



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Van Buren Elementary School	33 67090 6032239	May 15, 2024	June 24, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Van Buren Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English Language Arts scores for students with disabilities demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of professional development around the science of reading to increase the percentage of students meeting standards in the area of reading, specifically targeting students displaying the most significant need. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains.

Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Van Buren Elementary 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

For the planning process of the School Plan for Student Achievement (SPSA) and Annual Review and Update at Van Buren Elementary School, consultations were conducted with various educational partners, including parents, staff, and community members. The involvement process included the following steps:

1. Formation of School Site Council (SSC) and English Language Advisory Committee (ELAC):

Parents, staff, and community members were invited to participate in the SSC and ELAC, which are the school's key decision-making bodies.

These committees provided a platform for educational partners to contribute their perspectives and ideas regarding the SPSA and annual review.

2. Involvement of Educational Partners:

The school's leadership, Community Schools Teacher on Special Assignment, English Language Learner Facilitator, Community Ambassador, GATE (Gifted and Talented Education) representative, and the School's Safety Committee representative are involved in the planning process. Meetings throughout the year with different site representations allow for continuous communication, ensuring that different departments and areas of expertise within the school community are represented in the decision-making process.

3. Communication of Opportunities for Involvement:

Flyers, letters, and phone calls were utilized to communicate opportunities for involvement in the decision-making process regarding the SPSA and annual review, ensuring that educational partners were aware of the opportunities to participate and contribute their input.

4. Regular Meetings:

Meetings were held throughout the year. The School Site Council meets six times a year to provide opportunities for reflection and suggestions for updating the SPSA. These meetings serve as forums for educational partners to discuss progress, identify areas for improvement, and propose updates to the SPSA.

Overall, the involvement process at Van Buren Elementary School included a diverse range of educational partners and utilized multiple communication channels to ensure that all voices were heard and considered in the planning and updating of the SPSA.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Van Buren Elementary School on the California School Dashboard had no indicators in the red performance category and only mathematics in the orange performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Van Buren Elementary School's performance indicator for students with disabilities on the California School Dashboard was red for overall performance in the area of English Language Arts. Students with disabilities scored 142.4 points below the standard, with only a 0.3-point increase compared to the increase of 5.9 points for all students in the area of English Language Arts.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Van Buren Elementary School's performance indicator for students with disabilities on the California School Dashboard was red for overall performance in English Language Arts. Students with disabilities scored 142.4 points below the standard, with only a 0.3-point increase compared to the increase of 5.9 points for all students.

1. The California Dashboard data for Van Buren Elementary School identifies both English Language Arts and Mathematics as areas of need, with 56.21% of students scoring below standard in English Language Arts and 62.76% of students scoring below standard in Mathematics. In the area of English Language Arts, the data shows that reading continues to be an area of need at Van Buren. The need for continued reading improvement is also depicted in the 22-23 ELPAC assessment data, with 43.32% of students scoring at the beginning level in reading and only 3.21% of students scoring at the well-developed level in reading. The data also depicts that students with disabilities are underperforming compared to peers in English Language Arts. Students with disabilities scored 142.4 points below the standard, with only a 0.3-point increase compared to the overall increase of 5.9 points for all students. For the 24-25 school year, Van Buren Elementary will continue examining our instructional practices to ensure that the staff provides effective core instruction. The staff will continue to align instructional practices around the science of reading, providing students with strong foundational skills, enhancing instruction quality, and developing stronger readers. To support students with disabilities in English Language Arts, the special education team will be provided with professional development around the science of reading to begin site alignment on foundational reading instructional practices. The special education team will also be provided time to meet and collaborate with general education teachers around instructional practices to support students with learning disabilities. In the area of Mathematics on the CAASPP assessment, data shows that 62.76% of students are below the standard. Comparing the data from 21-22 to 22-23, the percentage of students scoring below the standard decreased from 66.23% to 62.76%, for a total decrease of 3.47%. Even with the data showing gradual improvement in the area of math, it will be imperative that improving mathematical instruction be a priority at Van Buren Elementary. For the 24-25 school year, staff at Van Buren Elementary will continue to examine current instructional practices along with research-based instructional practices to foster student growth. Staff will have professional development opportunities around California's mathematics framework and core instructional practices enhancing classroom instruction."

2. California's Dashboard data for Van Buren Elementary School identifies chronic absenteeism as an area of need. In the 22-23 school year, 30.9% of students were chronically absent. The equity report under chronic absenteeism on the California Dashboard indicated that students in the following subgroups had a 32% chronic absenteeism rate: socioeconomically disadvantaged, students with disabilities, and English Learners. The chronically absent rate for the current 23-24 school year is 21.63%, with our current daily attendance average at 93.67%. Currently, Van Buren Elementary's subgroup of English Learners has a chronic absenteeism rate of 25%, and students with disabilities have a chronic absenteeism rate of 25%. Van Buren Elementary's chronic absenteeism rate and daily average attendance rates have shown gradual improvements from the 22-23 school year to the 23-24 school year. For the 24-25 school year, Van Buren Elementary's school attendance team will continue to meet monthly to examine data and identify trends and barriers to adequately work with all educational partners on addressing the importance of daily attendance. At the beginning of the year, the attendance team will meet to identify barriers and root causes impacting both English Learners and students with disabilities with high absenteeism rates, and, as a team, will develop an action plan to address the identified needs.

Spring 2024 Panorama data results indicate that only 54% of students responded favorably to questions about school safety. Another area for improvement identified in the Spring 2024 Panorama data was students' perception of the value of school. Only 59% of students who participated in the survey indicated they saw value in school. In addition, only 52% of students who participated in the survey indicated that they feel Van Buren has a positive school culture. The staff at Van Buren Elementary will meet to look at data, conduct a root cause analysis, and work to develop action plans to address areas of concern.

3. For the 2024-2025 school year, Van Buren Elementary will continue our efforts to increase parent and student engagement in partnership with our community school's teachers on special assignments. Parent participation in surveys and school events continues to remain low. We will develop action items to create opportunities to build connections within the community and increase parent involvement. In the Spring 2024 Panorama data, Van Buren Elementary had a decline in all categories under student supports and environments. In the area of valuing school, only 59% of students responded favorably. In the area of belonging, only 54% responded favorably, and in the area of school climate, only 52% of students responded favorably. The staff at Van Buren Elementary will meet to look at data, conduct a root cause analysis, and work to develop action plans to address areas of concern.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Van Buren Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0.61%	1		3
African American	0.6%	0.77%	1.01%	3	4	5
Asian	0.2%	%	0%	1		0
Filipino	0.2%	0.19%	0.2%	1	1	1
Hispanic/Latino	91.7%	90.38%	89.45%	498	470	441
Pacific Islander	%	%	0%			0
White	5.3%	5.96%	5.27%	29	31	26
Multiple/No Response	0.6%	0.58%	0.81%	3	3	4
Total Enrollment				543	520	493

Enrollment By Grade Level

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

Conclusions based on this data:

1. Since the 20-21 school year, Van Buren Elementary school continues to have declining in enrollment. In 20-21 there was a total of 543 students in enrolled compared to the current 23-24 school year where the current enrollment is 471, equivaling to a decrease of 71 students over the course of 4 years. Based on this data, Van Buren Elementary can predict that our enrollment for the 24-25 school year will continue to decline. Declining enrollment will have an impact on the number of classes per grade level, as well as the number of support staff needed to provide additional services.

2. Van Buren's enrollment by student group has had slight variation among all subgroups over the course of the past three years, however even with declining enrollment the Hispanic population of students continues to maintain at about 90% of students. For the 24-25 school year, Van Buren will continue to work with Community Schools TSA to build community involvement among our Hispanic population.
3. The enrollment data by grade level depicts that the enrollment in grades 1 and 2 appear to be dropping more than other grade levels. This data can be used to predict that in the 24-25 school year, the number of students in grades 1 and 2, will continue to decrease impacting the number of possible classes per grade level.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	208	196	192	38.3%	37.7%	38.9%
Fluent English Proficient (FEP)	88	71	52	16.20%	13.7%	10.5%
Reclassified Fluent English Proficient (RFEP)	7	6	13	3%	3%	7%

Conclusions based on this data:

1. English Learner Enrollment data shows a gradual decline to the number of English Learners enrolled at Van Buren over the course of the last three years from a total of 208 enrolled in 20-21 to 192 enrolled in 22-23. With Van Buren showing a steady decline in overall enrollment from 543 enrolled in 20-21 to 493 students in enrolled in 22-23, the percentage of English Learners continues to make up about 38% of the population. With a steady percentage of English Learners enrolled at Van Buren, it is imperative that as a school site we continue to examine and identify the structures in place to support our English Learners growth.
2. The percentage of students identified as Fluent English Proficient (FEP) has consistently decreased over the last 3 years from a total of 88 enrolled in 20-21 making up 16.20% of the student body to a total of 52 enrolled in 22-23, making up 10.5% of the student body. With the declining enrollment of Fluent English Proficient students at Van Buren there are less students coming in being identified as proficient in the English Language meaning there is still a strong need for structures to be put into place that support English Learners.
3. At Van Buren the total number of students reclassified in 22-23 was 13 for a total of 7% of students more than doubling the 3% that were reclassified in 20-21 and 21-22. It will be imperative that the staff at Van Buren work to identify structures and supports to meet the needs of English Language Learners to continue to increase the number of students that are reclassified yearly.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	80	64	0	80	64	0	80	64	0.0	100.0	100.0
Grade 4	70	77	82	0	77	81	0	77	81	0.0	100.0	98.8
Grade 5	79	72	74	0	72	72	0	72	72	0.0	100.0	97.3
Grade 6	91	82	74	0	81	73	0	81	73	0.0	98.8	98.6
All Grades	308	311	294	0	310	290	0	310	290	0.0	99.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2328.	2351.		2.50	4.69		10.00	12.50		17.50	21.88		70.00	60.94
Grade 4		2391.	2395.		7.79	6.17		12.99	7.41		22.08	29.63		57.14	56.79
Grade 5		2421.	2449.		6.94	8.33		11.11	18.06		20.83	26.39		61.11	47.22
Grade 6		2482.	2446.		3.70	6.85		24.69	13.70		32.10	19.18		39.51	60.27
All Grades	N/A	N/A	N/A		5.16	6.55		14.84	12.76		23.23	24.48		56.77	56.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.75	3.13		50.00	57.81		46.25	39.06
Grade 4		9.09	4.94		58.44	62.96		32.47	32.10
Grade 5		8.33	6.94		44.44	59.72		47.22	33.33
Grade 6		4.94	8.22		54.32	38.36		40.74	53.42
Grade 11	NA			NA			NA		
All Grades		6.45	5.86		51.94	54.83		41.61	39.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.25	4.69		37.50	42.19		61.25	53.13
Grade 4		2.60	7.41		50.65	45.68		46.75	46.91
Grade 5		2.78	6.94		50.00	54.17		47.22	38.89
Grade 6		4.94	1.37		59.26	45.21		35.80	53.42
Grade 11	NA			NA			NA		
All Grades		2.90	5.17		49.35	46.90		47.74	47.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.25	4.69		73.75	68.75		25.00	26.56
Grade 4		7.79	4.94		64.94	67.90		27.27	27.16
Grade 5		6.94	9.72		69.44	73.61		23.61	16.67
Grade 6		11.11	4.11		67.90	69.86		20.99	26.03
Grade 11	NA			NA			NA		
All Grades		6.77	5.86		69.03	70.00		24.19	24.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.50	0.00		46.25	60.94		51.25	39.06
Grade 4		3.90	3.70		67.53	67.90		28.57	28.40
Grade 5		8.33	8.33		41.67	59.72		50.00	31.94
Grade 6		8.64	12.33		70.37	54.79		20.99	32.88
All Grades		5.81	6.21		56.77	61.03		37.42	32.76

Conclusions based on this data:

1. On the English Language Arts/Literacy Assessment, the overall percentage of students scoring at or near standard decreased from 14.84% to 12.76%, for a total decrease of 2.08% and the percentage of students below standard maintained at 56%, therefore the area of English Language Arts/Literacy will continue to be a high priority focus area for the 24-25 school year.
2. On the English Language Arts/Literacy Assessment, the percentage of students scoring at or near standard in the reading domain of the assessment, increased from 51.94% to 54.83% for a total increase of 2.89%. In addition, the percentage of students scoring below the standard decreased from 41.61% to 39.31% for a total decrease of 2.31%. The data depicts that students at Van Buren Elementary are making slight gains in the domain of reading, however with 39.31% of the students not reading at grade level standards, it is imperative that staff continue to be provided with professional development to enhance core reading instruction.
3. On the English Language Arts/Literacy Assessment, students at Van Buren have scored lower in the writing domain in comparison to the other 4 domains assessed. 22-23 data for at or near grade level standard in each of the domains is: 46.90% in writing, 54.83% in reading, 61.03% in research/inquiry, and 70.00% in listening. Comparing the data from 21-22 where 49.35% scored at or near standard in writing, there has been a decline of 2.45% in number of students who scored at or near the standard. As the staff at Van Buren plans for the 24-25 school year, it will be essential that instructional structures are identified to foster students' success in the area of writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	80	64	0	79	64	0	79	64	0.0	98.8	100.0
Grade 4	70	77	82	0	77	81	0	77	81	0.0	100.0	98.8
Grade 5	79	72	74	0	72	72	0	71	72	0.0	100.0	97.3
Grade 6	91	82	74	0	81	73	0	81	73	0.0	98.8	98.6
All Grades	308	311	294	0	309	290	0	308	290	0.0	99.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2348.	2366.		2.53	1.56		11.39	9.38		20.25	25.00		65.82	64.06
Grade 4		2382.	2401.		1.30	1.23		9.09	14.81		25.97	32.10		63.64	51.85
Grade 5		2393.	2424.		1.41	0.00		4.23	5.56		11.27	36.11		83.10	58.33
Grade 6		2445.	2400.		2.47	5.48		7.41	4.11		35.80	12.33		54.32	78.08
All Grades	N/A	N/A	N/A		1.95	2.07		8.12	8.62		23.70	26.55		66.23	62.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.06	4.69		27.85	45.31		67.09	50.00
Grade 4		3.90	2.47		29.87	44.44		66.23	53.09
Grade 5		0.00	0.00		21.13	45.83		78.87	54.17
Grade 6		2.47	2.74		39.51	19.18		58.02	78.08
All Grades		2.92	2.41		29.87	38.62		67.21	58.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.53	3.13		31.65	45.31		65.82	51.56
Grade 4		3.90	3.70		32.47	39.51		63.64	56.79
Grade 5		1.41	1.39		30.99	45.83		67.61	52.78
Grade 6		1.23	6.85		43.21	26.03		55.56	67.12
All Grades		2.27	3.79		34.74	38.97		62.99	57.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.33	4.69		53.16	62.50		40.51	32.81
Grade 4		5.19	2.47		42.86	49.38		51.95	48.15
Grade 5		1.41	0.00		49.30	54.17		49.30	45.83
Grade 6		0.00	6.85		60.49	39.73		39.51	53.42
All Grades		3.25	3.45		51.62	51.03		45.13	45.52

Conclusions based on this data:

1. In the area of Mathematics on the CAASPP assessment, data shows that 62.76% of students are below the standard. Comparing the data from 21-22 to 22-23, the percentage of students scoring below the standard decreased from 66.23% to 62.76% for a total decrease of 3.47%. Even with the data showing gradual improvement in the area of math it will be imperative that improving mathematical instruction be a priority at Van Buren Elementary.
2. In the concepts and procedures domain of the mathematics assessment, the percentage of students scoring at or near the standard increased from 29.87% in 21-22 to 38.62% in 22-23, for a total increase of 8.75% and the percentage of students scoring below the standard decreased from 67.21% in 21-22 to 58.97% in 22-23, for a total decrease of 8.24%. With the data trend showing growth in the area of concepts and procedures it will be imperative that structures currently in place are maintained and refined to foster continued growth.
3. The domain on the mathematics assessment where no growth was observed was in communicating reasoning. In 21-22 the percentage of students who scored above the standard was 3.25% and in 22-23 the percentage was 3.45% a variation of .20%. The percentage of students who scored at or near the standard was 51.62% in 21-22 and in 22-23 the percentage was 51.03%, a variation of .59, and the percentage of the students who scored below the standard in 21-22 was 45.13% and in 22-23 the percentage increased to 45.52%, a variation of .39%. It will be essential that staff continue to have opportunities to access professional development and collaboration among colleagues to enhance students' instructional practices that foster students' ability to communicate reasoning.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1381.6	1425.6	1407.8	1400.1	1441.7	1419.5	1337.9	1387.5	1380.6	34	33	32
1	1428.7	1421.9	1441.0	1456.2	1449.4	1467.5	1400.6	1393.9	1413.9	33	25	27
2	1451.2	1472.6	1444.7	1457.2	1491.1	1456.3	1444.7	1453.6	1432.4	35	36	27
3	1491.2	1468.5	1483.7	1497.0	1473.0	1492.3	1485.2	1463.5	1474.5	23	33	26
4	1485.8	1511.1	1495.8	1474.0	1512.4	1494.2	1497.2	1509.2	1496.7	22	29	35
5	1497.1	1507.5	1543.3	1494.6	1512.2	1552.6	1499.0	1502.5	1533.4	25	17	23
6	1506.4	1522.1	1514.3	1509.9	1517.9	1527.2	1502.3	1525.9	1500.9	34	23	17
All Grades										206	196	187

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.94	9.09	9.38	11.76	51.52	34.38	41.18	24.24	37.50	44.12	15.15	18.75	34	33	32
1	0.00	0.00	0.00	30.30	20.00	33.33	33.33	40.00	48.15	36.36	40.00	18.52	33	25	27
2	0.00	5.56	7.41	34.29	63.89	18.52	48.57	11.11	55.56	17.14	19.44	18.52	35	36	27
3	4.76	3.03	3.85	42.86	18.18	30.77	42.86	51.52	65.38	9.52	27.27	0.00	21	33	26
4	4.55	24.14	5.71	31.82	34.48	40.00	45.45	27.59	37.14	18.18	13.79	17.14	22	29	35
5	4.00	17.65	30.43	24.00	35.29	52.17	44.00	23.53	13.04	28.00	23.53	4.35	25	17	23
6	2.94	17.39	23.53	35.29	39.13	23.53	41.18	26.09	29.41	20.59	17.39	23.53	34	23	17
All Grades	2.45	10.20	10.16	29.41	38.78	33.69	42.16	29.08	41.71	25.98	21.94	14.44	204	196	187

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	24.24	15.63	23.53	39.39	40.63	35.29	24.24	25.00	35.29	12.12	18.75	34	33	32
1	18.18	20.00	22.22	42.42	32.00	48.15	27.27	28.00	25.93	12.12	20.00	3.70	33	25	27
2	2.86	36.11	7.41	34.29	44.44	48.15	54.29	16.67	29.63	8.57	2.78	14.81	35	36	27
3	38.10	9.09	15.38	47.62	42.42	73.08	9.52	30.30	11.54	4.76	18.18	0.00	21	33	26
4	18.18	37.93	22.86	31.82	31.03	54.29	27.27	20.69	17.14	22.73	10.34	5.71	22	29	35
5	16.00	29.41	47.83	48.00	41.18	43.48	24.00	11.76	4.35	12.00	17.65	4.35	25	17	23
6	14.71	34.78	52.94	50.00	39.13	17.65	26.47	17.39	5.88	8.82	8.70	23.53	34	23	17
All Grades	14.71	27.04	24.06	39.22	38.78	48.13	30.88	21.94	18.18	15.20	12.24	9.63	204	196	187

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.06	3.13	2.94	12.12	25.00	44.12	60.61	46.88	52.94	21.21	25.00	34	33	32
1	0.00	0.00	0.00	9.09	8.00	11.11	39.39	12.00	44.44	51.52	80.00	44.44	33	25	27
2	0.00	0.00	3.70	28.57	38.89	11.11	31.43	36.11	40.74	40.00	25.00	44.44	35	36	27
3	4.76	0.00	0.00	19.05	9.09	15.38	42.86	39.39	53.85	33.33	51.52	30.77	21	33	26
4	9.09	10.34	2.86	4.55	27.59	28.57	68.18	37.93	34.29	18.18	24.14	34.29	22	29	35
5	4.00	5.88	4.35	12.00	11.76	17.39	36.00	52.94	65.22	48.00	29.41	13.04	25	17	23
6	2.94	13.04	0.00	11.76	8.70	17.65	35.29	56.52	29.41	50.00	21.74	52.94	34	23	17
All Grades	2.45	4.59	2.14	12.75	17.86	18.72	41.18	41.84	44.92	43.63	35.71	34.22	204	196	187

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.94	24.24	9.38	73.53	66.67	71.88	23.53	9.09	18.75	34	33	32
1	21.21	20.00	59.26	72.73	60.00	40.74	6.06	20.00	0.00	33	25	27
2	8.57	47.22	14.81	71.43	50.00	70.37	20.00	2.78	14.81	35	36	27
3	38.10	21.21	19.23	57.14	63.64	73.08	4.76	15.15	7.69	21	33	26
4	27.27	48.28	22.86	45.45	41.38	65.71	27.27	10.34	11.43	22	29	35
5	8.00	17.65	26.09	72.00	70.59	69.57	20.00	11.76	4.35	25	17	23
6	8.82	17.39	17.65	64.71	65.22	47.06	26.47	17.39	35.29	34	23	17
All Grades	14.71	29.59	24.06	66.67	58.67	63.64	18.63	11.73	12.30	204	196	187

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	21.21	15.63	47.06	57.58	65.63	41.18	21.21	18.75	34	33	32
1	21.21	16.00	14.81	66.67	64.00	62.96	12.12	20.00	22.22	33	25	27
2	11.43	33.33	22.22	80.00	63.89	62.96	8.57	2.78	14.81	35	36	27
3	42.86	21.21	38.46	47.62	60.61	61.54	9.52	18.18	0.00	21	33	26
4	27.27	44.83	37.14	54.55	44.83	54.29	18.18	10.34	8.57	22	29	35
5	28.00	47.06	78.26	72.00	35.29	17.39	0.00	17.65	4.35	25	17	23
6	61.76	56.52	64.71	35.29	39.13	23.53	2.94	4.35	11.76	34	23	17
All Grades	28.43	32.65	35.83	57.84	54.08	52.41	13.73	13.27	11.76	204	196	187

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	9.09	3.13	50.00	72.73	78.13	50.00	18.18	18.75	34	33	32
1	6.06	4.00	3.70	33.33	16.00	37.04	60.61	80.00	59.26	33	25	27
2	17.14	5.56	3.70	48.57	69.44	48.15	34.29	25.00	48.15	35	36	27
3	4.76	3.03	0.00	42.86	27.27	53.85	52.38	69.70	46.15	21	33	26
4	4.55	3.45	2.86	72.73	58.62	48.57	22.73	37.93	48.57	22	29	35
5	4.00	5.88	8.70	44.00	52.94	69.57	52.00	41.18	21.74	25	17	23
6	2.94	13.04	0.00	17.65	30.43	29.41	79.41	56.52	70.59	34	23	17
All Grades	5.88	6.12	3.21	42.65	48.47	53.48	51.47	45.41	43.32	204	196	187

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	18.18	28.13	26.47	45.45	40.63	67.65	36.36	31.25	34	33	32
1	0.00	0.00	0.00	48.48	60.00	74.07	51.52	40.00	25.93	33	25	27
2	0.00	13.89	7.41	57.14	63.89	66.67	42.86	22.22	25.93	35	36	27
3	19.05	3.03	0.00	52.38	69.70	88.46	28.57	27.27	11.54	21	33	26
4	4.55	17.24	17.14	72.73	68.97	60.00	22.73	13.79	22.86	22	29	35
5	4.00	5.88	26.09	72.00	76.47	65.22	24.00	17.65	8.70	25	17	23
6	11.76	8.70	0.00	79.41	82.61	70.59	8.82	8.70	29.41	34	23	17
All Grades	5.88	10.20	12.30	57.35	65.31	65.24	36.76	24.49	22.46	204	196	187

Conclusions based on this data:

1. On the ELPAC assessment, English Learners at Van Buren Elementary school score significantly higher in oral language compared to written language. Over the course of the last three years the average percentage of students

scoring at level 4 in Oral Language is 21.93% compared to a 3.06% average in the area of written language. Written Language on the ELPAC assessment is the greatest area for improvement. It will be essential that the staff be provided with professional development and opportunities to collaborate to enhance core instruction around written language domains.

2. On the ELPAC Oral Language assessment, the greatest percentage of English Learners for the past three years have scored at a level 3. In 20-21 there was a total of 39.22%, in 21-22 there was a total of 38.78%, and in 22-23 a total of 48.13% of English Learners scored at a level 3. To ensure further growth in the area of oral language it will be imperative that structures are identified to enhance students oral communication skills.
3. On the ELPAC assessment the data depicts that the reading domain on the ELPAC assessment is the greatest area of need, with 43.32% of students scoring at the beginning level and only 3.21% of students scoring at the well-developed level in 22-23. The ELPAC assessment data in the domain of reading aligns with the data discussed for the English Language Arts/Literacy data results on the CAASPP, where 39.31% of students scored below standard. Based on both the ELPAC reading domain data and the CAASPP reading domain data it is imperative that staff continue to be provided with professional development to enhance core reading instruction.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
493	86.2	38.9	1
Total Number of Students enrolled in Van Buren Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	192	38.9
Foster Youth	5	1
Homeless	1	0.2
Socioeconomically Disadvantaged	425	86.2
Students with Disabilities	57	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1
American Indian	3	0.6
Filipino	1	0.2
Hispanic	441	89.5
Two or More Races	4	0.8
White	26	5.3

Conclusions based on this data:

1. The population of Van Buren Elementary School is significantly socioeconomically disadvantaged with about 86% of our student's population being socioeconomically disadvantaged. Van Buren Elementary will use this data, to

identify and develop systems of support for students and parents fostering a supportive school environment that works in partnership with all educational partners to meet the diverse needs of the student population.

2. Students with disabilities make up 11.6% of the student population. General education teachers will collaborate with the special education team to ensure that we are providing opportunities that foster students with disabilities success in all academic areas.
3. English Learners make up almost 39% of Van Buren Elementary's student population. With a significant percentage of English Learners, it will be critical that in the 24-25 school year, the staff continue to examine and refine the structures and instructional practices at Van Buren, fostering English Learners growth in all academic areas.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Orange		
English Learner Progress Yellow		

Conclusions based on this data:

1. Based on the overall performance on California's Dashboard results, mathematics is the area in need of most growth. For the 24-25 school year, staff at Van Buren Elementary will continue to examine current instructional practices along with research-based instructional practices to foster student growth. Staff will have professional development opportunities around California's mathematics framework and core instructional practices enhancing classroom instruction.

2. Based on the overall performance data, Van Buren Elementary made slight growth in the area of English Language Arts, however as depicted on the data indicator there is still room for continue growth. For the 2024-2025 school year, the staff at Van Buren Elementary will continue to align instructional practices around the science of reading, providing students with strong foundational skills. Staff will continue to have professional development opportunities around the science of reading and best classroom practices for implementation.
3. At Van Buren Elementary chronic absenteeism continues to be a high priority area. With 30.9% of our students being chronically absent during the 22-23 school year it is imperative that staff continue to identify the barriers impacting daily attendance. For the 24-25 school year, Van Buren Elementary will continue to hold monthly attendance meetings to examine data and identify trends and barriers, to adequately work with all educational partners on addressing the importance of daily attendance.

School and Student Performance Data

Academic Performance English Language Arts

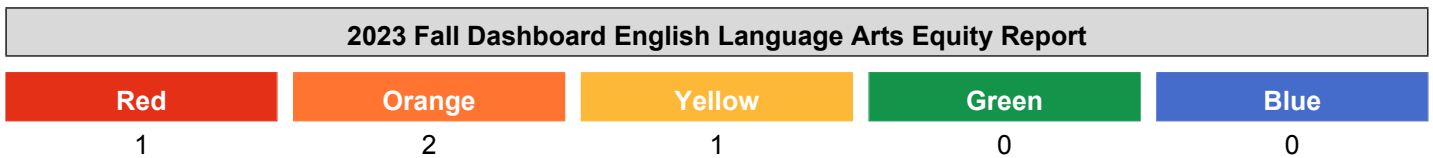
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 69.5 points below standard Increased +5.9 points 272 Students	English Learners  Orange 78.6 points below standard Increased +9.3 points 116 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 73.9 points below standard Increased +5.1 points 236 Students	Students with Disabilities  Red 142.4 points below standard Maintained +0.3 points 44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.8 points below standard Increased +8.3 points 248 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	80.3 points below standard Decreased Significantly - 20.6 points 14 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.9 points below standard Increased +8.3 points 94 Students	21.1 points above standard Increased Significantly +54.5 points 22 Students	71.1 points below standard Maintained +0.5 points 127 Students

Conclusions based on this data:

- Academic performance in the area of English Language Arts on the California's Dashboard indicates that Van Buren Elementary is currently in the yellow indicator. The data depicts that during the 22-23 school year, students made gradual gains in the area of English Language Arts, increasing a total of 5.9 points. For the 24-25 school year, Van Buren Elementary will continue to examine our instructional practices to ensure that the staff is providing effective core instruction. The staff will continue to align instructional practices around the science of reading providing students with strong foundational skills enhancing the quality of instruction and developing stronger foundational readers.
- The equity report for English Language Arts indicates that our students with disabilities (SWD) are significantly underperforming compared to peers. Students with disabilities scored 142.4 points below the standard, with only a 0.3-point increase compared to the overall increase of 5.9 points for all students. For the 24-25 school year, the special education team will be provided with professional development around the science of reading to begin site alignment on foundational reading instructional practices. The special education team will also be provided time to meet and collaborate with general education teachers around instructional practices to support students with learning disabilities.
- The equity report for English Language Arts indicates that students who identify as Hispanic are 68.8 points below the standard with a growth of 8.3 points for a total of 2.4 points more than the 5.9 points all students grew. For the 23-24 school year, to continue to foster the growth of Hispanic students, the staff at Van Buren Elementary will examine current instructional practices and work to refine these practices to continue to enhance the learning of Hispanic students fostering continued growth.

School and Student Performance Data

Academic Performance Mathematics

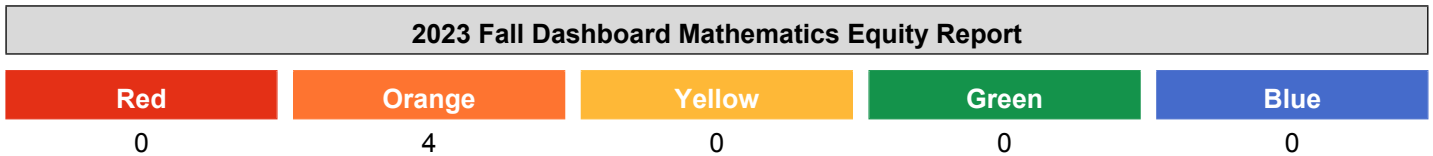
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.













Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">98.4 points below standard</td> </tr> <tr> <td>Increased +8.1 points</td> </tr> <tr> <td>272 Students</td> </tr> </tbody> </table>	All Students	 Orange	98.4 points below standard	Increased +8.1 points	272 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">99.9 points below standard</td> </tr> <tr> <td>Increased Significantly +21.6 points</td> </tr> <tr> <td>116 Students</td> </tr> </tbody> </table>	English Learners	 Orange	99.9 points below standard	Increased Significantly +21.6 points	116 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	2 Students
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	1 Student	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">101.7 points below standard</td> </tr> <tr> <td>Increased +7.7 points</td> </tr> <tr> <td>236 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	101.7 points below standard	Increased +7.7 points	236 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">166.7 points below standard</td> </tr> <tr> <td>Increased Significantly +20.8 points</td> </tr> <tr> <td>44 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	166.7 points below standard	Increased Significantly +20.8 points	44 Students
Homeless															
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44 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 97.6 points below standard Increased +10 points 248 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	93.3 points below standard Decreased -12.2 points 14 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.1 points below standard Increased Significantly +26.4 points 94 Students	39 points below standard Increased Significantly +35.9 points 22 Students	103.1 points below standard Maintained -1.7 points 127 Students

Conclusions based on this data:

- Academic performance in the area of Mathematics on the California's Dashboard indicates that Van Buren Elementary is currently in the orange indicator. The data depicts that during the 22-23 school year, students made gradual gains in the area of mathematics, increasing a total of 8.1 points. For the 24-25 school year, staff at Van Buren Elementary will continue to examine current instructional practices along with research-based instructional practices to foster student growth. Staff will have professional development opportunities around California's mathematics framework and core instructional practices enhancing classroom instruction.
- The equity report for mathematics indicates that the subgroup of white students are underperforming compared to peers, with a decrease in total points of 12.2 compared to all students who had an 8.1-point increase. For the 24-25 school year, the staff at Van Buren Elementary will examine the instructional practices and supports that are in place for all students and work to build greater alignment of instructional practices ensuring all students are receiving equitable access to resources and tools.
- The equity report for mathematics indicates that our students with disabilities (SWD) are significantly underperforming compared to peers. Student with disabilities on the state assessment in 22-23, had a growth of 20.8 points, however they are currently scoring 166.7 points below the standard. Students with disabilities are scoring a total of 68.3 points below peers, who are collectively scoring 98.4 points below the standard. For the 24-25 school year, the special education team will be provided with professional development around the mathematical framework and instructional practices and interventions to ensure site alignment in the area of mathematics. The special education team will also

be provided time to meet and collaborate with general education teachers around instructional practices to determine areas of need and continue support for students with learning disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

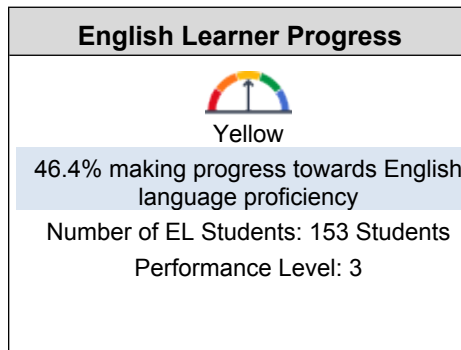
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31	51	2	69

Conclusions based on this data:

- Academic performance in the area of English Learner progress on the California's Dashboard indicates that Van Buren Elementary's overall performance level of English Learners is a level 3, with 46.4% of students making progress towards English language proficiency. With only 46.6% of English Learners making progress, it is imperative that the staff at Van Buren Elementary continue to examine and refine our instructional practices and supports in place for English Learners.
- Data from the 2023 ELPAC indicates that 51 students maintained current proficiency level and 31 students decreased at least one level. For the 24-25 school year, the staff at Van Buren will conduct a root cause analysis to identify possible reasons behind what is hindering English Learners from making continuous growth towards proficiency. The staff will work to create an action plan to address the identified barriers, lack of resources, and instructional practices to support staff development and growth for teaching English Learners.

3. Data from the 2023 ELPAC indicates that 69 students made at least growth of one level, for total of 45% of English Learners. For the 24-25 school year, staff will be provided with professional development opportunities to expand educators' knowledge and effectiveness in instructional practices that enhance the learning of English learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 30.9% Chronically Absent Declined Significantly -4.2 541 Students	 Orange 32.5% Chronically Absent Declined -0.9 212 Students	Less than 11 Students 9 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 7 Students	 Orange 32% Chronically Absent Declined -2.4 487 Students	 Orange 32.1% Chronically Absent Declined -1.3 78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.7% Chronically Absent Declined Significantly -4.2 483 Students	38.9% Chronically Absent Increased 1.4 18 Students	 No Performance Color 0 Students	17.9% Chronically Absent Declined -5.7 28 Students

Conclusions based on this data:

1. The California's Dashboard indicates that reducing the percentage of chronically absent students at Van Buren Elementary continues to be an area for improvement. In the 22-23 school year, 30.9% of students were chronically absent, a decline of 4.2 points from the previous school year. For the 24-25 school year, Van Buren's school attendance team will continue to meet monthly to examine data and identify trends and barriers, to adequately work with all educational partners on addressing the importance of daily attendance.
2. The equity report indicated that students in the following subgroups had a 32% chronic absenteeism rate: socioeconomically disadvantaged, students with disabilities, and English Learners. At the beginning of the year, the attendance team will meet to identify barriers and root causes behind these subgroups having a high absenteeism rate and an action plan will be developed for each subgroup.
3. The equity report indicates that the Hispanic student population had a decrease of 4.2 points and White student population had a decrease of 5.7 points during the 22-23 school year. The attendance team will continue to work with all educational partners building school culture around the importance of attendance through school wide incentives and informational resources on attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

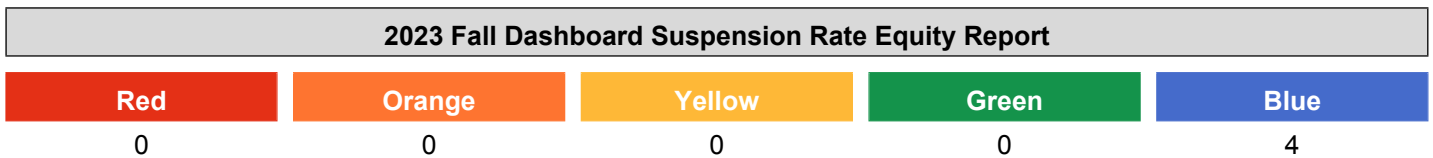
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.2% suspended at least one day</td> </tr> <tr> <td>Maintained -0.2 550 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.2% suspended at least one day	Maintained -0.2 550 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 215 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 215 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 9 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 9 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2% suspended at least one day Maintained 0 492 Students	0% suspended at least one day Maintained 0 18 Students	 No Performance Color 0 Students	0% suspended at least one day Declined -2.8 28 Students

Conclusions based on this data:

1. The California's Dashboard data for Suspension Rate continues to be in the blue indicator. Based on this data, the staff at Van Buren will continue to implement current practices to support students with developing appropriate social skills for interacting with peers and staff inside and outside of the classroom. The focus for 24-25 school year, will continue to center around developing Social Emotional Learning Skills (SEL) in all students.
2. The equity report indicates that 0.2% of our Hispanic student population and 0.2% of our socioeconomically disadvantaged student population was suspended at least one day. For the 24-25 school year, our PBIS team on site will continue to review data and develop action plans that are equitable for all students.
3. The 24-25 school year, the goal at Van Buren Elementary will be to maintain our current status in the blue indicator. As a school site, staff will continue to work on developing a positive school culture and climate that is inclusive of all students, using our redlined PBIS practices, Second Step SEL curriculum and use of restorative practices in response to student behavior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Van Buren Elementary School's performance indicator for students with disabilities on the California School Dashboard was red for overall performance in English Language Arts. Students with disabilities scored 142.4 points below the standard, with only a 0.3-point increase compared to the increase of 5.9 points for all students.

The California Dashboard data for Van Buren Elementary School identifies both English Language Arts and Mathematics as areas of need, with 56.21% of students scoring below standard in English Language Arts and 62.76% of students scoring below standard in Mathematics.

In the area of English Language Arts, the data shows that reading continues to be an area of need at Van Buren. The need for continued reading improvement is also depicted in the 22-23 ELPAC assessment data, with 43.32% of students scoring at the beginning level in reading and only 3.21% of students scoring at the well-developed level in reading. The data also depicts that students with disabilities are underperforming compared to peers in English Language Arts. Students with disabilities scored 142.4 points below the standard, with only a 0.3-point increase compared to the overall increase of 5.9 points for all students.

For the 24-25 school year, Van Buren Elementary will continue examining our instructional practices to ensure that the staff provides effective core instruction. The staff will continue to align instructional practices around the science of reading, providing students with strong foundational skills, enhancing instruction quality, and developing stronger readers. To support students with disabilities in English Language Arts, the special education team will be provided with professional development around the science of reading to begin site alignment on foundational reading instructional practices. The special education team will also be provided time to meet and collaborate with general education teachers around instructional practices to support students with learning disabilities.

In the area of Mathematics on the CAASPP assessment, data shows that 62.76% of students are below the standard. Comparing the data from 21-22 to 22-23, the percentage of students scoring below the standard decreased from 66.23% to 62.76%, for a total decrease of 3.47%. Even with the data showing gradual improvement in the area of math, it will be imperative that improving mathematical instruction be a priority at Van Buren Elementary. For the 24-25 school year, staff at Van Buren Elementary will continue to examine current instructional practices along with research-based instructional practices to foster student growth. Staff will have professional development opportunities around California's mathematics framework and core instructional practices enhancing classroom instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)</p>	<p>CAASPP 2023 points below standard All Students: -69.5 Socioeconomically Disadvantaged: -73.9 English Learners: -78.6 Students with Disabilities: -142.4 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A Asian: N/A Filipino: N/A Hispanic: -68.8 Pacific Islander: N/A Two or More Races: N/A White: -80.3</p>	<p>CAASPP 2024 points below standard All Students: -59.5 Socioeconomically Disadvantaged: -63.9 English Learners: -68.6 Students with Disabilities: -132.4 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A Asian: N/A Filipino: N/A Hispanic: -58.8 Pacific Islander: N/A Two or More Races: N/A White: -70.3</p>
<p>LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>Mathematics Academic Indicator: Distance from Standard (DFS)</p>	<p>CAASPP 2023 points below standard All Students: -98.4 Socioeconomically Disadvantaged: -101.7 English Learners: -99.9 Students with Disabilities: -166.7 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A Asian: N/A Filipino: N/A Hispanic: -97.6 Pacific Islander: N/A Two or More Races: N/A White: -93.3</p>	<p>CAASPP 2024 points below standard All Students: -88.4 Socioeconomically Disadvantaged: -91.7 English Learners: -89.9 Students with Disabilities: -156.7 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A Asian: N/A Filipino: N/A Hispanic: -87.6 Pacific Islander: N/A Two or More Races: N/A White: -83.3</p>
<p>LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency</p>	<p>ELPAC 2023 46.4% of English Learners are making progress towards proficiency.</p>	<p>The number of students making progress towards proficiency will increase from 46.4% to 51.4%, an increase of 5%.</p>
<p>LCFF Priority 4: English Learner Reclassification Rate</p>	<p>2023-2024 Total Number of ELs:187 Total Number Reclassified: 15 Total of 8.02% of ELs Reclassified.</p>	<p>Increase the percentage of EL Reclassification to 11%.</p>
<p>LCFF Priority 8: Other Student Outcomes - NWEA ELA</p>	<p>Spring 2024 NWEA Scores 81st and up percentile: 3% 61st to 80th percentile: 10% 41st to 60th percentile: 14% 21st to 40th percentile: 23% 20th and lower percentile:50%</p>	<p>Increase the 81st and up percentile to 6% Increase the 61st to 80th percentile to 13% Decrease the 41st to 60th percentile to 14% Decrease the 21st to 40th percentile to 20% Decrease the 20th and lower percentile to 47%</p>

LCFF Priority 8: Other Student Outcomes - NWEA Math	Spring 2024 NWEA Scores 81st and up percentile: 3% 61st to 80th percentile: 9% 41st to 60th percentile: 18% 21st to 40th percentile: 23% 20th and lower percentile:47%	Increase the 81st and up percentile 6% Increase the 61st to 80th percentile: 12% Decrease the 41st to 60th percentile: 15% Decrease 21st to 40th percentile: 20% Decrease 20th and lower percentile:44%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CSS IMPLEMENTATION</p> <p>A. Teachers and support staff will have access to instructional resources, including the provided curriculum, that support the full implementation of Common Core Standards and NGSS.</p> <p>B. Teachers will participate in professional development (PD) that focuses on the Science of Reading and mathematical practices supporting the implementation of CCSS. PD will also focus on ELD, culturally responsive teaching, and trauma-informed practices.</p> <p>C. Principals will coordinate and monitor all PD and instruction. District initiatives, staff surveys, leadership feedback, and/or classroom observations will determine site needs for PD. Principal/Teacher Facilitators/Coordinators will provide PD and modeling as needed by grade levels/areas of need.</p> <p>D. Teachers will utilize NWEA, formative assessments, and summative assessments, including teacher observations, to monitor student progress while guiding teacher collaboration, focusing on grade-level planning and daily instruction.</p> <p>E. General Education and Special Education Teachers will be provided with release time to collaborate in grade-level teams on grade-level standards and formal and informal data to plan and prepare for classroom instruction.</p> <p>F. Teachers will be provided with release time for instructional support (Instructional Walks, Observing Colleagues, Collaborating with Colleagues, etc.).</p> <p>G. Testing incentives and recognition will encourage students to try their best and</p>	All students prioritizing English Learners and Students with Disabilities	<p>79,228 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Elementary Media Center Clerk (EMCC) Salary (1.0)</p> <p>5550 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>38000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers</p> <p>3000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Printing Supplies</p> <p>1000 Title I Basic -- 3010 4000-4999: Books And Supplies Library Resources</p> <p>300 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Salary, Clerk, hrly</p> <p>2250 Title I Basic -- 3010 4000-4999: Books And Supplies</p>

	<p>demonstrate growth on local (NWEA) and state assessments (ELPAC/CAASPP).</p> <p>H. Instructional supplies will be purchased based on grade level and Leadership Team quantitative observations and requests. In addition, teachers will be provided with instructional supplies to help with the implementation of District and Site Initiatives.</p> <p>I. The Media Clerk will coordinate the availability of materials for teachers to implement grade-level Common Core standards and other supplemental materials to support ELA/Math CCSS implementation and assessment. EMCC will also provide technology support for teachers through Chromebooks, digital citizenship, Ebooks, and other software. The Makerspace will also be monitored by EMCC.</p> <p>J. Teachers will be provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students in an inclusion setting. Teachers will also be provided with supplemental support and materials (including copy machines, printing, lamination, novels, decodable readers, manipulatives, software, and informational texts).</p> <p>K. The SST team will meet monthly with general education teachers, LST/MST, and Sped teams to determine intervention strategies targeting individual student needs. Substitute teachers will be provided to cover teachers' meetings, and translators will be provided as needed.</p> <p>L. Special Education Teachers will have professional development opportunities around the Science of Reading and/or other research-based instructional support strategies in ELA and Math.</p>		<p>Materials and Supplies to support implementation of SOR and Math initiatives.</p>
<p>1.2</p>	<p>Inclusion through Intervention and Enrichment</p> <p>A. Teachers will collaborate with Literacy Support Teachers (LST) to develop strategies for students struggling with reading fluency. LSTs will provide Early Literacy Intervention to students not at grade level in reading fluency and phonemic awareness. NWEA data and teacher observations will be utilized to identify students at risk of not meeting grade-level standards in ELA.</p> <p>B. Teachers will collaborate on strategies with the Math Support Teacher (MST) to meet the needs of struggling students with math foundational skills, grade-level concepts, etc. MST will provide support to students. NWEA data and teacher observations will be utilized to identify students who are at risk of not meeting grade-level standards in math.</p>	<p>All students prioritizing English Learners and Students with Disabilities</p>	<p>3485 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary Split Funded</p> <p>31,100 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>124,401 Title I Basic -- 3010</p>

	<p>C. Bilingual language tutors (BLT) will provide classroom support to English Learners. Bilingual Language Tutors support EL students by providing lesson reinforcement around language in both reading and math support.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Teachers will monitor and evaluate EL levels 3 times during the school year, using multiple measures, including classroom assessments and ELPAC data.</p> <p>E. EL students will be provided with 30 minutes of designated ELD instruction in TK-6 and ELD integrated throughout the day.</p> <p>F. SDC/RSP students receive support via the special education program using pull-out and inclusion methods. Educational Specialists will utilize NWEA and other formal assessments to support students in special education in building reading and math foundational skills.</p> <p>G. Extended Learning Opportunities challenge or provide differentiation for students outside the school day to support remediation/acceleration of skills, CCSS & Integrated SEL needs, and test prep for CAASPP, EL, and GATE.</p> <p>H. Resources will be purchased to supplement classroom instruction, meeting the rigor of grade-level standards and the diverse needs of all students, including RSP, SDC, EL, and GATE students, in an inclusive classroom setting.</p>		<p>1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>5000 LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And Other Operating Expenditures Copier Maintenance Agreements</p> <p>44898 LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salary</p> <p>168859 Title I District -- 500 3010</p> <p>1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>5321 Title I Basic -- 3010</p> <p>2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salary Split Funded</p> <p>2000 LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>250 LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries Salary, Clerk, Hourly</p>
<p>1.3</p>	<p>Grade Level Transitions</p> <p>A. Preschool and Kindergarten teachers will meet to collaborate on the transition process from preschool into Transitional Kindergarten and/or Kindergarten.</p> <p>B. Transitional Kindergarten and Kindergarten teachers will meet to collaborate on the transition process from Transitional Kindergarten into Kindergarten.</p> <p>C. Resources, materials, and supplies will be purchased and/or created to support student transition into Kindergarten.</p>	<p>Preschool, Transitional Kindergarten, and 6th grade students</p>	<p>715 LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries Substitute Teachers</p> <p>201 LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies Materials and Supplies</p>

	D. Kindergarten Orientation will be held to provide parents and students with information to support a smooth transition into Kindergarten. E. 6th-grade teachers will be provided with release time to collaborate on student class placement for 7th grade.		
1.4			
1.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Van Buren Elementary School continues to progress in developing systems and routines that foster student academic success; for the 23-24 school year, teachers on campus participated in both ELA and Math professional development opportunities. Kindergarten through 2nd-grade teachers participated in the LETRs training, a two-year program that enhanced their knowledge and bandwidth for teaching early fundamental reading skills. The teachers who are participating in LETRS professional development make up the site's Science of Reading (SOR) professional learning committee (PLC), where we collaborate as a site team regarding their learning through the professional development process and work together to develop a plan of action for the school site. These teachers have been instrumental in leading the way in improved reading outcomes for our students. We use the NWEA as a progress monitoring tool at the school site. From the Spring of 2023 to the Spring of 2024, we have increased the number of students at grade level from 19% to 28% in grades 1st to 6th. Teachers in TK through 6th grade have participated in a series of professional development opportunities in the area of mathematics. Teachers in grades 1st-4th have participated in a math professional development course focusing on strengthening students' number sense. TK-K and 4th through 6th grade teachers have participated in professional development in math through RCOE. In the area of mathematics on the NWEA, students scoring at grade level or above went from 14% in the Spring of 2023 to 28% in the Spring of 2024. To help support the implementation of Science of Reading on campus, resource books have been purchased for teacher use. These resources include the Haggerty Curriculum, Secret Stories curriculum, Shifting the Balance teacher resource, and hands-on manipulatives to foster student engagement. Teachers on-site collaborate with Literacy Support teachers on strategies to support student learning. Teachers are provided with release time to reflect on student data, develop grade-level goals each trimester, and develop plans for integrating Science of Reading strategies to foster student learning. Teachers also use release time to conduct 1:1 goal setting with students. Resources have been purchased to help support the implementation of mathematical practices and increase classroom hands-on learning and engagement. Resource items include binders with games, additional math activities printed for teacher use, and manipulatives such as cards and dice. Teachers are provided with release time to reflect on student data, develop grade-level goals each trimester, and develop plans for integrating Science of Reading strategies to foster student learning. Teachers also use release time to conduct 1:1 goal setting with students. The math support teacher collaborates with classroom teachers on math strategies to implement in the classroom as well as pushes in and coteaches in classrooms. Educational specialists collaborate with general education teachers regarding students who have been identified as students with a learning disability. They also provide targeted support to students on IEPs, both in the classroom and in a separate setting, depending on the needs of the students. Educational specialists are instrumental in the student study team process, providing recommendations for interventions targeting the specific needs of students who are struggling in the general education classroom.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and/or budgeted expenditures for the 2023-2024 school year, was a direct result of salary increases. There was a major difference between what was budgeted for substitute teacher cost due to the district providing resident substitutes.

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.

Our goal for the 2024/2025 school year is to continue moving forward with the implementation of the Science of Reading across the campus. The goal will be to train more teachers and staff members on Science of Reading strategies and create greater site alignment among grades TK-2 on foundational strategies for teaching reading. The goal is to continue to increase the number of students reading at or above grade level. Van Buren Elementary staff will continue participating in professional development around student-centered mathematical practices in the classroom to continue increasing the number of students at or above grade level in math.

To continue to foster Common Core Instruction, the following changes were made to Goal 1, Action 1:

*Action 1.A: The units of study were removed, and other instructional resources were added to support the implementation of Common Core Standards.

*Action 1.B: Science of Reading and mathematical practices were added due to both academic focuses on site.

*Action 1.C: Language was changed to add the addition of Bilingual Language tutor support during math blocks to foster English learners' language development in mathematics.

*Action 1.E: Special Education Teachers were added to the action to ensure they are provided with release time to plan and collaborate with general education teachers, supporting our students with disabilities to address the learning gaps.

*Action 1.H: Site initiatives were added to ensure that staff is provided with resources needed to implement district and site initiatives. AVID was also removed because AVID falls under the umbrella of district and/or site initiatives.

*Action 1.K: The action item removed from the AVID initiative will be incorporated in Action 1.H under district and/or site resources.

*Action 1.L: A new action was created to address students with disabilities' performance in English Language Arts, providing additional focus and support to address students with disabilities scoring in the red indicator on the California Dashboard in ELA.

To continue to foster Common Core Instruction, the following changes were made to Goal 1, Action 2:

*Action 2.A: The removal of the grades indicated for intervention support. Intervention Support will be determined based on data analysis and the identified needs; therefore, it may not cover intervention at all grade levels.

*Action 2.B: The removal of the grades indicated for intervention support. Intervention Support will be determined based on data analysis and the identified needs; therefore, it may not cover intervention at all grade levels.

*Action 2.C: Language was changed to add bilingual language tutor support during math blocks and to foster English learners' language development in mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California's Dashboard data for Van Buren Elementary School identifies chronic absenteeism as an area of need. In the 22-23 school year, 30.9% of students were chronically absent. The equity report under chronic absenteeism on the California Dashboard indicated that students in the following subgroups had a 32% chronic absenteeism rate: socioeconomically disadvantaged, students with disabilities, and English Learners. The chronically absent rate for the current 23-24 school year is 21.63%, with our current daily attendance average at 93.67%. Currently, Van Buren Elementary's subgroup of English Learners has a chronic absenteeism rate of 25%, and students with disabilities have a chronic absenteeism rate of 25%. Van Buren Elementary's chronic absenteeism rate and daily average attendance rates have shown gradual improvements from the 22-23 school year to the 23-24 school year. For the 24-25 school year, Van Buren Elementary's school attendance team will continue to meet monthly to examine data and identify trends and barriers to adequately work with all educational partners on addressing the importance of daily attendance. At the beginning of the year, the attendance team will meet to identify barriers and root causes impacting both English Learners and students with disabilities with high absenteeism rates, and, as a team, will develop an action plan to address the identified needs.

Spring 2024 Panorama data results indicate that only 54% of students responded favorably to questions about school safety. Another area for improvement identified in the Spring 2024 Panorama data was students' perception of the value of school. Only 59% of students who participated in the survey indicated they saw value in school. In addition, only 52% of students who participated in the survey indicated that they feel Van Buren has a positive school culture. The staff at Van Buren Elementary will meet to look at data, conduct a root cause analysis, and work to develop action plans to address areas of concern.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 97% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-24 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 88.3% K: 91.8%	TK: 90.2% K: 93.8%

	<p>1:93.9% 2:93.7% 3:93.0% 4:94.3% 5:93.4% 6:94.6%</p> <p>Source: Student Information System P-2 report</p>	<p>1:95.9% 2: 95.7% 3:95% 4:96.3% 5:95.4% 6:96.6%</p> <p>Source: Student Information System P-2 report</p>
LCFF Priority 5: Chronic Absenteeism Rate	<p>All Students: 30.9% Socioeconomically Disadvantaged: 32% English Learners: 32.5% Students with Disabilities: 32.1% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic:31.7% Pacific Islander: N/A Two or More Races: 38.9% White: 17.9%</p>	<p>All Students:27.9% Socioeconomically Disadvantaged:29% English Learners:29.5% Students with Disabilities:29.1% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic:28.7% Pacific Islander: N/A Two or More Races: 35.9% White:14.9%</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: .2% Socioeconomically Disadvantaged: .2% English Learners: 0% Students with Disabilities: N/A Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic:0.2% Pacific Islander: N/A Two or More Races: 0% White:0%</p>	<p>All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: N/A Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic:0% Pacific Islander: N/A Two or More Races:0% White: 0%</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0% Socioeconomically Disadvantaged:0% English Learners: 0% Students with Disabilities:0% Foster Youth: N/A Students experiencing Homelessness: N/A% African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: 0% White: 0%</p>	<p>All Students: 0% Socioeconomically Disadvantaged:0% English Learners: 0% Students with Disabilities:0% Foster Youth: 0% Students experiencing Homelessness: 0% African American: 0% American Indian: 0% Asian: 0% Filipino: 0% Hispanic: 0% Pacific Islander: 0% Two or More Races: 0% White: 0%</p>

LCFF Priority 6: School Climate Survey: School Safety (6th grade)	"How safe do you feel when you are at school? Safe/Very Safe: 62%" Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	"How safe do you feel when you are at school? Safe/Very Safe: 70%" Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	"I feel connected to my school. Strongly Agree/Agree: 69 %" Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	"I feel connected to my school. Strongly Agree/Agree: 75%" Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	"Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 55%" Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	"Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 70%" Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Safe and Healthy School Environment</p> <p>A. Teachers and staff will use a multi-tiered system of support to meet students' social, emotional, behavioral, and academic needs. They will have access to and use a variety of resources, materials, and interventions.</p> <p>B. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment by planning and hosting various activities on campus, including, but not limited to, school spirit weeks, Red Ribbon week, bullying assemblies, and the use of Common-Sense Media.</p> <p>C. Health Care Aide: The health care aide will provide appropriate health care and nursing services and communicate with parents regarding immunizations and allergies that might impact a student's school environment or education.</p> <p>C. Safety Coordinator: will annually revise the Safe School Plan containing three essential components: assuring each student a safe, respectful, accepting, and emotionally nurturing environment. The school plan will be presented to</p>	All Students	<p>61305 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary</p> <p>400 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Playground Activities and/or Equipment</p> <p>200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Emergency/Diaster Supplies</p> <p>600 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p>

	<p>all educational partners and approved by the School Site Council. The Safety Coordinator will work with the administration to include emergency training for staff on procedures and expectations in case of an emergency. Students and staff will participate in monthly fire drills and practice lockdown and disaster drills. The School Safety Coordinator will work with school administration to identify needed first aid or disaster materials and/or resources.</p> <p>D. Activity Supervisors: They will provide appropriate campus supervision, enforce school rules and procedures, and support students' SEL needs. Activity supervisors will also participate in trainings that focus on creating and maintaining positive relationships, conflict resolution, SEL, culturally responsive guidance to discipline, etc. They will also participate in staff meetings on campus. A minimum of three supervisor meetings will take place.</p> <p>E. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during recess and lunch.</p> <p>F. Extended learning opportunities and activities will be provided for students to enrich and enhance their social and emotional well-being. Educational partners will be able to participate in the 100-Mile Club, School-Wide Steam Opportunities, Reading and Math Nights, Maker Space, etc.</p> <p>G. Follow-up surveys will be administered based on Panorama survey data to clarify and expand on students' responses. Responses will be analyzed by the school site as part of a root cause analysis to create an action plan to address student concerns.</p> <p>H. School safety walks will be conducted with the student leadership team, and student interviews will be conducted to identify student safety concerns.</p>		
<p>2.2</p>	<p>Positive Behavior Intervention Support (PBIS)</p> <p>A. The PBIS/SEL coach, along with the PBIS/SEL committee, will facilitate the implementation of the components of the PBIS/SEL model. Teachers will teach short lessons that focus on selected character traits/aspects of SEL & Wellness. The second Step will be utilized to support students in their SEL learning.</p> <p>B. The PBIS/SEL coordinator(s)/team will provide staff development and support in planning lessons and pacing. Student incentives will be given in the classroom and schoolwide to reward positive behavior, including but not limited to golden ticket raffles and lunch with the principal.</p>	<p>All students</p>	<p>800 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives, Materials, and Supplies</p> <p>480 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>200 LCFF Suppl/Conc -- 0707</p>

	<p>C. Staff will receive PBIS/SEL/Behavior Support training via admin and SEL Coordinators. Teachers and staff will also receive release time or extra hours to support the implementation of the schoolwide PBIS plan.</p> <p>D. The PBIS/SEL coordinator(s)/team will hold meetings to review discipline and panorama data and brainstorm schoolwide interventions that promote good citizenship inside and outside of the classroom. Teachers can also access the SEL team for guidance/intervention resources for behavioral management strategies and support with documenting/recording behavior for low-level or referral processes.</p> <p>E. Purchase materials that will contribute to establishing a welcoming environment for students and families that supports cultural diversity. These materials should create an opportunity for students to see themselves reflected in the stories they read (mirrors) and provide opportunities for them to explore and appreciate cultural differences (windows).</p> <p>F. Mental Health Support will be provided to students via a part-time Behavioral Health Associate. Referrals are made by teachers, staff, or parents.</p> <p>G. Supplies and materials to support PBIS/SEL activities include but are not limited to, assemblies and sensory paths.</p> <p>H. The student leadership team will meet with the PBIS Coordinator and/or PBIS team to provide input around school-wide expectations.</p>		5000-5999: Services And Other Operating Expenditures Print Shop
2.3	<p>Student Attendance</p> <p>A. Based on the data dashboard and current data, an increased focus on Chronic Absenteeism is needed. To strengthen the area of attendance and chronic absenteeism, Van Buren will continue to share resources and information with families and provide attendance incentives, such as monthly attendance parties.</p> <p>B. An attendance team will be formed to review attendance data and develop an action plan for improved attendance.</p> <p>C. Van Buren will continue to implement SARTs and SARB processes, providing resources to families, referring them to mental health connections, conducting home visits, releasing/supporting medical conditions, and awarding them.</p>	All students	1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies including incentives for Attendance.

	D. Students will continue to have the opportunity to make up absences using Saturday School. We will increase communication with families regarding students' attendance. Enrichment materials will be purchased for Saturday School instruction.		
2.4	<p>Inviting/Engaging Learning Environment</p> <p>A. The student leadership group will organize school events and activities to increase student engagement and sense of belonging. Student leadership development is a key component of the organization of the student leadership group. Meetings and planning will take place during lunch, after school, etc. Staff advisors will collaborate with the administration to plan and purchase supplies and/or resources.</p> <p>B. An inviting environment creates a positive learning environment for students, staff, parents, and other educational partners, promoting student achievement and safety. Educational partners will work together to develop an action plan for addressing ways to continue improving the school climate, including purchasing resources and materials.</p> <p>C. The Media Center Clerk will collaborate with staff and administration to continue expanding resources, including supplies, materials, and books for the maker space and library.</p> <p>D. The administration will collaborate with the technology coordinator, site leadership team, and other educational partners to develop an action plan for incorporating technology into classrooms and school-wide events to increase student engagement. The action plan will include purchasing materials/supplies and providing teachers with release time and/or extra hours for planning.</p> <p>E. Administration will collaborate with the Special Education Team, SST, leadership team, and other educational partners to continue supporting inclusion efforts, including purchasing materials/supplies and providing teachers with release time and/or extra hours for planning.</p> <p>F. The administration will coordinate with school staff and the student leadership team to schedule circle discussions to collect student voices around classroom lessons and activities and support the development of student-centered classrooms.</p>	All students	<p>600 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies Marker Space</p> <p>480 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher hourly/substitutes</p> <p>300 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified, Hourly</p>
2.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

For the 2023-2024 school year, Van Buren Elementary continues to refine our PBIS initiative. The committee revamped our behavior matrix on-site to help refocus the entire school community on the PBIS initiative, shifting from PRIDE to ROCK. As part of our PBIS initiative, we have developed expectations by location that are displayed on posters for students to see and for staff to integrate into conversations with students regarding behavior expectations easily. In addition, we have developed a positive reward system, where students can earn Eagle Bucks for displaying positive behavior that aligns with ROCK. Students can use the Eagle Bucks to go shopping at our Rockin' Eagle store every other week. We also recognize students of the month for displaying characteristics of ROCK across campus. We begin the year holding behavior expectations assemblies, and this year, we added in mid-year Eagle Chats with grade levels to address behavior concerns and/or patterns that arise throughout the year. The refinement of our PBIS initiative has helped support all students by bringing awareness to what behaviors are expected across campus. It has helped decrease behavior incidents and increase students' positive behavior.

For the 2023-2024 school year, Van Buren Elementary has developed an Attendance Committee to help guide our efforts to continue to increase student attendance. As a committee, we meet to discuss current data trends and develop actions to address the needs of our students and families. We provide monthly incentives for students who attend school. These incentives included monthly perfect attendance parties, monthly attendance surprise days, weekly rewards for grade levels with the highest percentage of attendance, attendance spirit weeks, March Madness attendance competitions, etc. The administration has increased the number of SART and SARB meetings held throughout the year to work with families to identify barriers preventing students from coming to school and work in partnership to address these barriers. In addition, the administration sends monthly letters informing parents of their students' excessive absences and/or tardies to raise awareness among the parents and provide information to support parents' knowledge of the importance of attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only major difference is the staffing costs were higher than what was originally budgeted for due to a salary increase district wide.

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.

For the 2024-2025 school year, the attendance team will be using attendance data to develop a root cause analysis behind low attendance rates among English Learners and students with disabilities subgroups to develop targeted action plans to support positive attendance outcomes. Due to site funding, reductions in the amount allocated to be spent on incentives for both PBIS and attendance will be reduced from the 23-24 school year. To strengthen our systems of support on campus, the following actions have been added under Goal 2, Action 1:

*Action 2.1G: and Action 2.1H: Have been added to gather student feedback from panorama data collected.

In addition, the following actions have been added under Goal 2, Action 2:

* Action 2.2H: This was added to allow student voice as part of the PBIS team decision-making.

The following actions have been added under Goal 2, Action 4:

* Action 2.4F: This was added to foster and develop student agency.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For the 2024-2025 school year, Van Buren Elementary will continue our efforts to increase parent and student engagement in partnership with our community school's teacher on special assignment. Parent participation in surveys and school events continues to remain low. We will develop action items to create opportunities to build connections within the community and increase parent involvement.

On Spring 2024 Panorama data, Van Buren Elementary had a decline in all categories under student supports and environments. In the area of valuing school, only 59% of students responded favorably. In the area of belonging, only 54% responded favorably, and in the area of school climate, only 52% of students responded favorably. The staff at Van Buren Elementary will meet to look at data, conduct a root cause analysis, and work to develop action plans to address areas of concern.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 95% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 97% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey	The percentage of staff who "strongly agree or agree" with "School is	The percentage of staff who "strongly agree or agree" with "School is

LCFF Priority 3	welcoming to and facilitates parent involvement." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	welcoming to and facilitates parent involvement." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 94% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 96% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>PARENT OUTREACH</p> <p>A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs via social media platforms, district technology, the school website, and the marquee.</p> <p>B. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a</p>	All Students	<p>850 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials for Parent Involvement Meeting</p> <p>400 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Hourly Clerical</p> <p>554</p>

<p>timely manner. Parents will be communicated with daily if their student is absent by office staff. Home visits will address attendance concerns with parents and remove any barriers that may prevent students from being successful.</p> <p>C. Assist parents in understanding academic content and achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve achievement during Back-to-School Night, Parent-Conference meetings, Title 1 Parent Involvement, GATE, SSC, PTA, ELAC, AVID, Coffee with the Principal, and other committee meetings.</p> <p>D. Support English Language Learner Parents in understanding the ELD standards, ELPAC testing, and the variety of support available to them. Support parents of struggling students and special education parents in understanding the SST and IEP process, the umbrella of disabilities, supports, and services. Remove potential barriers to create a more inclusive school climate, fostering parent involvement and engagement. Staff on campus will provide translation when needed to ensure parents have full access to information.</p> <p>E. Invite parents to attend district/community events offered throughout the year. Parent outreach includes Technology, Stress and Mental Health, Parent Academic Workshops, AVID Parent Meetings, GATE parent meetings, and a variety of school events throughout the year.</p> <p>F. A community liaison will establish a bridge of communication between the school and the community so that the community can provide feedback on topics such as attendance, SSC, ELAC, DAC, AVID, and other topics that may be related to student success.</p> <p>G. Materials and refreshments for Parent Meetings and activities on campus, including, but not limited to, AVID parent meetings, GATE parent meetings, SSC Meetings, ELAC meetings, and Coffee with the Principal.</p> <p>H. The translator, clerk, typist, and other designated staff members will translate materials and parent meetings and be available to translate for parents as needed.</p> <p>I. The school will facilitate parent input during parent meetings and through the use of surveys. Parents will be informed of Van Buren's Title I, GATE program, EL program, and all other educational programs, as well as the monitoring and evaluation of SPSA. Parents are encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review</p>		<p>Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Hourly Classified</p> <p>400 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies includes refreshments.</p>
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	current school programs and make recommendations		
3.2	<p>STUDENT ENGAGEMENT</p> <p>A. Administration will collaborate with different school site committees to identify and schedule professional development opportunities to continue supporting staff with opportunities to enhance practices on campus, creating a welcoming and engaging environment that meets the needs of all students.</p> <p>B. School staff will collaborate on ideas to increase student activities on campus, including but not limited to Eagle Pride Days, School Spirit weeks, STEAM activities (such as Rain Gutter Regatta Races), and lunch activities.</p> <p>C. Organization of Student clubs will be supported to increase student engagement at school, such as origami, coding, gardening, and leadership.</p> <p>D. Students in grades 4-6 are invited to participate in a weekly band class.</p> <p>E. Weekly announcements will be sent out digitally for teachers to use in classes. Students will be chosen to announce and promote school events/news and inspirational messages, highlight PBIS skills, and lead the pledge of allegiance.</p> <p>F. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Days, etc., and participate in school assemblies held to support character development, school safety, academics, and anti-bullying.</p> <p>G. Van Buren Elementary School's leadership team and other interested students will develop a system for delivering school-wide announcements in an effort to increase student connectedness to the school.</p> <p>H. School site staff will collaborate with the student leadership group to gather input around school-wide events and activities to foster student engagement.</p>	All Students	<p>500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print to include Print Shop</p> <p>4250 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Professional Development Conferences/Lodging</p> <p>400 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified, Hourly</p> <p>750 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Hourly, Teacher</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

For the 2023-2024 school year, Van Buren Elementary was in year one as a community school. During the year, we worked to build connections with community members to increase involvement on campus. In addition to hosting required meetings for School Site Council (SSC), English Language Advisory Council (ELAC), and Community Schools Council (CSC) meetings, we hosted Coffee and Tea with the Principal events, Parent Appreciation Coffee Morning, Parent and Me Craft Events, Computer Classes, Family Engagement Activities (Black History Month and Chinese New Year Activities), and created opportunities for parents to volunteer on campus in our Eagle Moms group and Rockin Dads group. Community Schools Teacher on Special Assignment offered information and hands-on sessions around strategies for supporting students at home in reading.

Van Buren Elementary has also worked to create additional opportunities for students to participate, fostering student engagement. These events include but are not limited to STEam Night, Snuggle Up and Read family night, Weekly Wednesday Enrichment classes for students, Parent and Me Craft Nights, School Garden Committee Kick-Off Event, Visual Performing Arts Club, Lego Robotics Club, Coding Club, and a student leadership group. This school year, students were able to participate in Visual and Performing Arts classes as part of the new VAPA program.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A major difference is the staffing costs were higher than what was originally budgeted for due to a salary increase district wide. Another differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal was in printing cost. Since we observed that there was a greater parent response when printed materials were sent home, we made the shift to printing event flyers and other parent information.

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.

For the 2024-2025 school year, Van Buren Elementary will be in our second year of Community Schools Implementation. Our goal for the 2024-2025 school year is to build stronger partnerships among all educational partners. Working with the Community Schools Teacher of Special Assignment to increase the number of student and parent engagement activities on campus. To improve our systems of support for our students at Van Buren Elementary, the following actions have been added to Goal 3, Action 2:

* Action 3 2G: Developing a system for communicating important information to students.

*Action 3.2H: Finding opportunities to facilitate student involvement in planning activities and events.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$308639
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$590,027.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$140,533.00
LCFF Suppl/Conc -- 0707	\$142,024.00
Title I Basic -- 3010	\$133,722.00
Title I District -- 500 3010	\$168,859.00
Title I Parent Involvement -- 3010 1902	\$1,404.00
Title III LEP -- 4203	\$3,485.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$590,027.00

Total of federal, state, and/or local funds for this school: \$590,027.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	133722	0.00
Title I Parent Involvement -- 3010 1902	1404	0.00
Title I District -- 500 3010	168859	0.00
Title III LEP -- 4203	3485	0.00
LCFF Suppl/Conc -- 0707	142024	0.00
LCFF District -- 500 0707	140533	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	140,533.00
LCFF Suppl/Conc -- 0707	142,024.00
Title I Basic -- 3010	133,722.00
Title I District -- 500 3010	168,859.00
Title I Parent Involvement -- 3010 1902	1,404.00
Title III LEP -- 4203	3,485.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	366,785.00
2000-2999: Classified Personnel Salaries	197,041.00
4000-4999: Books And Supplies	16,251.00
5000-5999: Services And Other Operating Expenditures	9,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	140,533.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	72,775.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	47,148.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	12,151.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	9,950.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	125,151.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	5,321.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,250.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	168,859.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	554.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	850.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,485.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	515,558.00
Goal 2	66,365.00
Goal 3	8,104.00

School Site Council Membership

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

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

Name of Members	Role
Kimberly Lambert	Principal
Julie Villasenor	Classroom Teacher
Katherine Schulz	Classroom Teacher
Amanda Rusk	Classroom Teacher
Miriam Hesselgrave	Other School Staff
Melanie Nguyen	Parent or Community Member
Cindy L. Siordia	Parent or Community Member
Matthew T. Fosdick	Parent or Community Member
Maria Bizarro	Parent or Community Member
Angel Angeles	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2024.

Attested:



Principal, Kimberly Lambert on May 15, 2024



SSC Chairperson, Matthew T. Fosdick on May 15, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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