classroom, students are making progress and over half of our students meet their RIT growth goal. The integration of ELD standards in conjunction of BLT supporting EL students has foster EL Student growth throughout the year. Also supporting student growth in the ELO opportunities that have been provided to students throughout the year.

AVID continues to foster student growth and support students with learning, note taking, and organizational skills .

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Differences between the proposed expenditures and estimated actual expenditures is present in the salaries due to the board approved salary increase. With district providing resident subs, less money was spent on sub coverage than anticipated, however more money was spent on materials and supplies because we received a transfer teacher and an additional teacher due to combo alleviations. The additional teachers caused an increase in the classroom supply budget. Also money was used to provide ELO teachers funding to order materials and supplies to support ELO instruction. The school also did not need to purchase technology licenses due to district providing licenses to school sites.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will be made to the local indicators listed above due to the district no longer implementing MDTP or Read 180 inventory. Changes will also be made to the assessment platforms that the school uses for formative assessments. Previously used I station and DIBELS was used, but it has since been replaced with NWEA. For the action items changes will be made to Action 1.2 Interventions combing actions from action 1.3 ELD, 1.4 Resources, and Action 1.6 CEP into Action 1.2 to increase site wide inclusion efforts services and supports are still address however, they will fall under Action 1.2

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate: 91.67	Increase to an average attendance rate of 97%	As of March 12th, the average attendance is 91.73%
P5 Chronic Absenteeism rate:14.8	Reduce schoolwide chronic absenteeism rate to below 8%	Chronic Absenteeism rate as of March 12th is 31.78%
P6 Pupil Suspension rate: 0%	Maintain a Pupil Suspension Rate of 1.0% or lower.	As of March 12th, suspension rate is .19
P6 Surveys of pupils, parents, teachers on sense of safety: Annual LCAP	2022-2023 Expected Outcome: Increase student response to "Almost Never" or "Once in a while" "For students who need extra support, how difficult is it for them to get the support that they need?"	LCAP results indicate that 35% of students said they set a tremendous amount of support. and 28% indicated they get quite bit of support.
P6 Surveys of pupils, parents, teachers on sense of safety: Annual LCAP	2022-2023 Expected Outcome: Increase Extra Support for students' response rate to 75% "For students who need extra support, how difficult is it for them to get the support that they need?"	LCAP Results indicated 50% of teachers responded favorably. LCAP Results indicated 40% of parents responded favorably in that their children feel comfortable asking for help.
P6 Surveys of pupils, parents, teachers on sense of safety- Annual LCAP	2022-2023 Expected Outcome: Increase Diversity and Inclusion of all students' response rate to 77% "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?"	LCAP Results indicated 100% of parents responded favorably.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1 School Facilities are maintained in good repair: FIT Report	2022-2023 Expected Outcome: Maintaing a FIT Report "Exemplary" School Rating	FIT Report "Exemplary" School Rating

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUPERVISION AND SUPPORT</p> <p>A. Continue follow-up training for supervisors in the strategies associated with PBIS.</p> <p>B. Meet trimesterly with supervisors to discuss health and safety concerns on campus.</p> <p>C. Teach specific behavioral skills (PBIS) and monitor student progress through referrals.</p> <p>D. Include Supervisors in school-wide planning and decision making. (Added May 2020)</p> <p>E. Provide resources for proper supervision and support of students.</p>	<p>A. Supervisor support on PBIS committee to foster collaboration and training for supervisors.</p> <p>B. YTD: 3 Meetings with Supervisors.</p> <p>C. Teach specific behavioral skills (PBIS) and monitor student progress through referrals. Students meet with TSA and our Principal when sent to office with referrals and work to teach specific drills.</p> <p>D. Include Supervisors in school-wide planning and decision making. Supervisor support on PBIS committee.</p> <p>E. Provide resources for proper supervision and support of students. New equipment was purchased with the use of ESSER funds.</p>	<p>Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100</p>	<p>Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$812</p>
		<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>Positive Behavior Intervention Support (PBIS)</p> <p>A. Van Buren Elementary will continue to implement PBIS which focuses on school-wide discipline and expectations.</p>	<p>A. Van Buren Elementary continued to implement PBIS which focuses on school-wide discipline and expectations.</p> <p>B. The PBIS/BSEL team met regularly to review data and provide support</p>	<p>Teacher hourly/substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p>	<p>Teacher hourly/substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$963</p>
		<p>Materials and Supplies</p>	<p>Materials and Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. The PBIS/BSEL team meets regularly to review data and provide support and resources for classroom management strategies.</p> <p>C. The PBIS/BSEL team will develop incentives to reinforce positive behaviors from students.</p> <p>D. The PBIS/BSEL team will brainstorm and develop strategies to meet the social and emotional needs of our students affected by the COVID-19 pandemic.</p>	<p>and resources for classroom management strategies.</p> <p>C. The PBIS/BSEL team developed incentives to reinforce positive behaviors from students. Weekly golden tickets and lunch with the principal.</p> <p>D. The PBIS/BSEL team brainstormed and developed strategies to meet the social and emotional needs of our students affected by the COVID-19 pandemic. SEL needs have been identified in Panorama. Teachers are implementing Second Step Curriculum.</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>
<p>SCHOOL SAFETY PLAN</p> <p>A. Create and revise the Safe School Plan containing three essential components: Assuring each student a safe physical environment.</p> <p>B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.</p> <p>C. Provide appropriate campus supervision.</p> <p>D. Participate in Red Ribbon Week Activities.</p> <p>E. Follow child abuse reporting procedures.</p>	<p>A. Revised Safe School Plan assuring each student a safe physical environment. Created a schoolwide Safety handbook.</p> <p>B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills through second step lessons and working to build student/teacher relationships.</p> <p>C. Provide appropriate campus supervision, district provided additional activity supervisor.</p> <p>D. Participate in Red Ribbon Week Activities. Red Ribbon week activities included, one pager contest, door decorating, and daily spirit days.</p>	<p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$673</p>	<p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>F. Develop and practice routine disaster procedures.</p> <p>G. Maintain and acquire emergency/ disaster supplies.</p> <p>H. Distribute the discrimination and harassment policy to employees, students, and parents.</p> <p>I. Approve School Safety Plan.</p>	<p>E. Follow child abuse reporting procedures. Staff follows madidate reporting guidelines.</p> <p>F. Develop and practice routine disaster procedures. Site participates in monthly fire drills and lockdown drills.</p> <p>G. Maintain and acquire emergency/ disaster supplies. District provided new emergency/disaster supplies.</p> <p>H. Distribute the discrimination and harassment policy to employees, students, and parents. All policy are in the parent/Student handbook and staff handbook.</p> <p>I. Approve School Safety Plan. SSC and leadership team approved school safety plan.</p>		
<p>HEALTH SERVICES</p> <p>A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.</p> <p>B. Support for a Healthy lifestyle will include: 100 Mile Club, PE, Kids Heart Challenge, soccer and basketball league, and Garden Committee</p> <p>C. A School Psychologist is employed part-time on the site to support Behavior support plans, IEP's, and student assessment.</p>	<p>A. Health Care Aide provided support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.</p> <p>B. Support for a Healthy lifestyle will included 100 Mile Club, PE, Kids Heart Challenge.</p> <p>C. A School Psychologist is employed supporting Behavior support plans, IEP's, and student assessment.</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13,723</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$22,413</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Inviting Learning Environment A. Expand on the library makerspace known as the Eagle's Nest by providing reading zones, collaborative spaces, and a space for independent exploration.</p>	<p>A. Library was expanded to include a makerspace known as the Eagle's Nest by providing reading zones, collaborative spaces and a space for independent exploration.</p>	<p>Inviting Learning Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p>	<p>Inviting Learning Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2400</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

During this school year our PBIS team, consisting of certificated and classified personnel, has participated in PBIS reboot training through Riverside County Office of Education. As a team we have been able to look at our current PBIS plan in place and adapt it to fit the current needs of our campus. The team is meeting monthly to look at the practices in place and is working to make adjustments depending on the needs of our campus. We currently implement a golden ticket system, where students earn golden tickets for displaying positive behavior and are entered into a weekly raffle where they can earn prizes. Teachers select one student a month who has displayed a corresponding behavior quality that stands for PRIDE for lunch with the Principal. Students are encouraged to work hard to earn lunch with the principal and are excited about earning golden tickets. To help with the development and implementation of PBIS meetings are held with supervisors to ensure collaboration and implementation of the site's PBIS plan. Meetings with supervisors also review any health and safety concerns on campus and during recess and lunch. New playground equipment was purchased for students use during recess and lunch to increase activities that foster student engagement in effort to reduce behavior incidents on campus.

In conjunction with the School Safety Coordinator a school wide safety plan was created. This plan was reviewed with the School Site Council and leadership and approved by both committees. As a school site we practice monthly drills, to ensure student and staff preparedness. This year the district worked with the school site to replace and replenish first aid resources, new first aid kits and other emergency supplies were ordered. Our school site has health care aid that is on campus for 6hrs Monday, Tuesday, Thursday, Friday, and 3hrs on Wednesday to support students who come in not feeling well or get hurt on the playground.

This year students were encouraged to participate in the 100 mile club and the Kids Heart challenge to promote living a healthy lifestyle.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of the school wide PBIS system has had a positive impact on student behavior on campus. Students look forward to earning golden tickets for the possibility of earning prizes. Students also look forward to earning lunch with the Principal. Meeting with supervisors and teachers to review PBIS has allowed for collaboration and consistency among site staff. Supervisor meetings also provide admin team with an opportunity to work with supervisors on the behavior needs out on the playground. Meetings also allow for collaboration with any health or safety concerns on campus. The site health care aid provides support to students who come in not feeling well or who get hurt on campus. The health care aide works with families in need, submitting for health, dental or basic need referrals.

The safety team met with the safety coordinator to review and revise the school safety plan. The school staff participated in an Active Assailant Training to provide site with strategies to assist with being prepared in the event an active assailant. The safety plan was approved by school site council and leadership. The admin team took the information provide in the plan to make user friendly guides for site staff.

To aid with creating an inviting campus, the maker space and library was expanded to use the room next to the the library to create a large space for both the library and maker space. Students enjoy participating in maker space activities during recess and lunch, where they come in and are able to explore hands on activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference between the proposed expenditures and estimated actual expenditures are due primarily to the use of ESSER funds and district support. There is a difference in the Health Clerk Aide's salary due to the board approved pay increase. District also provided the school site with emergency preparedness supplies eliminating the need for the site to purchase supplies. As part of our school site ESSER funds new playground equipment and supplies were purchased eliminating the need for Van Buren to use School Site Funds to purchase materials or equipment. There also was an increase in the amount spent on hourly certificated subs to cover the increase in number of PBIS team members to meet the requirement for RCOE.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Current actions 2.1, 2.3, and 2.4 will be combined under one action to include Safe and Healthy School Environment. To address Chronic Absenteeism Action 2.3 has been added.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement: Annual LCAP Survey	2022-2023 Expected Outcome: Increase parent response to 85% "Extremely Important" or "Quite Important" "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?"	LCAP results indicate that 100% responded favorably.
P5 Student Engagement: Annual LCAP Survey	2022-2023 Expected Outcome: Increase parent response to 94% "Extremely Important" or "Quite Important" "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?"	LCAP results indicate that 100% responded favorably.
P5 Student Engagement: Annual LCAP Survey	2022-2023 Expected Outcome: Increase student response to 70% "Belong quite a bit" or "Completely belong" "Overall, how much do you feel like you belong at your school?"	LCAP results indicate that 59% responded favorably.
P6 Surveys of pupils, parents, teachers on sense of school connectedness	2022-2023 Expected Outcome: Increase teacher response to 70% "Quite Enthusiastic" or "Extremely Enthusiastic"	LCAP results indicate that 67% responded favorably

Metric/Indicator**Expected Outcomes****Actual Outcomes**

"On most days, how enthusiastic are the students about being at school?"

Strategies/Activities for Goal 3**Planned Actions/Services****PARENT OUTREACH**

A. Assist parents in understanding academic content standards and academic achievement standards, state and local academic assessments, requirements of Title I and how to monitor a child's progress and work with educators to improve achievement.

B. Distribute and discuss grade-level standards at Back to School Night, Parent-Conference meetings, Title 1 Parent Involvement Policy, GATE, SSC, PTA, ELAC, AVID, Coffee with the Principal, and other committee meetings.

C. Discuss student academic assessments with parents at Parent Conference meetings.

D. Parent connection available to parents in the school office.

E. Parent outreach includes Technology, Stress and Mental Health, Parent Academic Workshops, Parent Picnics, AVID Parent Meetings, Fall/Spring Festival, Trunk or Treat, Winter Performance, and Spring Talent Show.

Actual Actions/Services

A. Multiple parent meetings (Back to School Night, Title 1, AVID Parent meeting, ELAC, and SSC) were held this school year in effort to assist parents in understanding academic content standards and academic achievement standards, state and local academic assessments, requirements of Title I and how to monitor a child's progress and work with educators to improve achievement.

B. Grade-level standards were discussed at Parent-Conference meetings, Title 1, SSC, ELAC, AVID, and Coffee with the Principal

C. Discuss student academic assessments with parents at Parent Conference meetings.

D. Parent connection available to parents in the school office.

E. Parent outreach includes media center clerk working with parents to support with technology, referrals to PICO, AVID Parent Meetings, Trunk or Treat, reading and math nights.

Budgeted Expenditures

Classified Support for translation and registration
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$150

Materials and Supplies-- includes refreshments
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$200

Postage
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1000

Print
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$200

BBQ Use
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$100

Hourly, Classified
2000-2999: Classified Personnel Salaries

Estimated Actual Expenditures

Classified Support for translation and registration
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500

Materials and Supplies-- includes refreshments
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$300

Postage
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$0

Print
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$393

BBQ Use
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$0

Hourly, Classified
2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>F. Invite parents to attend district/community events offered throughout the year.</p>	<p>F. District/community events are shared through Parent Connect.</p>	<p>Title I Parent Involvement -- 3010 1902 \$453</p> <p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$331</p> <p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>	<p>Title I Parent Involvement -- 3010 1902 \$453</p> <p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$312</p> <p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>STUDENT ENGAGEMENT</p> <p>A. Organize sports leagues during recess for 5th and 6th graders.</p> <p>B. Grow and Maintain a school garden through the development of a Garden Committee to be comprised of Staff, Parents, and Students.</p> <p>C. Students in grades 4-6 are invited to participate in a weekly band class.</p> <p>D. 6th graders are chosen to announce and promote school events/news, inspirational messages, highlight PBIS skills, and the pledge of allegiance on a daily basis.</p>	<p>A. Limited resources made it difficult to organize sports leagues during recess for 5th and 6th graders.</p> <p>B. Limited resources made it difficult to Grow and Maintain a school garden through the development of a Garden Committee to be comprised of Staff, Parents, and Students.</p> <p>C. Students in grades 4-6 attend and participate in a weekly band class.</p> <p>D. Ms. Rusk is working with students to develop weekly video announcements, promoting school events/news, inspirational messages, highlight PBIS skills, and the pledge of allegiance.</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,121</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6000</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Days, etc.</p> <p>F. Engaging school assemblies are being held to support character development, school safety, academics, anti- bullying, etc.</p>	<p>E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Great Kindness Challenge, School; Attendance Week, Anti-bullying campaigns, Walk to School Days, etc.</p> <p>F. Back to School Assembly was held and a Hats not Hate Assembly.</p>		
<p>PARENT INPUT</p> <p>A. Parents will be informed of Van Buren's Title I, GATE program, EL program, and all other educational programs as well as monitoring and evaluation of SPSA.</p> <p>B. Parents are encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review current school programs and make recommendations.</p>	<p>A. Parents will be informed of Van Buren's Title I, GATE program, EL program, and all other educational programs as well as monitoring and evaluation of SPSA.</p> <p>B. Parents are encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review current school programs and make recommendations.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Van Buren this year hosted events for parents and students. The year started with our back to school night, where parents were able to participate in the Title 1 parent meeting. During this parent meeting, parents were provided with information about School Site Council, English Language Advisory Council, and the Parent Teacher Association. As of March 2023, we have hosted 4 School Site Council meetings, 3 English Language Advisory Council meetings, and PTA has hosted bi-weekly PTA meetings. School Site Council meetings are open to all parents and as a committee, we have met to review the school ESSER plan , school performance data from NWEA, and last years ELPAC and CAASPP testing. English Language Advisory Committee has met monthly and addressed parent requested topics, such as bullying, PBIS, ELPAC testing, and ways they can support at home. In addition we have hosted AVID parent meeting to explain to parents the purpose and the 'why' behind AVID and how parents can support students at home. Van Buren has hosted a family reading night, where families together were able to participate in activities to support reading. We have hosted a family math game night, where teachers hosted a range of games that can be played to foster students development of math foundational skills. Students were provided with dice, cards, and flashcards to use at home to continue practicing math skills using the games that were learned. Kindergarten hosted a winter program for families and band hosted a winter and spring concert for families. PTA

worked to support parent engagement through hosting events such a movie night and family dance. As a school, we have worked to increase parent engagement through increased school and home communication. To support with engaging our educational partners, communication is shared through social media postings, class dojo, and parent square. Administration sends home monthly newsletters to share with parents important information and activities happening on campus.

Student this year are participating in field trips to provide them with real word experiences to foster the education of the whole child. To increase student attendance, monthly attendance parties were held for students who had 100% attendance. Parties included indoor/outdoor games, tie dye, slime and a glow in the dark dance party. This year, the students have participated in Hats not Hate, Kids Heart Challenge, Planetarium, BMX assemblies, and spirit weeks (Attendance, College and Career, Red Ribbon Week, Great Kindness Challenge). Van Buren this year hosted two extra curricular clubs on campus, crochet and origami to provide students with opportunities to learn a new skill.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As we continue to transition back to in person school from COVID, parent involvement and engagement is low; however, events such as Back to School night, Trunk or Treat, and the Family dance night did engage families and participation was high. Where we are still struggling is engaging our educational partners in attending meetings on campus . For example, only 10 families attended our AVID parent meeting. Parent participation in surveys that go home tend to be low as well, even with advertisement. Our family nights for reading and math also brought in around 45 students, many that were siblings. Van Buren as a whole still has low parent engagement. With the increase in student engagement activities, attendance still remains low; however, attendance peeked on the days events and spirit weeks were held.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference between Proposed Expenditures and Estimated Actual Expenditures most commonly occurred because school ESSER funds were used to pay for certificated and classified staff to host extra curricular events such as family reading and family math night. There was an increase in the printed fees used than proposed because as a school site, we realized that parents responded and participated more to information that was sent home in print; however, no postage fees were used that were budgeted because information was sent home with students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Action 3.3 will be combined into Action 3.1/

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	308639
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	558,354.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	157315	0.00
Title I Parent Involvement -- 3010 1902	2360	0.00
Title I District -- 500 3010	143665	0.00
Title III LEP -- 4203	5299	0.00
LCFF Suppl/Conc -- 0707	155595	0.00
LCFF District -- 500 0707	94120	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	94,120.00
LCFF Suppl/Conc -- 0707	155,595.00
Title I Basic -- 3010	157,315.00
Title I District -- 500 3010	143,665.00
Title I Parent Involvement -- 3010 1902	2,360.00
Title III LEP -- 4203	5,299.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	309,810.00
2000-2999: Classified Personnel Salaries	210,053.00
4000-4999: Books And Supplies	24,641.00
5000-5999: Services And Other Operating Expenditures	11,850.00
6000-6999: Capital Outlay	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	94,120.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	33,067.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	90,190.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	18,488.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	11,850.00
6000-6999: Capital Outlay	LCFF Suppl/Conc -- 0707	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	131,818.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	19,497.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,000.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	143,665.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,260.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,100.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,146.00
4000-4999: Books And Supplies	Title III LEP -- 4203	153.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Kimberly Lambert	Principal
Amanda Rusk	Classroom Teacher
Katherine Schulz	Classroom Teacher
Maivel Arroyo	Classroom Teacher
Monica Ramboz	Other School Staff
Melanie Nguyen	Parent or Community Member
Cindy L. Siordia	Parent or Community Member
Matthew T. Fosdick	Parent or Community Member
Isabel Manrique	Parent or Community Member
Rachel Angeles	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/11/23.

Attested:



Principal, Kimberly Lambert on 5/11/23

SSC Chairperson, Isabel Manriquez-Guzman on 5/11/23

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.