

School Year:

2020-21

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
Address	9501 Jurupa Road Jurupa Valley, CA 92509-3513
County-District-School (CDS) Code	33 67090 6032239
Principal	Daisy Flores
District Name	Jurupa Unified School District
SPSA Revision Date	May 19, 2020
Schoolsite Council (SSC) Approval Date	May 19, 2020
Local Board Approval Date	June 22, 2020

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.

School Vision and Mission

Motto: Aiming High

Mission Statement:

The mission at Van Buren Elementary School is to educate students academically and socially to ensure success in a diverse and global society. Van Buren Elementary school uses an integrated, balanced, and progressive curriculum, utilizing innovative teaching strategies while maintaining a secure and safe learning environment, where student learning is valued. Van Buren Elementary has adopted AVID's pledge to commit to preparing all students for college readiness and success in a global society.

Vision:

At Van Buren Elementary, the nurturing environment and challenging curriculum prepare students to become intrinsically motivated, independent learners, aspiring to higher learning. Van Buren's highly qualified staff works to foster critical and creative thinking skills, employing research-based strategies. Van Buren instills those qualities of character and integrity to encourage responsible, ethical behavior, and respect for self and others. Van Buren prepares students to meet life's challenges by teaching them to be articulate, effective communicators, possessing the technological knowledge necessary to be successful in a competitive world. Van Buren works to develop vital interpersonal skills based on acceptance, appreciation, and awareness of others. A collaborative partnership among staff, parents, students and the community is the cornerstone of Van Buren's determination that all children will be on the road to college and career readiness when promoted to middle school.

School Profile

Describe The students and community and how school serves them.

The Story

Van Buren Elementary School is located at 9501 Jurupa Road, Jurupa Valley in Riverside County. Van Buren is one of sixteen elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves approximately 20,000 students in grades kindergarten through sixth grade. Established in 1963, our school district includes 16 elementary schools, 3 middle schools, 3 comprehensive high schools, a continuation high school, an adult and a special needs school.

Van Buren Elementary is a TK-6, Title 1 Schoolwide school with an enrollment of 610 students. Van Buren school is located in Jurupa Valley, served by the Jurupa Unified School District. As specified under the requirements of FPM, 10% of Title I funding is allocated to provide high quality professional development, 1% for parent involvement, technical assistance, and teacher monitoring. Van Buren serves 650 students in preschool through sixth grade. Our student population consists of 92.6% Hispanic or Latino, 5.8% White not Hispanic, and 0.2% African-American. The E.L. population at Van Buren is 44% and 84% of students are S.E.D. Van Buren Elementary has 27 teachers all of whom are fully credentialed. Van Buren has 22 regular TK-6 classes, two 4-6 SDC classes, one full-time Resource Specialist, and 2 full-time Intervention teachers. All students on the Van Buren campus have access to the core curriculum, including RSP, SDC, Speech, GATE, and LEP students. The curriculum is guided by the Common Core State Standards.

Differentiated curriculum is provided through a variety of teaching strategies and learning patterns 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 is an AVID elementary. This is a foundational component of the AVID College Readiness System. We have completed year three of implementation and have the expectation of becoming AVID site wide as we enter year 5. There are currently 19 teachers trained in AVID strategies throughout grades k-6. When provided a system of curriculum at this rigor with strategic support students have the best opportunity to be successful.

Van Buren Elementary has a variety of extra-curricular activities in place that are designed to increase student and parent involvement. There is an after-school Festival. Teachers may volunteer their time and create an activity during the festival. Van Buren also offers Family Parent Workshops, AVID Parent Workshops, Parent Educational Classes, Parent Nutrition Classes, Student Talent Show, winter performance, Garden Committee, Movie Nights, Dances, and Parent Picnics to welcome families to participate in educational and other fun activities with their children. We also have a variety of assemblies on campus throughout the year such as Imagination Machine, Hit The Books, Railway Safety, and The Jurupa Water District. Additionally, the students participate in many outdoor activities. We also participate in a week of festivities to celebrate the birthday of Dr. Seuss. During this week, there are community members that volunteer their time and read to classrooms. Fifth and Sixth graders also have the opportunity to participate in Soccer and Basketball leagues during lunch recess. This provides structured physical activity to promote positive behaviors on the playground. Finally, Skills Day and the Sixth grade softball game at the end of the school year provide another opportunity for parents to engage in school activities. There is also a 100 mile club on campus and Walk To School days throughout the year to promote a healthy lifestyle. Students are challenged and supported to walk/run 100 miles each the school year with opportunities to earn laps throughout the day.

Van Buren is comprised of 27 classrooms, a multipurpose room, library, and main office. The school year is 180 traditional days and has been restricted to include 37 minimum days in order to support teacher collaboration.

SPSA Highlights

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

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

- *Impact Teams
- *AVID
- *Primary Reading Intervention
- *Guided Reading Intervention
- *Inclusive practices to support special education students.
- *Positive Behavior Intervention and Supports (PBIS)

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level collaboration and planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Van Buren site leadership team composed of representatives from all grade levels and will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades first through third. Additional resources, training and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. Bilingual tutors will be included in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. 5th & 6th grade teachers will begin guided reading interventions in 2020-21. As in primary grades, bilingual tutors are being included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion.

For PBIS, PD with a behavior specialist will continue to be provided to support students with Tier 2 and 3 behaviors. Assemblies and daily lessons on behavior skills and locations will be utilized to support positive behavior.

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 maintained expectations in the areas of language arts and declined in mathematics as displayed on the California Dashboard. The positive growth can be attributed to the professional development in the areas of Impact teams, AVID, Guided Reading. The continued emphasis on teaching reading, writing, and mathematics using district created units of study guides instruction to effectively address the California State standards. Effective intervention programs such as our primary reading intervention in grades 1st through 3rd and guided reading in grades 4th through 6th are supporting struggling readers and helping to address learning gaps and reading deficiencies. For mathematics, the focus will continue to be ensuring our balanced math program is being fully implemented including the various components: conducting daily math review, developing math fluency, computational skills, problem solving, and conceptual understanding. As a subgroup on the California Dashboard, Students with Disabilities made the greatest progress. For ELA, they improved by over 15 points and for Mathematics, they improved by over 10 points to standards met.

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

According to the California Dashboard, there is still a great need to continue to refine and enhance the practices stated in greatest progress. Despite the gains made in ELA and Mathematics, both areas need to continue to make significant growth in order for our students to meet the standards.

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

Our special education students showed the greatest disparities in their academic progress according to the most recent California Dashboard results. They are currently, 115 points from meeting the standard in ELA, and 145 points from meeting the standard in Mathematics. The continued efforts to move these students into the general education setting will provide more consistent access to the core curriculum. Special education teachers will need to collaborate more closely in order to scaffold supports for these students. As a result, more training and supports will be provided to our staff on inclusion practices.

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

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.

Van Buren Elementary reviewed accountability criteria based on State Indicators that reflected both Orange and Red indicators as follows: ELA - Orange, Math - Orange, Chronic Absenteeism - Yellow, and Suspension -Yellow. Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP plan. It includes the three goals of 1) College and Career Readiness, 2) Safe, Orderly and Inviting Environment, and 3) Parent and Student Engagement. In collaboration with district staff, we analyzed performance data on statewide assessments to identify areas of need and modification. In response to site level practices under Goal 1.0 College and Career, we are reviewing and expanding current leaders to be trained in the Impact Team process to focus discussion and better prepare teachers to focus grade level meetings on student learning, instructional strategies, formative assessment, rubrics, peer feedback, and self assessment. In addition, the use of AVID three column notes to support instruction will continue to be a focus. Under Goal 2.0 Safe and Orderly Environment, we will continue to implement PBIS practices, utilize the SST and counseling resources, and provide positive reinforcement. Under Goal 3.0 Parent and Student Engagement, we plan to provide opportunities for parent and student participation in various academic and social functions throughout the school year to support AVID, Digital citizenship, Positive Behavior, English Language progress, and college and career awareness initiatives.

As a Title I School-wide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder 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, SSC/ELAC, SBCEP 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. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Stakeholder 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 stakeholders are invited to be a part of School Site Council (SSC) and English Language Advisory Committee (ELAC) in August and September. Flyers, letters, and phone calls are made to communicate opportunities for involvement in the decision making process. Meetings 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.

Due to a reduction of state revenues and the apportionment of those revenues to the base program for schools, more funding has to be allocated for personnel and in turn impacts what is available for student programs/resources to maintain current levels of supports. As site budgets are cut, supplementary supports in the way of technology resources and funding for staff hourly to support after school programs including ELO/Parent Nights are limited or non-existent. To further college and career readiness connections, field trips for grade level visits to local colleges would be added if there was sufficient funding. In addition, extended collaboration opportunities for teachers centered around best practices would further the achievement of students, this has been cut during the 2020-2021 school year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Yellow

Conclusions based on this data:

1. The areas we will focus on in 2020-21 will be ELA and Mathematics with maintaining 58.5 points below standard and declining in math by 4.9 points which put both ELA and Math in orange designation. We will address strategies through AVID and Impact Team support.
2. The focus on Behavior Support Plans and mental health support has yielded positive results with Chronic Absenteeism maintaining at 7.1% still 3% below state average of 10.1% with all student groups declining slightly. Our Students with Disabilities declined by 3.1% with largest decline. Our Suspension rate also maintained with 1.3% suspended at least once well below the state average of 3.4% with largest decline of 1.4% for our Students with Disabilities.

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:

Collected data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational skills, and Guided Reading small group support in upper grades.

Impact team expansion and refinement is to include the addition of 1st grade accompanied with professional development, grade level specific coaching, and an emphasis on Impact Team practices during grade level planning times. Professional development and coaching will be provided from district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching site AVID lead teachers, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Van Buren site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades first through third and a modified kinder schedule will be continued in order to support foundational reading skills in grades K through third. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments	CAASPP ELA Actual Progress, Fall 2019 School: -59.6 points below standard: Maintained - 1.5 points SED: -63 points below standard; Maintained -1.8 points	+ 3 in all areas in Fall 2021 due to 2020 CAASPP cancellation CAASPP ELA Actual Progress, School: -56.6 points below standard SED: -60 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: -75.1 points below standard; Declined -6.5 points SWD: -115 points below standard; Increased Significantly 17.9 points	EL: -72.1 points below standard SWD: -112 points below standard
P4 Statewide Assessments	CAASPP Math Actual Progress, Fall 2019 School: -76.7 points below standard; Declined -4.9 points SED: -80.3 points below standard; Decreased -4.3 points EL: -85 points below standard; Decreased -4.9 points SWD:-144.8 points below standard; Increased 13.9 points	+ 3 in all areas in Fall 2021 due to 2020 CAASPP cancellation CAASPP Math Actual Progress School: -74.7 points below standard SED: -77.3 points below standard EL: -82 points below standard; SWD:-141.8 points below standard
P4 Statewide Assessments	English Learner Actual Progress 35.8% making progress towards English language proficiency ELs Who Decreased at Least One ELPI Level: 27.7% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 36.4% ELs who Maintained ELPI Level 4: 0.5% ELs who Progressed at Least One ELPI Level: 35.2%	+ 3 in all areas in Fall 2021 due to 2020 ELPAC cancellation English Learner Actual Progress 38.8% making progress towards English language proficiency ELs Who Decreased at Least One ELPI Level: 24.7% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 36.4% ELs who Maintained ELPI Level 4: 0.5% ELs who Progressed at Least One ELPI Level: 38.2%
P8 Other student outcomes-DIBELS	DIBELS: For school year 2019-2020 Kindergarten: For the School year 2019-2020 focusing on PSF <ul style="list-style-type: none"> • Intensive support decreased by 0.2% to 28.2% • Strategic support increased by 15.4% 35.2% • Core support decreased by 15.3% to 36.6% 1st Grade: DORF <ul style="list-style-type: none"> • Intensive support decreased by 2.5% to 36.6% 	DIBELS: For school year 2020-2021 +1.5% Kindergarten: For the School year 2020-2021 focusing on PSF <ul style="list-style-type: none"> • Intensive support decreased by 1.5 to 26.7% • Strategic support decreased by 1.5% 33.7% • Core support increased by 1.5% to 38.1% 1st Grade: DORF

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> Strategic support decreased by 4.4% to 15.9% Core support increased by 7% to 47.6% <p>2nd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 9.1% to 32.8% Strategic support increased by 6.2 to 22.4% Core support increased by 2.9% to meet 44.8% <p>3rd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 1.5% to meet 40.0% Strategic support decreased by 0.5% to 21.5% Core support increased by 1.9% to 38.5% 	<ul style="list-style-type: none"> Intensive support decreased by 1.5 to 35.1% Strategic support decreased by 1.5% 14.4% Core support increased by 1.5% to 49.1% <p>2nd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 1.5 to 31.3% Strategic support decreased by 1.5% 20.9% Core support increased by 1.5% to 46.3% <p>3rd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 1.5 to 38.5% Strategic support decreased by 1.5% 20% Core support increased by 1.5% to 40%
P8 Other student outcomes-SBAC Reading Claim #1	SBAC Reading Claim #1 School year 2018-2019 57% Near or Above Standard	+3 Reading Claim #1 in Fall 2021 due to 2020 cancellation 60% Near or Above Standard

Planned Strategies/Activities

Action 1.1

CSS & NGSS IMPLEMENTATION

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<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 & 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>X All Students</p>	<p>Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$56474</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2500</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5,808</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$653</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000</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 \$100</p>
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Action 1.2

INTERVENTIONS

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<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><u>X</u> All Students</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</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><u>X</u> Other student group(s) Students with Disabilities</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,229</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>Salary, CSR Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$50067</p>
<p>D. Professional development to support intervention initiatives will be provided.</p>		<p>Salary, CS Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$50067</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 support inclusion program will be available.</p>		<p>Salary, CSR Tchr (Intervention) (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$113220</p>
<p>F. In response to ELA/math data, Extended Learning Opportunities (ELO) will be examined as an option to support students.</p>		<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000</p>
<p>G. GATE enrichment activities/lessons provided to students/parents at multiple points during the year.</p>		<p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,480</p>

Action 1.3

ELD

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<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 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>X</p> <p>Other student group(s) English Learners</p>	<p>Salary, Instructional Aide (3 hr BLT)(1.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$25701</p> <p>Salary, Instructional Aide (3 hr BLT) (1.7) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$42954</p> <p>Salary, Instructional Aide (6 hr BLT) (1.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49736</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$150</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>Salary, Instructional Aide (3 hr BLT) (.3) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$5000</p> <p>ELD Supplemental Materials</p>

4000-4999: Books And Supplies
 Title III LEP -- 4203
 \$1213

Action 1.4
 RESOURCES

X Modified Action

Planned Actions/Services

A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives
 B. Supplemental ELA/ELD and Mathematics materials
 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)
 D. Technology and software support for classroom integration and potential Distance Learning Opportunities (Note: Modified for potential Distance Learning)

Students to be served

X All Students
 Other student
X group(s) English
 Learners

Budget and Source

Materials/Supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$2,000
 Print Shop
 5000-5999: Services And Other Operating
 Expenditures
 Title I Basic -- 3010
 \$1,400
 Software Licenses
 5000-5999: Services And Other Operating
 Expenditures
 Title I Basic -- 3010
 \$1100
 Technology Supplies
 5000-5999: Services And Other Operating
 Expenditures
 Title I Basic -- 3010
 \$1010

Action 1.5
 PRE-SCHOOL TRANSITION PLAN

X Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.

B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.

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).

D. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities.

All Students
 Other student group(s) Head Start/Preschool

Print
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$100

Action 1.6

COMMUNICATION ENHANCEMENT PROGRAM

Unchanged Action

Planned Actions/Services

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.

Students to be served

All Students
 Other student group(s) Students with Disabilities

Budget and Source

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:

Continued coaching from a Behavior Specialist will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with maladaptive behaviors. Bullying presentations will be made in fall and spring to educate students on the characteristics, harm, and support of bullying. Cognitive Behavioral Intervention for Trauma in schools is being explored for 6th grade. 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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate:	Actual: ADA 96.01% Our attendance rate increased by .33%	+0.5 growth 2020-21: ADA reflecting 96.5%
P5 Chronic Absenteeism rate:	Chronic Absenteeism rate: 2019-20: 7.1% (increase of 0.4%) English Learners - Current: 4.2% Decrease of 0.1% Hispanic - Current: 6.5% Decrease of 0.2% SED - Current: 7.1% Decrease of 0.2% SWD - Current: 11.4% Decrease of 3.1%	2020-21 School year Chronic Absenteeism rate: 6.6% reflecting +0.5% growth English Learners 3.7% reflecting +0.5% growth Hispanic 6.0% reflecting +0.5% growth SED 6.6% reflecting +0.5% growth SWD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		9.9% reflecting +0.5% growth
P6 Pupil Suspension rate:	Pupil Suspension rate: 2018-19: 1.3%; Increase of 0.1%	Pupil Suspension rate: 2020-21: 1.1%; +0.3 growth
P6 Surveys of pupils, parents, teachers on sense of safety:	LCAP Survey: Parents: 91% Extremely Safe to Moderately Safe LCAP Survey, Students: 88% Extremely Safe to Moderately Safe LCAP Survey, Staff: 75% Extremely Safe to Moderately Safe	LCAP Survey 2020-21 Parents: 93% Extremely Safe to Moderately Safe ; +2% growth LCAP Survey, Students: 90% Extremely Safe to Moderately Safe; +2% growth LCAP Survey, Staff: 77% Extremely Safe to Moderately Safe; +2% growth
P6 Surveys of pupils, parents, teachers on sense of safety:	Actual: 2018-2019: 92% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time.The break down was as follows: 49% of students reported feeling safe all of the time 31% of students reported feeling safe most of the time 12% of students reported feeling safe some of the time 8% of students reported never feeling safe	2020-21: +2% in all areas 94% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time.The break down was as follows: 51% of students reported feeling safe all of the time 33% of students reported feeling safe most of the time 14% of students reported feeling safe some of the time 10% of students reported never feeling safe

Planned Strategies/Activities

Action 2.1

SUPERVISION AND SUPPORT

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<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><u>X</u> All Students</p>	<p>Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100</p>
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Action 2.2

Positive Behavior Intervention Support (PBIS)

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Van Buren Elementary will continue to implement PBIS which focuses on school-wide discipline and expectations.</p> <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><u>X</u> All Students</p>	<p>Teacher hourly/substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$750</p>

Action 2.3

SCHOOL SAFETY PLAN

	<p><u>X</u> Modified Action</p>	
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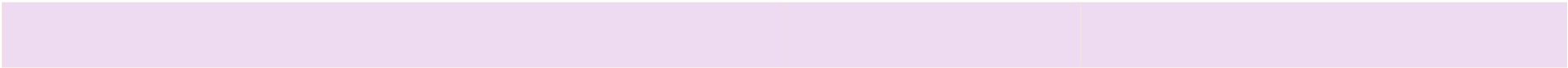
Planned Actions/Services	Students to be served	Budget and Source
A. Create and revise the Safe School Plan containing three essential components: Assuring each student a safe physical environment.	<u>X</u> All Students	
B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.		Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100
C. Provide appropriate campus supervision.		Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
D. Participate in Red Ribbon Week Activities.		Mandated Reporter Training None Specified
E. Follow child abuse reporting procedures.		
F. Develop and practice routine disaster procedures.		
G. Maintain and acquire emergency/ disaster supplies.		
H. Distribute the discrimination and harassment policy to employees, students, and parents.		\$
I. Approve School Safety Plan.		

Action 2.4

HEALTH SERVICES

<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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.	<u>X</u> All Students	Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14264
B. Support for a Healthy lifestyle will include: 100 Mile Club, PE, Kids Heart Challenge, soccer and basketball league, and Garden Committee		100 Mile Club Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$100
C. A School Psychologist is employed part-time on the site to support Behavior support plans, IEP's, and student assessment.		



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:

Increase parent communication through peachjar; informed parents of this new way of communication. Pairing parent workshops/ meetings with school functions will be increased to promote higher levels of parent involvement. Increase the number of Coffee with the Principal. More email and staff time dedicated to sharing efforts to engage parents and staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent Engagement: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 91% Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 85% Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 90% Informed of school-wide activities: Extremely well informed/Moderately well informed: 92% Informed of classroom activities: Extremely well informed/Moderately well informed: 89% Welcoming environment: Strongly agree/ Moderately agree: 94% Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 92% Opportunities to be involved with school and district decision making: Yes 72% Level of participation in school-wide activities: All the time/Most of the time 37%	+1% in all areas for 2020-21 Parent Engagement: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 92% Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 86% Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 91% Informed of school-wide activities: Extremely well informed/Moderately well informed: 93% Informed of classroom activities: Extremely well informed/Moderately well informed: 90% Welcoming environment: Strongly agree/ Moderately agree: 95% Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 93% Opportunities to be involved with school and district decision making: Yes 73%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Level of participation in school-wide activities: All the time/Most of the time 38%
P5 Student Engagement	Student Engagement: Actual: Welcoming environment: 95% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 89% Positive learning environment: 93% Strongly agree/ Moderately agree	+1% in all areas for 2020-21 Student Engagement: Welcoming environment: 96% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 90% Positive learning environment: 94% Strongly agree/ Moderately agree
P5 Student Engagement	CHKS Actual: 2019-2020 92% of students will report they feel connected to the school. 81% of our students feel happy to be at our school most of the time/all the time. 90% of our students feel like they are part of this school most of the time/all the time. 87% of our students feel like they are treated fairly most of the time/all the time. 88% of our students feel like they are safe at school most of the time/all the time	+1% CHKS for 2020-21 93% of students will report they feel connected to the school. 82% of our students feel happy to be at our school most of the time/all the time. 91% of our students feel like they are part of this school most of the time/all the time. 88% of our students feel like they are treated fairly most of the time/all the time. 89% of our students feel like they are safe at school most of the time/all the time
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Staff Actual: Welcoming environment: 88% Strongly agree/ Moderately agree Staff Actual: Collaborative Culture: 75% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 85 % state yes	2020-21 +1 in all areas Welcoming environment: 89% Strongly agree/ Moderately agree Collaborative Culture: 76% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 86 % state yes

Planned Strategies/Activities

Action 3.1

PARENT OUTREACH

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>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.</p> <p>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.</p> <p>C. Discuss student academic assessments with parents at Parent Conference meetings.</p> <p>D. Parent connection available to parents in the school office.</p> <p>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.</p> <p>F. Invite parents to attend district/community events offered throughout the year.</p>	<p><u>X</u> All Students</p>	<p>Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Materials and Supplies--includes refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$149</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p> <p>BBQ Use 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$153</p> <p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$331</p> <p>Translator/ Clerk Typist (.5) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32772</p> <p>Hourly, Classified, Babysitting</p>

2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$250

Action 3.2
 STUDENT ENGAGEMENT

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Organize sports leagues during recess for 5th and 6th graders.	<u>X</u> All Students	
B. Grow and Maintain a school garden through the development of a Garden Committee to be comprised of Staff, Parents, and Students.		Hourly, Teacher 1000-1999: Certificated Personnel Salaries
C. Students in grades 4-6 are invited to participate in a weekly band class.		Title I Parent Involvement -- 3010 1902 \$1,502
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.		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100
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.		Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$250
F. Engaging school assemblies are being held to support character development, school safety, academics, anti-bullying, etc.		

Action 3.3
 PARENT INPUT

	<u>X</u> Modified Action	
	<u>X</u> Unchanged Action	

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

All Students

None Required
None Specified

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.

\$

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments	CAASPP ELA Actual Progress, Fall 2019 School: -55.1 points below standard; Increase 3 points SED: -58.3 points below standard; Increase 3 points EL: -65.6 points below standard; Increase 3 points SWD:- 130 points below standard; Increase 3 points	CAASPP ELA Actual Progress, Fall 2019 School: -59.6 points below standard; Maintained - 1.5 points SED: -63 points below standard; Maintained -1.8 points EL: -75.1 points below standard; Declined -6.5 points SWD: -115 points below standard; Increased Significantly 17.9 points
P4 Statewide Assessments	CAASPP Math Actual Progress, Fall 2019 School: -68.7 points below standard; Increase 3 points SED: -73 points below standard; Increase 3 points EL: -77.1 points below standard; Increase 3 points SWD:-151.8 points below standard; Increase 3 points	CAASPP Math Actual Progress, Fall 2019 School: -76.7 points below standard; Declined -4.9 points SED: -80.3 points below standard; Decreased -4.3 points EL: -85 points below standard; Decreased -4.9 points SWD:-144.8 points below standard; Increased 13.9 points
P4 Statewide Assessments	English Learner Actual Progress 4 Well Developed: 25% 3 Moderately Developed: 44% 2 Somewhat Developed: 21% 1 Beginning Stage: 10%	English Learner Actual Progress 35.8% making progress towards English language proficiency ELs Who Decreased at Least One ELPI Level: 27.7% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 36.4% ELs who Maintained ELPI Level 4: 0.5% ELs who Progressed at Least One ELPI Level: 35.2%

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8 Other student outcomes-DIBELS	<p>DIBELS: For school year 2019-2020</p> <p>Kindergarten: For the School year 2019-2020 focusing on PSF</p> <ul style="list-style-type: none"> Intensive support to be decreased by 3% to meet 25.4%% Strategic support to remain the same at 19.8% Core support to be increased by 4% to meet 55.9% <p>1st Grade: DORF</p> <ul style="list-style-type: none"> Intensive support to be decreased by 2% to meet 37.1% Strategic support to be decreased by 1% to meet 19.3% Core support to be increased by 3% to meet 43.6% <p>2nd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support to be decreased by 4% to meet 37.9% Strategic support to remain the same at 16.2% Core support to be increased by 4% to meet 45.9% <p>3rd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support to be decreased by 7% to meet 34.5 Strategic support to remain the same at 22% Core support to be increased by 7% to meet 29.6% 	<p>DIBELS: For school year 2019-2020</p> <p>Kindergarten: For the School year 2019-2020 focusing on PSF</p> <ul style="list-style-type: none"> Intensive support decreased by 0.2% to to 28.2% Strategic support increased by 15.4% 35.2% Core support decreased by 15.3% to 36.6% <p>1st Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 2.5% to 36.6% Strategic support decreased by 4.4% to 15.9% Core support increased by 7% to 47.6% <p>2nd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 9.1% to 32.8% Strategic support increased by 6.2 to 22.4% Core support increased by 2.9% to meet 44.8% <p>3rd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 1.5% to meet 40.0% Strategic support decreased by 0.5% to 21.5% Core support increased by 1.9% to 38.5%
P8 Other student outcomes-SBAC Reading Claim #1	SBAC Reading Claim #1 School year 2018-2019 51.7% Near or Above Standard	SBAC Reading Claim #1 School year 2018-2019 57% Near or Above Standard

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 grades 4th and 5th and support will continue to be provided for Grades 2 and 3 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>1.1 CSS & NGSS Implementation</p> <p>A. New teachers attended district ELA/Math CSS & NGSS training. Teachers have attended professional developments during the year. The instructional coaches program has been eliminated but several former coaches have provided support to staff in need. NGSS coordinators, math facilitators, UOS writers attended district meetings to update pacing guides and resources and have updated site staff of changes.</p> <p>B. New teacher hires attended AVID path training in fall. Four teachers attended optional technology classes. Staff PD has also been provided during staff meetings in the area of AVID, technology, and Balanced Math. Grade levels 2 and 3 have been provided Impact Team Training.</p> <p>C. Principal has coordinated & monitored all professional development and instruction. Classroom observations and district initiatives have guided professional development, including for early literacy support, guided reading for 4th grade, balanced math support in the form of observation and fishbowl discussions.</p> <p>D. ELA/Math UOS lessons: teachers have been observed implementing the</p>	<p>Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,882</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6,770</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5,839</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,018</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000</p> <p>Salary, Clerk, hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100</p>	<p>Salary EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58882</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6500</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries \$0</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3305</p> <p>Salary, Clerk, hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</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 2-5).</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>ELA/ Math unit of studies lessons and the performance task assessments.</p> <p>E. Teachers have been observed using common assessments as well as unit of study assessments.</p> <p>F. Teachers meet weekly to collaborate, plan, and discuss data using EADMS/Key Data to monitor & analyze formative & summative assessments. 2nd and 3rd grade have been trained and coached in the implementation of Impact Teams practices.</p> <p>G. Media Clerk has been provided additional coaching to coordinate materials & provide technology support.</p> <p>H. Funding has been used to acquire supplemental materials such as Reading A-Z licenses for the site, copies for readers to be used for small group guided reading instruction, RAZ kids online readers, data reports, lesson plans, and assessments; Brain Pop for 5th grade science; Read Naturally, medals, incentives, novels, and print to support ELA/ELD/ Math/ Science/ and Social Studies</p> <p>I. GATE facilitator administered assessments to identify GATE students in January. Consultation with teachers was provided in fall to enrich and/or support acceleration on CSS in ELA, Math, Science, and Social Studies.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>J. Band and string instruments classes took place for 4-6 grade students each week.</p> <p>K. Binders, folders, table caddies, agendas, highlighters, pencil pouches, pencils, dividers, print, medals, and incentives have been purchased in summer and fall to support AVID implementation. Keyboarding classes for 3rd grade students did not take place in 2018-19.</p>		
<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. Grade 5 student participated in the "Language!" intensive reading intervention in 4th grade due to being 2-grade levels below according to reading diagnostics. Students were identified for this program using different data results and assessments. (Note: Modified-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.)</p>	<p>1.2 Interventions</p> <p>A. I-station has been implemented with all 4th graders in fall. Guided reading support was implemented for grade 4, 5, and 6. The upper grade Intervention teacher collaborates with 4th grade teachers to provide guided reading support.</p> <p>B. 5th graders two levels or more below grade level in reading participated in upper grade intensive guided reading intervention (Language!). As of January 2019, these students have completed Language! and are now receiving guided reading support.</p> <p>C. K-3 has used DIBELS in August 2018 as a baseline to monitor and assess reading foundational skills. Teachers were provided release time to administer and analyze DIBELS</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,229</p> <p>Salary, CSR Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67,303</p> <p>Salary, CS Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,303</p> <p>Salary, CSR Tchr (Intervention)</p>	<p>Hourly, Tchr 0001-0999: Unrestricted: Locally Defined Title I Basic -- 3010 \$0</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Salary, CSR Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67,303</p> <p>Salary, CS Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67303</p> <p>Salary, CSR Tchr (Intervention)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>assessment data. Collaboration focused on intervention strategies. Intervention teacher provided Early Literacy Intervention to students in grades centered around reading fluency and phonemic awareness.</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$110,980</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$110980</p>
<p>D. Professional development to support intervention initiatives will be provided.</p>	<p>D. Professional development was also provided by Literacy TSA to support K-4 teachers in early literacy strategies.</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500</p>
<p>E. SDC/RSP students receive support via special education program using pull-out and inclusion methods. 'LANGUAGE! intensive reading intervention will be used for SDC classes in grades 4-6. (Note: Modified-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 support inclusion program will be available.</p>	<p>E. SDC/RSP students received support via special education program using pull-out and inclusion methods. LANGUAGE! Intervention program was not used and SDC teachers were instead trained on I-station. Professional development and release time was provided to support inclusion program. RSP/SDC teachers attended district SPED meetings.</p>	<p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$446</p>	<p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$0</p>
<p>F. In response to ELA/math data, Extended Learning Opportunities (ELO) will be examined as an option to support students.</p>	<p>F. Extended Learning Opportunities (ELO) was not provided to students.</p>	<p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,480</p>	<p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1583</p>
<p>G. GATE enrichment activities/lessons provided to students/parents at multiple points during the year.</p>	<p>G. GATE enrichment activities/lessons were provided to students/parents at meetings during the year.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 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 both English and Spanish. (Note: Modified- 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>1.3 ELD</p> <p>A. Schedules were collected in fall and observations reflect daily 30 minutes of designated ELD instruction in TK-6.</p> <p>B. Lesson plans collected reflect Integrated EL support in multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. Majority of classes were configured to have no more than 2 adjacent EL levels.</p> <p>E. Data reflects that Teachers have monitored and evaluated EL levels during the TELP (Teacher Evaluation of Language Proficiency).</p> <p>F. Master schedules, observation, and collaboration reflect Bilingual language tutors have supported EL students by providing lesson reinforcement.</p> <p>G. Professional development was provided to teachers by the Language Services Dept. to support ELs/ELD program at a staff meeting in September 2018 (BELIEF) and another scheduled in February 2019 (BELIEF). Staff meeting time has been dedicated to train/ review for Evaluations of English Language Progress (TELP) and in preparation for the ELPAC assessment.</p>	<p>Salary, Instructional Aide (3 hr BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$24,116</p> <p>Salary, Instructional Aide (3 hr BLT) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$20,613</p> <p>Salary, Instructional Aide (6 hr BLT) (.90) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$43,406</p> <p>Salary, Instructional Aide (6 hr BLT) (.10) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$4,822</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p> <p>Substitute, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Salary, Instructional Aide (3 hr BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$24116</p> <p>Salary, Instructional Aide (3 hr BLT) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$20613</p> <p>Salary, Instructional Aide (6 hr BLT) (.85) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$43406</p> <p>Salary, Instructional Aide (6 hr BLT) (.15) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$4822</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150.</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Substitute, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$1,137	ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$0
<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</p>	<p>1.4 Resources</p> <p>A. Binders, folders, dividers, agendas, pocket pouches, highlighters, table caddies, print and incentives have been purchased to support AVID implementation in TK-6.</p> <p>B Reading A-Z licenses were purchased and guided readers were sent to print for all levels to support ELA and ELD.</p> <p>C. RAZ kids was purchased instead of MobyMax and Read Naturally.</p> <p>D. Digital Resources: RAZ kids and Brain Pop have been purchased. IReady is being looked at for Mathematics.</p>	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000
		Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,400	Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1400
		Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,100	Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$446.20
		Technology Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,000	Technology Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000
<p>PRE-SCHOOL TRANSITION PLAN</p> <p>A. All pre-school students will visit the Transitional Kindergarten and/ or 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</p>	<p>1.5 Pre-school Transition Plan:</p> <p>A. To this date, discussions have not taken place to calendar a date for all pre-school students visiting the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet in Spring and collaborated on doing joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and</p>	Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100	Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>Kindergarten has been sent to print to be distributed to parents of Pre-school students in the Spring.</p> <p>D. Pre-School students have been invited to all school events and activities. Pre-school teachers encourage parent participation in school activities.</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>1.6 Communication Enhancement Program</p> <p>A. The speech pathologist has attended SST's but at this time no students are receiving CEP.</p>		

Analysis

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

Van Buren has a UOS (Units of Study) representative in UOS Math, who works to revise and refine UOS units and share out information with staff. UOS and common grade level assessments have been implemented site wide. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS and following suggested pacing guides. Grade levels teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data.

Impact Team work is consistently growing and providing opportunities for collective efficacy and students are demonstrating ownership of their learning. Second and third grade continue to collaborate in Impact Team work for the site. 3rd grade is scaling up by focusing their implementation with the use of self and peer assessment. 2nd grade is focusing on the Inquiry Cycle. 2nd grade has attended and benefited from the district training and support through the Core

Collaborative and Education Services. 4th and 5th grade began their first year of Impact Team work. They attended the district training in the fall and received specific site training from Education Services. In addition, grade level leads at the multiple levels of Impact Team implementation were given the opportunity to meet with their grade levels to identify their gaps in understanding, questions, collect work products and meet with their district support coach on a one-to-one basis. Leads then shared the acquired information and clarity to their grade level partners.

Reading intervention has been fully implemented across all grade levels as evidenced by master schedules submitted, DIBELS data (grades TK-3), classroom observations, grade level meeting minutes, and iStation data (In grade 4). Grades 5 and 6 attended Guided Reading training provided by the district. There has been an increase in reading fluency among our primary grades as evident by DIBELS and Running Records assessment data. Primary intervention continues in grades first through third grade and kindergartners are being provided support with an extended school day. The purchase of licenses for Reading A to Z, as well as the requisition of print to provide guided readers for grade levels TK to 6 demonstrates the full implementation of supports for ELA state standards in the area of reading.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Formal teacher observations in 1st grade were all done during designated ELD time. In addition, informal observations reflect integrated ELD across subject areas. Our 6th grade teacher attended the week long GLAD training provided by our Language Services.

Technology strategies and resources are fully implemented in grades TK- 6. Master schedules for the EMCC and Williams Visit data reflect the support that has been provided with the implementation of Chromebooks and other instructional resources across all grade levels. Students' technology skills have greatly improved because of the usage of Chromebooks on a daily basis. The purchase of RAZ kids and I-station has given more experience with online assessment as well as supported strategies to support the goal for students being college and career ready. In addition, multiple classrooms are increasing their technology skills by accessing math content on Prodigy. We purchased Flocabulary for our 5th grade team, which they access on their Chromebooks. Flocabulary gives our 5th graders access content standards, builds vocabulary, and continues building their 21st century skills. Teachers have taken advantage of the technology trainings offered through our Technology Department. A staff training to share resources and information acquired at these trainings will occur this spring. Our Girls Who Code program is being lead by two teachers at our site, and the group meets on Thursdays to enhance their coding skills. With the support of our district Technology Department, our library has been upgraded with MakerSpace activities and materials, and new books. Lastly, a Follett consultant visited VB to introduce Lightbox to our staff. We will be purchasing a variety of grade level and standard based content digital books that will give our students access to a variety of 21st Century Skills as they continue to build their literacy skills.

All students in grades TK-6th participate in AVID. Students were provided with all necessary supplies to cover the three goals set by the AVID committee; Organization of time, materials, and thoughts. Purchase requisitions reflect the purchase of binders, folders, pocket pouches, dividers, pencil boxes, table caddies, highlighters, and agendas as determined age appropriate by site leadership team and suggested by our RIMS AVID Coach. In addition, 3 of our teachers presented "AVID Elementary through Philosophical Chairs" at the RIMS AVID K-12 Conference in February, and will present it to staff after spring break. We participated in College and Career Week with a college kick-off, professionals visiting classrooms, fire department visited our 3rd grade students, and our teachers implemented college and career lessons throughout the week.

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

CAASPP ELA Actual Progress, Fall 2019

School: -59.6 points below standard; Maintained -1.5 points

SED: -63 points below standard; Maintained -1.8 points

EL: -75.1 points below standard; Declined -6.5 points

SWD: -155 points below standard; Increased Significantly 17.9 points

CAASPP Math Actual Progress, Fall 2019

School: -76.7 points below standard; Declined -4.9 points

SED: -80.3 points below standard; Decreased -4.3 points

EL: -85 points below standard; Decreased -4.9 points

SWD:-144.8 points below standard; Increased 13.9 points

DIBELS: For school year 2019-2020

Kindergarten: For the School year 2019-2020 focusing on PSF

- Intensive support decreased by 0.2% to 28.2%
- Strategic support increased by 15.4% to 35.2%
- Core support decreased by 15.3% to 36.6%

1st Grade: DORF

- Intensive support decreased by 2.5% to 36.6%
- Strategic support decreased by 4.4% to 15.9%
- Core support increased by 7% to 47.6%

2nd Grade: DORF

- Intensive support decreased by 9.1% to 32.8%
- Strategic support increased by 6.2 to 22.4%
- Core support increased by 2.9% to meet 44.8%

3rd Grade: DORF

- Intensive support decreased by 1.5% to meet 40.0%
- Strategic support decreased by 0.5% to 21.5%
- Core support increased by 1.9% to 38.5%

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

Additional expenditures took place to provide further resources for all grade levels to support ELA standards instruction and more specifically guided reading instruction.

An increase in estimated actual expenditures is expected in substitute teacher funding.

An increase in estimated actual expenditures is expected in library books and materials.

An increase the estimated actual expenditures due to the purchase of an assembly as an incentive to reinforce effort and preparation for state testing.

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.

Collected data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational skills, and Guided Reading small group support in upper grades.

Impact team expansion and refinement is to include the addition of 1st grade accompanied with professional development, grade level specific coaching, and an emphasis on Impact Team practices during grade level planning times. Professional development and coaching will be provided from district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching site AVID lead teachers, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Van Buren site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades first through third and a modified kinder schedule will be continued in order to support foundational reading skills in grades K through third. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate:	ADA reflecting 96.5%	ADA reflecting 96.01%
P5 Chronic Absenteeism rate:	Chronic Absenteeism rate: 2018-19- 6%	Chronic Absenteeism rate: 2019-20: 7.1% English Learners - Current: 4.2% Decrease of 0.1% Hispanic - Current: 6.5% Decrease of 0.2% SED - Current: 7.1% Decrease of 0.2% SWD - Current: 11.4% Decrease of 3.1%
P6 Pupil Suspension rate:	Pupil Suspension rate: 2017-18: 1.2%; Decrease of .2%	Pupil Suspension rate: 2018-19: 1.3%; Increase of 0.1%
P6 Surveys of pupils, parents, teachers on sense of safety:	LCAP Survey: Parents: 95% Extremely Safe to Moderately Safe LCAP Survey, Students: 87% Extremely Safe to Moderately Safe LCAP Survey, Staff: 82% Extremely Safe to Moderately Safe	LCAP Survey: Parents: 91% Extremely Safe to Moderately Safe LCAP Survey, Students: 88% Extremely Safe to Moderately Safe LCAP Survey, Staff: 75% Extremely Safe to Moderately Safe
P6 Surveys of pupils, parents, teachers on sense of safety:	2018-2019: 95% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time.The break down was as follows:	2018-2019: 80% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time.The break down was as follows:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	50% of students reported feeling safe all of the time 33% of students reported feeling safe most of the time 12% of students reported feeling safe some of the time 5% of students reported never feeling safe	49% of students reported feeling safe all of the time 31% of students reported feeling safe most of the time 12% of students reported feeling safe some of the time 8% of students reported never feeling safe

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>2.1 Supervision and Support</p> <p>A. Supervisors and Instructional Aides were provided training (October, 2018 for Instructional Aides, January, 2019) from a behavior specialist to support positive behavior for Tier 2 and Tier 3 students.</p> <p>B. Meetings with Supervisors have taken place in October and December to address health and safety concerns.</p> <p>C. A Meeting in August, prior to school starting was dedicated to reviewing PBIS systems. Ongoing coaching has taken place to correctly use referral forms and reinforce with incentives.</p>	<p>Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Classified, Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</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>2.2 Positive Behavior Intervention Support (PBIS)</p> <p>A. Purchases and observations reflect the use of PBIS schoolwide. Location</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 \$0</p>

**Planned
Actions/Services**

B. The PBIS team meets regularly to review data and provide support and resources for classroom management strategies.

C. The PBIS team will develop incentives to reinforce positive behaviors from students

**Actual
Actions/Services**

expectation posters/ banners exist in hallways, the cafeteria, library, office, classrooms, and playground. Binders containing lessons for behavior skill and location expectations as well as pacing guides are present in all classrooms. Behavior skill posters are present in classrooms. Emails providing links to videos supporting behavior instruction are sent out regularly by the PBIS coordinator.

B. The PBIS team has met nearly every month to discuss site needs and data.

C. Students are given "Golden tickets" by both the activity supervisors and the classroom teachers for displaying positive behavior. Pencils, erasers, pencil toppers, chromebook covers, and bikes have been purchased to incentivise positive behavior. These purchases reflect the implementation of incentives that are being used during weekly raffles for students exhibiting positive behaviors. Monthly lunch with the principal events have taken place to reward select students from every class that have exhibited PRIDE (Perseverance, Respect, Integrity, Determination, and Excellence). Van Buren Eagle PRIDE shirts are provided to winners as well. School spirit is encouraged with "100 Mile Club wear" on Wednesdays" and "spirit or College wear on Fridays". Staff participates in these activities as well.

**Budgeted
Expenditures**

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$100

Incentives
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$750

**Estimated Actual
Expenditures**

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$100

Incentives
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$687

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>F. Develop and practice routine disaster procedures.</p> <p>G. Maintain and acquire emergency/ disaster supplies.</p> <p>H. Notify teachers of dangerous students.</p> <p>I. Distribute the discrimination and harassment policy to employees, students, and parents.</p> <p>J. Approve School Safety Plan.</p>	<p>2.3 School Safety Plan</p> <p>A. The Safe School Plan was revised and approved by the School Site Council on January 28th, 2019.</p> <p>B. A Master schedule has been created to assign supervisors to appropriate locations during student breaks- before and after school, recess, and lunch, as well as during site events occurring during the school day; including parent picnics, and winter performances.</p> <p>C. Six supervisors are employed to supervise students during periods of time before school, at recess, lunch, and after school. Supervisor schedules reflect assignment to specific locations for supervision.</p> <p>D. VB participated in Red Ribbon Week activities for each day of Red Ribbon Week.</p> <p>E. Mandated Reporter Training through Keenum and Associates to address child abuse reporting took place in the month of August, 2018.</p> <p>F. Safety Committee Meetings have taken place in August and January to develop disaster procedures. Leadership and staff meetings in October and November were dedicated to refining procedures.</p>	<p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,250</p> <p>Mandated Reporter Training None Specified \$</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 \$696</p> <p>Mandated Reporter Training None Specified \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Monthly drills have taken place to practice these procedures.</p> <p>G. Site disaster materials were replenished in August 2018. Replacement walkie talkies were purchased in October. Water storage to provide a minimum of 1 gallon of water for each students is being pursued for Spring 2019.</p> <p>H. Meetings and emails have taken place regarding students with prior suspensions or special needs that may result in dangerous situations.</p> <p>I. All employees, students, and parents were provided with discrimination and harassment policies for the district in Fall 2018.</p> <p>J. As previously stated, the School Safety Plan was approved January 28, 2019.</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, Jump Rope for Heart, soccer and basketball league, and Garden Committee</p> <p>C. A School Psychologist is employed part-time on the site to support Behavior</p>	<p>2.4 Health Services</p> <p>A. Van Buren has had a Health Care Aide from the first day of the school year to present to address student health needs, parent outreach for vision, hearing, health, hygiene, and dental needs.</p> <p>B. Van Buren purchases shirts for students that have achieved a minimum of 25 miles in the 100 Mile Club. Assemblies to support 100 Mile Club took place in August and</p>	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7,043</p> <p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$7,044</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p>	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7043</p> <p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7044</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>support plans, IEP's, and student assessment.</p> <p>D. A Mental Health Counselor will be contracted to support mental health issues as well as maladaptive behaviors.</p>	<p>October, and are planned for February and May. Walk to School Wednesdays take place once a month starting in October and award 1 mile towards 100 Mile Club.</p> <p>Teachers have PE reflected in daily schedules and observations reflect PE meeting State requirements.</p> <p>Jump Rope for Heart assembly took place in January and has an event scheduled in February 2019.</p> <p>A Soccer league for 5th and 6th grade students took place in October to December 2018. A basketball league is scheduled to take place in February through May 2019. Playground equipment was purchased in July and October 2018 to support healthy activities.</p> <p>A Garden Committee was established in Fall 2018 and classes are scheduled in Winter through Spring 2019 to teach healthy eating.</p> <p>C. Van Buren has had a School Psychologist available to support behavior through SST and IEP meetings as well as consultation with teachers, parents, and site administration. Students are also provided support with maladaptive behaviors.</p> <p>D. A Mental Health Counselor was contracted in the Fall of 2018 and is available to students Wednesday, Thursday, and Friday through PICO.</p>	<p>Mental Health Counselor 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,500</p>	<p>Mental Health Counselor 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Analysis

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

Many strategies/ activities have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. Attendance incentives, attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive attendance awards at assemblies. Prizes (pencils, erasers, pencil grips, stickers, etc.) are awarded randomly to classrooms presenting a sign that they have perfect attendance. Classes with 5 days of perfect attendance spell out LUNCH and are able to enter the cafeteria first for lunch.

School-wide Positive Behavior Intervention and Supports implementation is ongoing throughout the school year. Teachers teach social skills and location expectations on a weekly basis. Students are coached on conflict resolution and other issues by the school psychologist, and site administration. Students are reminded and encouraged to meet behavior expectations in daily morning announcements. Our PBIS/BSEL leads, 2 teachers from our leadership team, two activity supervisors, and site administrator are collaborating to create a calibrated, systematized approach in dealing with behavior. Half day subs were provided in order to provide the opportunity for this collaborative effort. Two teachers were trained in Restorative Justice practices by PICO.

Sports leagues, 100 Mile Club, Garden Committee, and PE continue to be implemented throughout the school year. Students continue to be encouraged to participate in 100 Mile Club, Sports leagues, and garden committee through morning announcements.

The district's Maintenance Department addressed campus safety through the installation of a new gate by our TK classroom that gives our kindergartners direct access to their playground and screens were installed on the kindergarten fence. They also ensured that no area on the bathroom stalls were visually accessible by installing metal plates along large gaps.

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

Strategies/ activities to support attendance, overall health, and safety appear effective when examining multiple measures. Data indicates an increase in attendance rates and a decrease in chronic absenteeism rate.

In addition, data from the annual William's visit reflected the facilities to be in 100% compliant with state guidelines.

2018-2019 LCFF Surveys reflect that 91% of Parents feel the site is safe; 88% of students feel the site is safe; 75% of staff feel the site is safe.

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

There is an increase in estimated actual expenditures for Incentives due to the success we are having reinforcing attendance and behavior with this approach.

There is an increase in estimated actual expenditures for substitutes due to the collaborative effort to systematize behavior expectations and interventions.

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.

Continued coaching from a Behavior Specialist will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with maladaptive behaviors. Bullying presentation will be made in fall to educate students on the characteristics, harm, and support 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.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	<p>Parent Engagement: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 95% 2018 92% Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 94% 2018 92% Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 92% 2018 89% Informed of school-wide activities: Extremely well informed/Moderately well informed:93% 2018 90% Informed of classroom activities: Extremely well informed/Moderately well informed: 94% 2018 91% Welcoming environment: Strongly agree/ Moderately agree: 98% 2018 97% Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 95% 2018 94% Opportunities to be involved with school and district decision making: Yes 83% 2018 84% Level of participation in school-wide activities (All the time/Most of the time 45%) 2018 43%</p>	<p>Parent Engagement: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 91% Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 85% Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 90% Informed of school-wide activities: Extremely well informed/Moderately well informed: 92% Informed of classroom activities: Extremely well informed/Moderately well informed: 89% Welcoming environment: Strongly agree/ Moderately agree: 94% Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 92% Opportunities to be involved with school and district decision making: Yes 72% Level of participation in school-wide activities: All the time/Most of the time 37%</p>
P5 Student Engagement	<p>Student Engagement: Actual: Welcoming environment: 97% Strongly agree/ Moderately agree 2018 96% Extremely well informed/Moderately well informed: 94% 2018 91%</p>	<p>Student Engagement: Actual: Welcoming environment: 95% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 89%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Positive learning environment: 98% Strongly agree/ Moderately agree 2018 98%	Positive learning environment: 93% Strongly agree/ Moderately agree
P5 Student Engagement	CHKS Actual: 2019-2020 95% of students will report they feel connected to the school. 91% of our students feel happy to be at our school most of the time/all the time. 88% of our students feel like they are part of this school most of the time/all the time. 90% of our students feel like they are treated fairly most of the time/all the time. 87% of our students feel like they are safe at school most of the time/all the time 2018 83%	CHKS Actual: 2019-2020 92% of students will report they feel connected to the school. 81% of our students feel happy to be at our school most of the time/all the time. 90% of our students feel like they are part of this school most of the time/all the time. 87% of our students feel like they are treated fairly most of the time/all the time. 88% of our students feel like they are safe at school most of the time/all the time
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Staff Actual: Welcoming environment: 82% Strongly agree/ Moderately agree 2018 79% Staff Actual: Collaborative Culture: 74% Strongly Agree/Agree 2018 71% Opportunities to be involved with School and District Decision Making: 88 % state yes 2018 86%	Staff Actual: Welcoming environment: 88% Strongly agree/ Moderately agree Staff Actual: Collaborative Culture: 75% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 85 % state yes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PARENT OUTREACH</p> <p>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.</p> <p>B. Distribute and discuss grade level standards at Back to School Night,</p>	<p>3.1 Parent Outreach</p> <p>A Parent workshops with a focus on topics of interest such as technology, AVID, Title 1, techology, nutrition, mental health, parenting skills, and other topics affecting children's well-being have been provided during Fall and Winter of 2018.</p> <p>Translation is provided for all communications with home.</p>	<p>Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Materials and Supplies-- includes refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p>	<p>Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Materials and Supplies-- includes refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent-Conference meetings, Title 1 Parent Involvement Policy, GATE, SSC, PTA, ELAC, AVID, and other committee meetings.</p>	<p>Flyers and Intouch messages are provided in English and Spanish.</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$149</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$149</p>
<p>C. Discuss student academic assessments with parents at Parent Conference meetings.</p>	<p>B. Back to School Night, Parent-Conferences, Title 1, GATE, SSC, PTA, ELAC, and AVID meetings that took place in Fall and Winter of 2018 provided additional information regarding state standards.</p>	<p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p>	<p>Print 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>D. Parent connection available to parents in the school office.</p>	<p>C. Parent Conferences took place in October 2018. Grade levels utilized common assessments through district Units of Study to discuss with families.</p>	<p>BBQ Use 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p>	<p>BBQ Use 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
<p>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.</p>	<p>D. Between the school office and library there are 9 computers available for parents to access parent connect.</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$153</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>
<p>F. Invite parents to attend district/community events offered throughout the year.</p>	<p>E. Parent Outreach provided as of February 2019 includes: Weekly Technology classes, Stress and Mental Health consultation upon request, Strengthening Families Academic/ social emotional workshops offered weekly, a Parent Picnic in September 2018 and another scheduled for February 2019, AVID Parent meeting in August, February, and May, Trunk or Treat in October 2018, Movie Night in August and October 2018, a Winter Performance in December 2018, a Band recital in December 2019, opportunities to volunteer in classrooms daily, PTA monthly meetings, and ESL classes offered 4 days a week to support parents to develop literacy and oral language proficiency in English..</p>	<p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$300</p>	<p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$300</p>
		<p>Translator/ Clerk Typist (.5) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$31,561</p>	<p>Translator/ Clerk Typist (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$31561</p>
		<p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Parents have been regularly informed of all important school events, meetings, and workshops via Intouch, Class Dojo App, posting on the marquee, the school website, and flyers.</p> <p>F. Flyers and Intouch messages are provided ifor district/ community events in English and Spanish</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>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>3.2 Student Engagement</p> <p>A. A soccer league for grades 5th and 6th took place from October to December 2018. A basketball league is planned for February to May 2019.</p> <p>B. Garden Committee meetings and instruction are taking place on Wednesdays during lunch recess. A Saturday in fall was selected to clear out the garden beds.</p> <p>C. Band classes have taken place every Thursday. A recruitment assembly took place in August 2018. A band performance was held in December of 2018 and one is planned for May 2019.</p> <p>D. 6th graders began with announcements in August and have continued throughout the year.</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,502</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</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>F. Engaging school assemblies are being held to support character development, school safety, academics, anti-bullying, etc.</p>	<p>E. Students activities planned by PTA, homeroom teachers, and administration took place during the first semester for Red Ribbon Week, College and Career Kick-off day, Anti-bullying, and Walk to School Wednesdays.</p> <p>F. Assemblies have taken place in August, October, and January to promote positive behavior, school safety, academics, and anti-bullying.</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>3.0 Parent Input</p> <p>A. A Parent meeting was held in August of 2018 regarding Van Buren's Title 1, EL, and educational programs.</p> <p>B. All parents and/or staff were provided opportunities to be involved in the following advisory committees: DELAC, ELAC, SSC, DAC, GAC, and PTA in Fall 2018. Flyers, Intouch announcements, and the electronic marquee were used to communicate these opportunities. Babysitting was provided.</p>	<p>None Required None Specified</p> <p>\$</p>	<p>\$</p>

Analysis

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

Parent outreach has taken place to address academic, health, and safety concerns. The overall attendance has increased according to sign in sheets. The school website, class dojo, Twitter account, Facebook account, Q Communication calls, marquee, and flyers have been fully implemented to communicate engagement opportunities and increase parent involvement.

We have reached out to parents to encourage them to join our PTA, School Site Council, ELAC, and Coffee with the Principal will have been offered three times during the 2019-20 school year.

The following school activities have been implemented to engage students: garden committee, soccer league, basketball league, fundraisers, field trips, morning announcements, band, and assemblies.

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

Van Buren LCFF survey data indicates an increase in parent feedback on:

Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 90%

Informed of school-wide activities: Extremely well informed/Moderately well informed: 92%

There appears to be a need to communicate school efforts to engage parents in school events and awareness of decision making opportunities for the school and district. Parent engagement opportunities were expanded to include Peachjar, Class Dojo, Twitter, Facebook, school marquee, QCommunication. All information continues to be sent home in both English and Spanish and translating is available upon request.

CHKS survey data indicates an increase or range within 3% of expected outcome.

92% of students will report they feel connected to the school.

81% of our students feel happy to be at our school most of the time/all the time.

90% of our students feel like they are part of this school most of the time/all the time.

87% of our students feel like they are treated fairly most of the time/all the time.

88% of our students feel like they are safe at school most of the time/all the time.

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

There has been an estimated increase in actual expenditures due to the purchase of incentives used to reward students and maintain engagement.

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.

Increase parent communication through Peachjar; informed parents of this new way of communication. Pairing parent workshops/ meetings with school functions will be increased to promote higher levels of parent involvement. More email and staff time dedicated to sharing efforts to engage parents and staff.

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	242,158.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	477,201.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	178220.00	0.00
Title I Parent Involvement -- 3010 1902	1986.00	0.00
Title II District -- 500 4035	50067.00	0.00
Title III LEP -- 4203	6363.00	0.00
LCFF Suppl/Conc -- 0707	119,760.00	0.00
LCFF District -- 500 0707	120805.00	0.00

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
Daisy Flores	Principal
Stacy Cabral	Classroom Teacher
Julie Villasenor	Classroom Teacher
Helena Abilez	Classroom Teacher
Alondra Ramirez	Other School Staff
Nicole Ma'u	Parent or Community Member
Margaret Munoz	Parent or Community Member
Lisa Feller	Parent or Community Member
James Feller	Parent or Community Member
Esmeralda Nieves	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 5/20/19.

Attested:



Principal, Daisy Flores on 6/3/20



SSC Chairperson, Lisa Feller on 6/4/20



Van Buren Elementary

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Van Buren Elementary has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, and Parent Teacher Association (PTA). It has distributed the policy to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title 1 parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

To involve parents in the Title I, Part A programs, the following practices have been established:

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- **Coffee with the Principal Workshop – August 21, 2019**

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- **A flexible number of meetings will be held at carrying times based on parent needs and will include child-care and translation services, if needed.**

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- **An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.**
- **Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- **Parent newsletters, PTA, SSC, ELAC, and Back-to-School Night**

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c](4)[B]). How does the school provide the information?

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for STAR and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c](4)[C]). How does the school provide the opportunities?

- **Through informal parent requests for meetings, 504 meetings, parent teas, Back-to-School nights, SSC, ELAC, and PTA.**

Van Buren Elementary engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e](1)).

- **At parent-teacher conference, informal parent requests, parent trainings, and through teacher’s ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child’s education are provided.**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **Training to empower parents to support and assist their children’s education. This may include such activities as: College and Career Readiness Parent Meeting, Digital Citizenship Parent meetings, Family Math Training, Family Literacy Night, and Family Science Night**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, the leadership team, and/or the SSC.**
- **Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.**
- **Through parent newsletters, kindergarten orientations, and referral to viable parent resources.**

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **Parent involvement strategies within the SPSA are integrated based on parent input through survey data.**
- **Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.**

Van Buren Elementary provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- **All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.**
- **Access to all facilities and parking are provided to parents with disabilities.**

Please follow link to Van Buren’s Learning Partnership Agreement/Compact:

<https://bit.ly/VBECompact>

This policy was adopted by the Van Buren Elementary on Fall 2020 and will be in effect for the period of Fall 2019-Fall 2020

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: Fall 2020

Daisy Flores

Signature of Authorized Official

Will be approved Fall 2020

Date