

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name

Van Buren Elementary School

Address

9501 Jurupa Road
Jurupa Valley, CA 92509-3513

County-District-School (CDS) Code

33 67090 6032239

Principal

Veronica Gonzalez

District Name

Jurupa Unified School District

SPSA Revision Date

May 23, 2022

Schoolsite Council (SSC) Approval Date

May 23, 2022

Local Board Approval Date

June 13, 2022

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

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School Vision and Mission

School Motto: Aiming High

Mission Statement:

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

Vision:

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

School Profile

Describe The students and community and how school serves them.

The Story

Van Buren Elementary School is located at 9501 Jurupa Road, Jurupa Valley in Riverside County. Van Buren is one of sixteen elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves approximately 19,000 students in grades kindergarten through twelfth grade. Established in 1963, our school district includes sixteen elementary schools, one K-8th school, three middle schools, three comprehensive high schools, a continuation high school, an adult and a special needs school.

Van Buren Elementary is a TK-6, Title 1 Schoolwide school with an enrollment of 535 students. Van Buren school is located in Jurupa Valley, served by the Jurupa Unified School District. As specified under the requirements of FPM, 10% of Title I funding is allocated to provide high-quality professional development, 1% for parent involvement, technical assistance, and teacher monitoring. Our student population consists of 91.9% Hispanic or Latino, 4.8% White not Hispanic, and 0.3% African-American. Identified student groups are 40% English language, 84% socioeconomically disadvantaged, 11.6% students with disabilities, and 1.4% foster care and homeless. Van Buren Elementary has 26 teachers all of whom are fully credentialed. Van Buren has twenty general education TK-6 classes, one 4-6 SDC class, two preschool classes, two full-time Resource Specialists, two full-time Literacy Support teachers, one full-time Math Intervention Teacher and one Teacher on Special Assignment. All students on the Van Buren campus have access to the core curriculum, including support programs to meet the needs of individual students such as RSP, SDC, Speech, GATE, ELD and Extended Learning Opportunity-ELO. The curriculum is guided by the California State Standards with researched-based instructional strategies. Van Buren also provides preschool and a transitional kindergarten program to support our youngest learners prepare for academic success.

Our three school goals highlight our commitment to student achievement, a welcoming learning environment and parent involvement. Academic success begins with a curriculum that is rigorous and instructional strategies that support student learning. Teachers work together to develop lessons that meet the rigor of the California State Standards and plan assessments that target student success criteria. Differentiated curriculum is provided through a variety of teaching strategies

including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

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

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

Van Buren Elementary has a variety of extra-curricular activities and parent participation programs that are designed to increase student and parent involvement. Digital Citizenship, Parent Workshops, AVID Parent Workshops, Parent Educational Classes, Fall Festival, Student Talent Show welcome families to participate in educational and other fun activities with their children. We also participate in a week of festivities to celebrate Read Across America. During this week, there are community members that volunteer their time and read to our classrooms. Due to COVID restrictions this year we have limited in-person opportunities for large community events, but we look forward to continuing our traditional larger community events as the year progresses.

Van Buren is comprised of 29 classrooms, a multipurpose room, library, and main office. The school year is 180 traditional days and has been restricted to include 37 minimum days in order to support teacher collaboration.

SPSA Highlights

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

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

- *AVID (Advancement Via Individual Determination)
- *Literacy Support
- *Math Intervention
- *Inclusive practices to support special education students
- *PBIS (Positive Behavioral Interventions & Supports)
- *BSEL (Behavioral Social Emotional Learning)

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

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

In addition, to supporting struggling readers through the Literacy Support team we have included a Math Intervention teacher to focus on supporting students with math foundational skills. The Math Intervention teacher collaborates with the Literacy Support team to provide classroom teachers with a well-rounded team of support.

Inclusive practices continue to be implemented through the collaboration and planning of special education staff and grade level teachers. The IEP goals for students for students will continue to determine the path to support the student. Changes to master calendars take place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion.

PBIS will be focused on this coming year through the support and training from RCOE and the district office. A team will first be trained in PBIS and then develop an implementation plan for the staff and students. PD with a behavior specialist will continue to be provided to support students with Tier 2 and 3 behaviors. Assemblies and daily lessons on behavior skills and locations will be utilized to support positive behavior. Along with PBIS, the team will develop a program that encompasses BSEL so as to have a whole child approach to supporting students.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

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

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

Greatest Needs

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

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

Performance Gaps

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

Purpose and Description

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

Schoolwide Program

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	100	84
Grade 1	71	80	74
Grade 2	75	71	79
Grade3	84	71	67
Grade 4	90	83	70
Grade 5	84	87	78
Grade 6	82	88	91
Total Enrollment	579	580	543

Conclusions based on this data:

1. The 2020-2021 decrease in enrollment may be due to the global COVID pandemic causing families to move away from the community thus causing a decrease in enrollment overall.
2. Student Enrollment has decreased in Kindergarten by 16 students, 1st grade by 6 students, 3rd grade by 4 students, 4th grade by 13 students, and 5th grade by 11 for a total decrease by 37 students.
3. Traditionally our largest enrollment group is Hispanic/ Latino students. Overall the group decreased, but continues to remain the largest demographic group we serve.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	253	227	208	43.7%	39.1%	38.3%
Fluent English Proficient (FEP)	81	97	88	14.0%	16.7%	16.2%
Reclassified Fluent English Proficient (RFEP)	9	36	11	3.4%	14.2%	4.8%

Conclusions based on this data:

1. Our English Learner population has steadily declined over the last 3 years by roughly 10%-8% each year.
2. Our Fluent English Proficient (FEP) students decreased by .5%. A possible cause is the global COVID pandemic causing students to receive instruction virtually has impacted potential growth seen between the 2018-19 and 2019-2020 school year.
3. Reclassified Fluent English Proficient (RFEP) decreased by 9.4%. A possible cause is the global COVID pandemic causing students to receive instruction virtually has impacted the potential growth that was seen between the 2018-19 and 2019-2020 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	85	68	87	84	0	87	84	0	100	98.8	0.0
Grade 4	87	88	70	87	87	0	87	87	0	100	98.9	0.0
Grade 5	78	85	79	78	84	0	78	83	0	100	98.8	0.0
Grade 6	101	83	91	101	83	0	101	83	0	100	100	0.0
All Grades	353	341	308	353	338	0	353	337	0	100	99.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2368.1	2369.2		3.45	2.38		18.39	20.24		28.74	29.76		49.43	47.62	
Grade 4	2406.1	2397.3		10.34	1.15		14.94	17.24		17.24	22.99		57.47	58.62	
Grade 5	2453.4	2433.1		6.41	6.02		25.64	13.25		26.92	26.51		41.03	54.22	
Grade 6	2474.9	2502.7		0.99	4.82		26.73	38.55		35.64	27.71		36.63	28.92	
All Grades	N/A	N/A	N/A	5.10	3.56		21.53	22.26		27.48	26.71		45.89	47.48	

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.75	5.95		41.38	55.95		52.87	38.10	
Grade 4	9.20	5.75		39.08	44.83		51.72	49.43	
Grade 5	10.26	6.02		41.03	44.58		48.72	49.40	
Grade 6	4.95	10.84		45.54	55.42		49.50	33.73	
All Grades	7.37	7.12		41.93	50.15		50.71	42.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.90	7.14		35.63	44.05		57.47	48.81	
Grade 4	11.49	5.75		39.08	42.53		49.43	51.72	
Grade 5	12.82	16.87		48.72	37.35		38.46	45.78	
Grade 6	4.95	14.46		49.50	53.01		45.54	32.53	
All Grades	8.78	10.98		43.34	44.21		47.88	44.81	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.90	4.76		59.77	67.86		33.33	27.38	
Grade 4	5.75	4.60		63.22	70.11		31.03	25.29	
Grade 5	5.13	6.02		62.82	46.99		32.05	46.99	
Grade 6	1.98	9.64		69.31	68.67		28.71	21.69	
All Grades	4.82	6.23		64.02	63.50		31.16	30.27	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	4.60	3.57		51.72	44.05		43.68	52.38	
Grade 4	11.49	3.45		41.38	43.68		47.13	52.87	
Grade 5	10.26	6.02		46.15	40.96		43.59	53.01	
Grade 6	9.90	15.66		63.37	63.86		26.73	20.48	
All Grades	9.07	7.12		51.27	48.07		39.66	44.81	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the global COVID pandemic, students did not participate in the 2020-2021 CAASPP assessments in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	85	68	87	84	0	87	84	0	100	98.8	0.0
Grade 4	87	88	70	87	86	0	87	86	0	100	97.7	0.0
Grade 5	78	85	79	78	84	0	78	84	0	100	98.8	0.0
Grade 6	101	83	91	101	83	0	101	83	0	100	100	0.0
All Grades	353	341	308	353	337	0	353	337	0	100	98.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2393.6	2391.7		6.90	8.33		17.24	21.43		36.78	22.62		39.08	47.62	
Grade 4	2415.0	2419.7		6.90	1.16		10.34	15.12		34.48	40.70		48.28	43.02	
Grade 5	2445.4	2417.9		3.85	3.57		8.97	4.76		30.77	27.38		56.41	64.29	
Grade 6	2463.3	2463.4		1.98	2.41		8.91	15.66		39.60	27.71		49.50	54.22	
All Grades	N/A	N/A	N/A	4.82	3.86		11.33	14.24		35.69	29.67		48.16	52.23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.24	15.48		33.33	34.52		49.43	50.00	
Grade 4	12.64	5.81		24.14	33.72		63.22	60.47	
Grade 5	7.69	5.95		24.36	17.86		67.95	76.19	
Grade 6	3.96	6.02		30.69	30.12		65.35	63.86	
All Grades	10.20	8.31		28.33	29.08		61.47	62.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.64	11.90		35.63	44.05		51.72	44.05	
Grade 4	8.05	4.65		31.03	37.21		60.92	58.14	
Grade 5	7.69	5.95		39.74	32.14		52.56	61.90	
Grade 6	3.96	2.41		39.60	42.17		56.44	55.42	
All Grades	7.93	6.23		36.54	38.87		55.52	54.90	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.34	7.14		51.72	51.19		37.93	41.67	
Grade 4	5.75	4.65		41.38	44.19		52.87	51.16	
Grade 5	1.28	2.38		39.74	39.29		58.97	58.33	
Grade 6	5.94	8.43		36.63	44.58		57.43	46.99	
All Grades	5.95	5.64		42.21	44.81		51.84	49.55	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the global COVID pandemic, students did not participate in the 2020-2021 CAASPP assessments in Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1432.9	1436.0	1381.6	1444.3	1446.3	1400.1	1406.0	1411.6	1337.9	47	42	34
1	1478.1	1459.7	1428.7	1495.7	1464.3	1456.2	1459.9	1454.6	1400.6	37	30	33
2	1481.2	1463.4	1451.2	1487.9	1471.0	1457.2	1474.0	1455.3	1444.7	31	23	35
3	1486.1	1481.4	1491.2	1474.9	1481.8	1497.0	1496.7	1480.6	1485.2	37	23	23
4	1495.8	1494.2	1485.8	1492.6	1484.8	1474.0	1498.4	1503.1	1497.2	36	37	22
5	1517.7	1498.0	1497.1	1503.8	1493.3	1494.6	1531.1	1502.2	1499.0	36	30	25
6	1511.5	1540.3	1506.4	1491.3	1538.9	1509.9	1531.1	1541.3	1502.3	40	35	34
All Grades										264	220	206

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.91	11.90	2.94	29.79	59.52	11.76	29.79	26.19	41.18	*	2.38	44.12	47	42	34
1	51.35	10.00	0.00	29.73	40.00	30.30	*	43.33	33.33	*	6.67	36.36	37	30	33
2	35.48	0.00	0.00	41.94	43.48	34.29	*	47.83	48.57	*	8.70	17.14	31	23	35
3	*	0.00	4.76	43.24	43.48	42.86	29.73	47.83	42.86	*	8.70	9.52	37	23	21
4	*	5.41	4.55	47.22	43.24	31.82	*	35.14	45.45	*	16.22	18.18	36	37	22
5	*	6.67	4.00	72.22	16.67	24.00	*	56.67	44.00	*	20.00	28.00	36	30	25
6	*	25.71	2.94	30.00	40.00	35.29	27.50	31.43	41.18	*	2.86	20.59	40	35	34
All Grades	23.86	9.55	2.45	41.29	41.82	29.41	21.59	39.55	42.16	13.26	9.09	25.98	264	220	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.43	14.29	5.88	31.91	57.14	23.53	*	23.81	35.29	*	4.76	35.29	47	42	34
1	70.27	20.00	18.18	*	40.00	42.42	*	36.67	27.27	*	3.33	12.12	37	30	33
2	61.29	8.70	2.86	*	69.57	34.29	*	13.04	54.29	*	8.70	8.57	31	23	35
3	*	21.74	38.10	37.84	56.52	47.62	29.73	13.04	9.52	*	8.70	4.76	37	23	21
4	36.11	5.41	18.18	36.11	67.57	31.82	*	13.51	27.27	*	13.51	22.73	36	37	22
5	33.33	16.67	16.00	55.56	53.33	48.00	*	20.00	24.00		10.00	12.00	36	30	25
6	27.50	42.86	14.71	37.50	40.00	50.00	*	17.14	26.47	*	0.00	8.82	40	35	34
All Grades	40.15	18.64	14.71	34.47	54.55	39.22	17.80	20.00	30.88	7.58	6.82	15.20	264	220	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.14	0.00	23.40	38.10	2.94	40.43	50.00	44.12	*	4.76	52.94	47	42	34
1	*	3.33	0.00	32.43	36.67	9.09	*	43.33	39.39	*	16.67	51.52	37	30	33
2	*	0.00	0.00	*	21.74	28.57	*	43.48	31.43	*	34.78	40.00	31	23	35
3		0.00	4.76	32.43	21.74	19.05	35.14	56.52	42.86	32.43	21.74	33.33	37	23	21
4	*	8.11	9.09	30.56	18.92	4.55	30.56	45.95	68.18	36.11	27.03	18.18	36	37	22
5	*	6.67	4.00	50.00	10.00	12.00	*	43.33	36.00	*	40.00	48.00	36	30	25
6	*	11.43	2.94	27.50	28.57	11.76	*	37.14	35.29	35.00	22.86	50.00	40	35	34
All Grades	14.39	5.91	2.45	31.82	25.91	12.75	30.68	45.45	41.18	23.11	22.73	43.63	264	220	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.45	14.29	2.94	31.91	80.95	73.53	*	4.76	23.53	47	42	34
1	78.38	43.33	21.21	*	50.00	72.73	*	6.67	6.06	37	30	33
2	58.06	17.39	8.57	35.48	78.26	71.43	*	4.35	20.00	31	23	35
3	*	13.04	38.10	72.97	65.22	57.14	*	21.74	4.76	37	23	21
4	*	24.32	27.27	69.44	59.46	45.45	*	16.22	27.27	36	37	22
5	33.33	10.00	8.00	63.89	70.00	72.00	*	20.00	20.00	36	30	25
6	37.50	17.14	8.82	47.50	65.71	64.71	*	17.14	26.47	40	35	34
All Grades	43.56	20.00	14.71	48.11	67.27	66.67	8.33	12.73	18.63	264	220	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.17	26.19	11.76	61.70	64.29	47.06	*	9.52	41.18	47	42	34
1	40.54	6.67	21.21	54.05	86.67	66.67	*	6.67	12.12	37	30	33
2	70.97	13.04	11.43	*	78.26	80.00	*	8.70	8.57	31	23	35
3	32.43	39.13	42.86	40.54	56.52	47.62	*	4.35	9.52	37	23	21
4	58.33	5.41	27.27	*	86.49	54.55	*	8.11	18.18	36	37	22
5	47.22	26.67	28.00	52.78	70.00	72.00		3.33	0.00	36	30	25
6	27.50	65.71	61.76	55.00	34.29	35.29	*	0.00	2.94	40	35	34
All Grades	43.56	26.36	28.43	45.08	67.73	57.84	11.36	5.91	13.73	264	220	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.38	0.00	78.72	92.86	50.00	*	4.76	50.00	47	42	34
1	37.84	16.67	6.06	43.24	50.00	33.33	*	33.33	60.61	37	30	33
2	*	4.35	17.14	35.48	65.22	48.57	*	30.43	34.29	31	23	35
3	*	0.00	4.76	54.05	43.48	42.86	43.24	56.52	52.38	37	23	21
4		5.41	4.55	47.22	48.65	72.73	52.78	45.95	22.73	36	37	22
5	*	6.67	4.00	69.44	46.67	44.00	*	46.67	52.00	36	30	25
6	*	11.43	2.94	35.00	34.29	17.65	50.00	54.29	79.41	40	35	34
All Grades	16.29	6.82	5.88	53.03	55.91	42.65	30.68	37.27	51.47	264	220	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	53.19	54.76	5.88	36.17	35.71	26.47	*	9.52	67.65	47	42	34
1	*	6.67	0.00	64.86	86.67	48.48	*	6.67	51.52	37	30	33
2	*	4.35	0.00	80.65	69.57	57.14	*	26.09	42.86	31	23	35
3	*	8.70	19.05	70.27	86.96	52.38	*	4.35	28.57	37	23	21
4	38.89	16.22	4.55	44.44	64.86	72.73	*	18.92	22.73	36	37	22
5	44.44	6.67	4.00	52.78	60.00	72.00	*	33.33	24.00	36	30	25
6	*	42.86	11.76	72.50	57.14	79.41	*	0.00	8.82	40	35	34
All Grades	31.06	23.18	5.88	59.09	63.18	57.35	9.85	13.64	36.76	264	220	204

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall Listening, Speaking, Reading, and Writing Domains, a higher percent of students across grades performing at Somewhat/Moderately level present with the exception of 1st and 6th grade having a larger percentage of students in the Beginning category for reading.
2. Beginning English Language Development students increased in needing support in the writing domain. Kindergarten students increased by 58%, 1st grade students increased by 44%, 2nd grade students increased by 16%, 3rd grade students increased by 24%, 4th grade students increased by 3%, and 6th grade students increased by 8%.
3. The Written Language Domain have the largest percentages of students in level 1 and 2 across the grade levels. 43% of students are in level 1 and 45% are in level 2.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
543	84.9	38.3	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	208	38.3
Foster Youth	4	0.7
Homeless	2	0.4
Socioeconomically Disadvantaged	461	84.9
Students with Disabilities	71	13.1

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	3	0.6
American Indian or Alaska Native	1	0.2
Asian	1	0.2

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	1	0.2
Hispanic	498	91.7
Two or More Races	3	0.6
Native Hawaiian or Pacific Islander		
White	29	5.3

Conclusions based on this data:

1. Van Buren's English learner population has maintained from the previous year.
2. Van Buren's socioeconomically disadvantaged population has maintained from the previous year.
3. Van Buren's Hispanic population continues to be above 90%.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. ELA and Math will be monitored throughout the year through NWEA data to inform instruction and supports needed. We will address areas of need with strategies through AVID, Literacy Support, and Math Intervention.

2. The conditions and climate of the school will be supported through PBIS and BSEL to address the need of empowering students with social-emotional learning and reinforce positive behavior through PBIS in order to reduce suspension rates.
3. Chronic Absenteeism has been an issue since the global COVID pandemic. The area of focus for 2022-2023 will be continue communication with families on alternatives to continuing learning through virtual means, independent study and collaborating with families to address concerns and/or barriers to maintaining school attendance.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



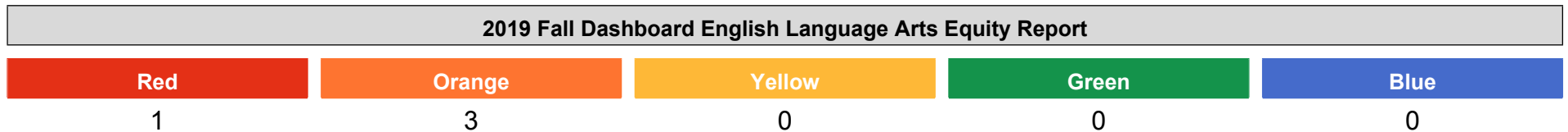
Green



Blue







Highest Performance

This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 58.5 points below standard Maintained -0.4 points 328	 Red 73.7 points below standard Declined -5.1 points 185	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 61.9 points below standard Maintained -0.6 points 284	 Orange 113.9 points below standard Increased Significantly +10 points 59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.2 points below standard Maintained ++0.9 points 306	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 17.6 points below standard Increased ++9.8 points 11

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.5 points below standard Declined -6.6 points 119	14.4 points below standard Declined -14.1 points 66	45 points below standard Maintained ++0.4 points 128

Conclusions based on this data:

- Due to the global COVID pandemic, students did not participate in the 2020-2021 CAASPP assessments in English Language Arts.
- ELA will be monitored throughout the year through NWEA data to inform instruction and supports needed. We will address areas of need with strategies through AVID and Literacy Support Interventions.

3. Students with Disabilities will be supported through their IEP goals, inclusion when appropriate, push-in services and/or pull-out services.

School and Student Performance Data

Academic Performance Mathematics

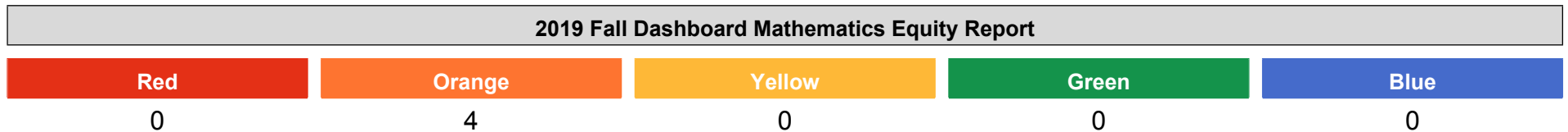
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.









This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 76.7 points below standard Declined -4.9 points 326	 Orange 85 points below standard Declined -4.9 points 183	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 80.3 points below standard Declined -4.3 points 282	 Orange 144.8 points below standard Increased ++13.9 points 58

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78 points below standard Declined -4.4 points 304	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 21.5 points below standard Increased ++10 points 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.4 points below standard Declined -10.9 points 118	22.7 points below standard Declined -4.4 points 65	71.6 points below standard Declined -10.3 points 128

Conclusions based on this data:

1. Due to the global COVID pandemic, students did not participate in the 2020-2021 CAASPP assessments in English Language Arts.
2. ELA will be monitored throughout the year through NWEA data to inform instruction and supports needed. We will address areas of need with strategies through AVID and Literacy Support Interventions.

3. Students with Disabilities will be supported through their IEP goals, inclusion when appropriate, push-in services and/or pull-out services.

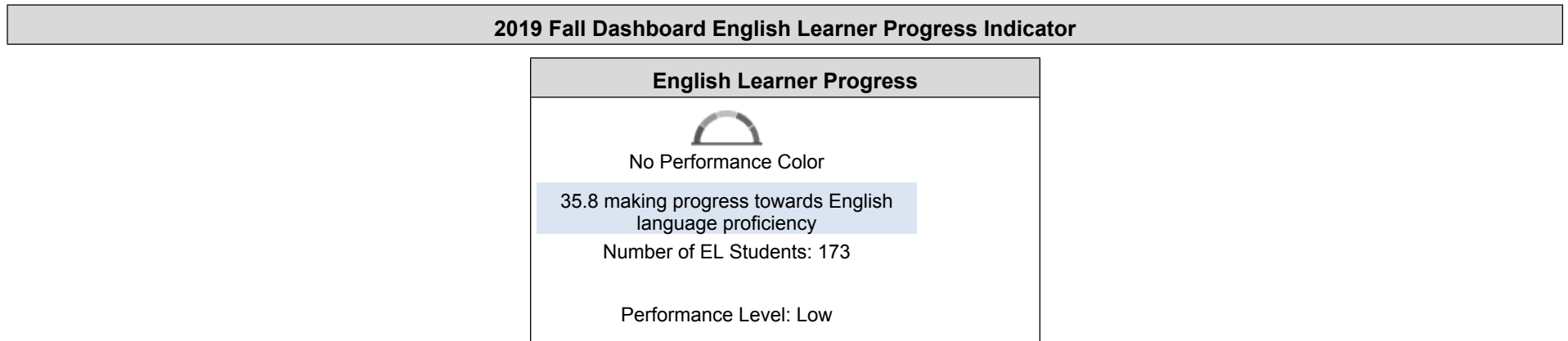
School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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.

2019 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
27.7	36.4	0.5	35.2

Conclusions based on this data:

1. Although the dashboard does not reflect current data, data is collected through recent ELPAC assessments. ELPAC assessments are providing baseline data to help inform the plan to focus on writing and written language.
2. The use of designated and integrated ELD as well as Bilingual Tutors will continue to support our students within the classroom setting.

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-
3. NWEA data will be used as another data source to triangulate the data needed to inform a plan of action.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

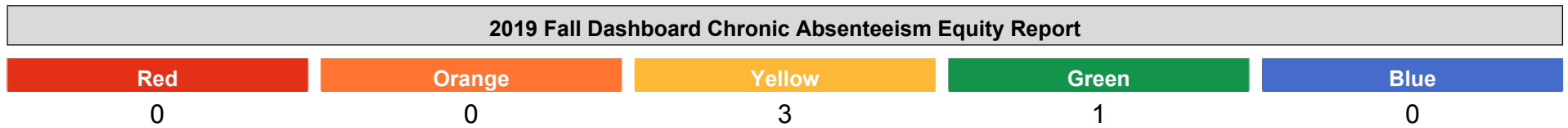
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 7.1 Maintained +0.4 603	 Green 4.2 Maintained -0.1 263	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 7.1 Maintained -0.2 506	 Yellow 11.4 Declined -3.1 79

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.5 Maintained -0.2 557	 No Performance Color 18.2 Increased +6.4 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 14.8 Increased +8.1 27

Conclusions based on this data:

1. Although the current dashboard does not reflect current Chronic Absenteeism district and site reports reflect an increased issue since the global COVID pandemic. The area of focus for 2022-2023 will be continue communication with families on alternatives to continuing learning through virtual means, independent study and collaborating with families to address concerns and/or barriers to maintaining school attendance.
2. SSTs and SARB Meetings are held to provide support for families experiencing Chronic absenteeism. Saturday school is also available to provide opportunities to address missed days of attendance.
3. Behavioral Health Counseling is provided to students and families experiences mental health issues that are preventing school attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



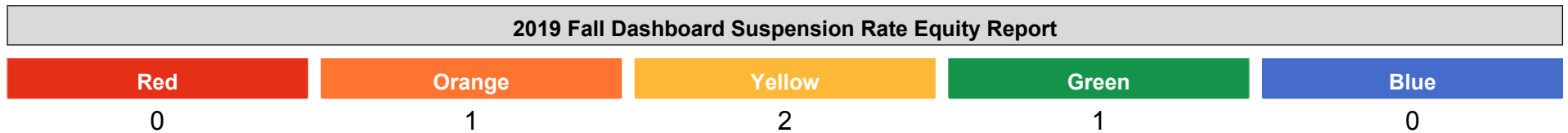
Green



Blue

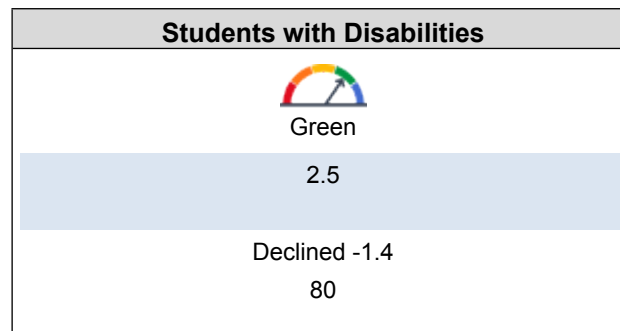
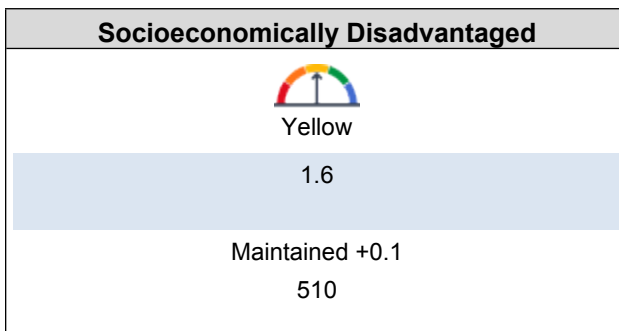
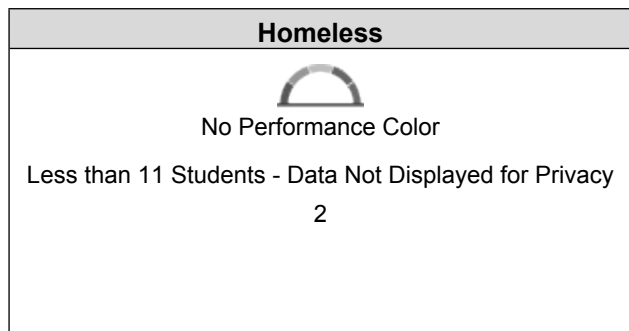
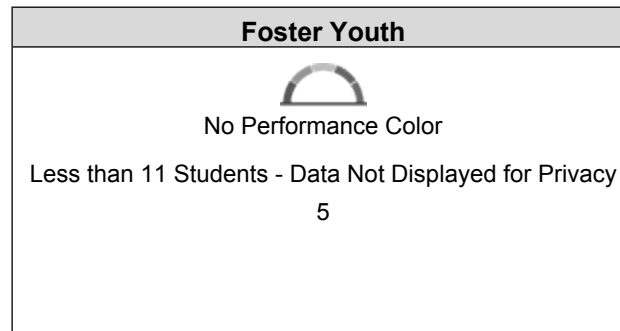
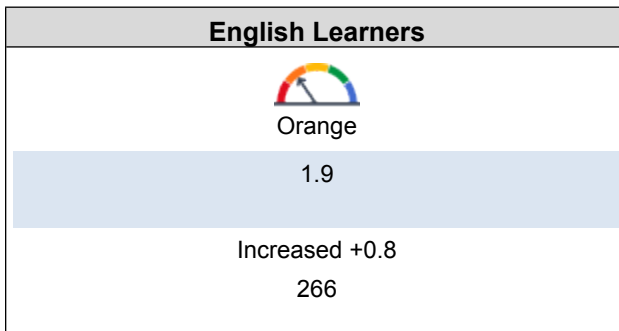
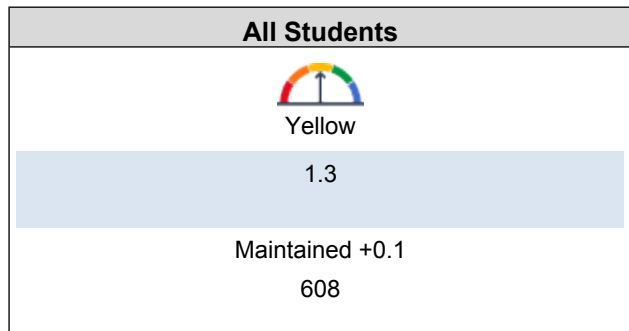
Highest Performance

This section provides number of student groups in each color.










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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 2	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color Less than 11 Students - Data Not 4	 No Performance Color Less than 11 Students - Data Not 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.2 Maintained +0.1 562	 No Performance Color 0 Maintained 0 11		 No Performance Color 3.7 Increased +0.4 27

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.3

Conclusions based on this data:

1. Van Buren has successfully utilized other forms of behavior correction such as counseling, restorative circles, peer mediation, social-emotional learning lessons, reflection tasks, alternative discipline, increased supervision and clubs to help students develop coping strategies.
2. Continued focus on Behavior Support Plans are used to address Students with Disabilities experiencing behavior issues.
3. Behavioral Health Counseling is provided to students experiencing mental health issues that are preventing students from managing inappropriate behaviors.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

Collected data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness, SEL, ELA, and math. Such practices include refining AVID strategies and implementation, Primary Literacy Intervention for reading foundational skills, Guided Reading small group support in upper grades, and Math Intervention for building math reasoning, fluency, and conceptual understanding.

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

Reading Intervention will continue to be implemented in second through sixth grade with our Literacy Support team. Kindergarten teachers will need to continue to support . Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

In response to the data regarding ELA and Math struggles, a math intervention teacher is needed to focus on 4th-6th grade students and ELA literacy intervention concentration 2nd, 4th-6th grade. Support will continue for at-risk students in addition to the larger gaps in noted grade levels.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments-CAASPP ELA	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments-CAASPP Math	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments-ELPAC	*2.45% Proficient *Level 1 (Minimally Developed) 25.98% *Level 2 (Somewhat Developed) 42.16% *Level 3 (Moderately Developed) 29.41% *Level 4 (Well Developed) 2.45%	Increase the percent of student proficiency by 5%
P8 DIBELS	Not administered during the 2021-2022 school year	Should the Dibels program return in the 2022-2023 school year; A new baseline will be set at that time.
P8 SBAC Reading Claim #1	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P8 HMH Reading Inventory Read 180-6th Grade Only	Reading Inventory Spring Data 18% of students met or exceeded on the alternative assessment.	Increase Lexile Level of 800 or greater on the Reading Inventory Assessment to 23%
P8 Mathematics Diagnostic Testing Project (MDTP)-6th Grade Only	MDTP Spring Data 10% of students met or exceeded on the alternative assessment.	Increase overall percentage of students scoring high average or high by 20%
P8 ELA Indicators of Progress (ISIP)-3rd-5th Only	NWEA ELA Fall to Spring Growth Data (% of growth in the Zone of Proximal Development) Kindergarten: 9.3% First Grade: 7.8% Second Grade: 11.8% Third Grade: 8.5% Fourth Grade: 3.6% Fifth Grade: 2.6% Sixth Grade: 3.8%	Increase growth between fall to spring RIT score by 3%
P8 Math iStation Indicators of Progress (ISIP)-3rd-5th Only	NWEA Math Fall to Spring Growth Data (% of growth in the Zone of Proximal Development)	Increase growth between fall to spring RIT score by 3%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Kindergarten: 9% First Grade: 11.3% Second Grade: 12% Third Grade: 9.3% Fourth Grade: 4.8% Fifth Grade: 4.3% Sixth Grade: 8.4%	
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Planned Strategies/Activities

Action 1.1

CSS & NGSS IMPLEMENTATION

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. ELA/Math CSS & NGSS professional development will be provided. NGSS Unit writers, math facilitators, Math and ELA UOS writers, and when necessary outside consultants, will support implementation plan. B. Professional development to support initiatives such as AVID, Digital Gateway(technology, 1:1 Chromebook for K-6), Balanced Math, Guided Reading, and Step Up. (Note: Modified- IMPACT team strategy training will take place in 1st grade and support will continue to be provided for Grades 2, 3, 4 & 5 to build assessment capable learners) C. The principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training. D. ELA/Math UOS, as well as NGSS lessons, will be implemented in classes. E. Units of Study and site developed common assessments are utilized to monitor student progress and achievement.	X All Students	Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,041 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2625 Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2710 Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000 Printing Supplies

- F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction. (Note: Modified- Build student ownership through increasing student peer and self feedback. Success criteria and rubrics will be created through the strategy of Impact Teams in grades 1-5).
- G. Media Clerk coordinates materials & provides Technology support.
- H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased when necessary for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, print, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, Mystery Science, informational texts, etc.
- I. GATE facilitator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.
- J. Band and string instruments classes are available for 4-6 grade students once a week.
- K. AVID supplies, materials, incentives, and professional development will be provided to support AVID implementation in TK-6.

5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$2,700
 Materials/ Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$5368
 Salary, Clerk, hrly
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$115

Action 1.2

INTERVENTIONS

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Grade 4 students will use I-station to screen all students for additional small group support from an Intervention teacher. I-station will be available for students identified as having significant gaps in reading foundational skills within their home classroom.	<u>X</u> All Students <u>X</u> Other student group(s) Students with Disabilities	Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000
B. Grades 5 and 6 to push-in using IStation and Guided Reading resources to support students with reading foundational deficits through Push-In services		Hourly, Tchr 1000-1999: Certificated Personnel Salaries

with an Intervention teacher and Bilingual Tutor. (Note: Modified - LANGUAGE! will no longer be used)

C. K-3 uses DIBELS to monitor and assess reading foundational skills. Collaboration between classroom teachers, Bilingual tutor, RSP teacher, and CSR Intervention teacher focuses on intervention strategies. CSR Intervention teacher provides Early Literacy Intervention to K-3 students in reading fluency and phonemic awareness.

D. Professional development to support intervention initiatives will be provided.

E. SDC/RSP students receive support via special education program using pull-out and inclusion methods. SDC/RSP will utilize I-station and district Units of Study to support students in special education to build reading foundational skills. Professional development and release time to support inclusion program will be available.

F. In response to ELA/math data, Extended Learning Opportunities (ELO) will be examined as an option to support students.

G. GATE enrichment activities/lessons provided to students/parents at multiple points during the year.

Title I Basic -- 3010
\$1,229

Literacy Support Teacher
1000-1999: Certificated Personnel Salaries
Title I District -- 500 3010
\$70,280

Literacy Support Teacher
1000-1999: Certificated Personnel Salaries
LCFF District -- 500 0707
\$70,280

Literacy Support Teacher
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$128,515

Copier Maintenance Agreements
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$3,000

Materials/ Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,480

Action 1.3

ELD

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. 30 minutes of designated ELD instruction in TK-6 will be provided.

B. Integrated EL support (i.e. SDAIE and GLAD strategies) will be provided over multiple subjects.

C. EL levels for EL newcomers are determined at the district assessment center.

X Other student group(s) English Learners

Salary, BLTs
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$89,488

Salary, BLTs
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010

<p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels at 3 points during the school year using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish. Bilingual Language Tutors will be trained in addressing Reading foundation skills.</p> <p>G. Professional development to support ELs/ELD program will be provided during select staff meetings.</p>	<p>\$6,771</p> <p>Salary, BLT 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$4,685</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$736</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p>
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Action 1.4
RESOURCES

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives</p> <p>B. Supplemental ELA/ELD and Mathematics materials</p> <p>C. Digital Resources – MobyMax & Read Naturally (Note: Modified: In lieu of MobyMax and Read Naturally, RAZ kids, Lexia (Kinder), Mystery Science, BrainPop, and IReady Math will be explored as digital resources)</p> <p>D. Technology and software support for classroom integration and potential Distance Learning Opportunities (Note: Modified for potential Distance Learning)</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2766</p>

Software Licenses
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$1100

Technology Supplies
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$1010

Action 1.5

PRE-SCHOOL TRANSITION PLAN

X Modified Action

Planned Actions/Services

A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.
 B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.
 C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Preschool students in the Spring. All information will be sent in both English and Spanish. Van Buren will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish. (Note: Modified: Due to registration being at the Parent Center it has been difficult to coordinate the dates).
 D. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities.

Students to be served

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

Budget and Source

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

Action 1.6

COMMUNICATION ENHANCEMENT PROGRAM

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. The Communication Enhancement Program (CEP) at Van Buren is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) Students with Disabilities</p>	

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Social-emotional learning will need to continue throughout the grade levels. Our students will need continued support through counseling services and SEL lessons to provide them with the tools necessary to engage with their peers in a positive manner. Staff will also need continued support in learning about SEL strategies and lessons through professional development. Continued coaching from a Behavior Specialist is needed for teachers, activity supervisors, and support staff to address Tier 2 and 3 students with inappropriate behaviors. Bullying presentations by the Behavioral Specialist are needed in the fall and spring to educate students on the characteristics, harm, and support of bullying. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures.

Out reach to families regarding attendance issues will need also need to continue due to the drop in daily attendance since the pandemic began. Re-engagement of students and their families will need to be a focus in order to increase attendance. This will need to be done through activities and programs that demonstrate our school is a physically safe and emotionally safe learning environment for students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate:	Actual: ADA 91.67 %	Increase to an average attendance rate of 97%
P5 Chronic Absenteeism rate:	Actual Chronic Absenteeism rate: 14.8%	Reduce schoolwide chronic absenteeism rate to below 8%
P6 Pupil Suspension rate:	Actual: Pupil Suspension rate: 0%	Maintain a Pupil Suspension Rate of 1.0% or lower.
P6 Surveys of pupils, parents, teachers on sense of safety: Annual LCAP	LCAP Student Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 30% responded "Almost Never" or "Once in a while"	2022-2023 Expected Outcome: Increase student response to "Almost Never" or "Once in a while"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		"For students who need extra support, how difficult is it for them to get the support that they need?"
P6 Surveys of pupils, parents, teachers on sense of safety: Annual LCAP	LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 69% responded "Not at all difficult" or "Slightly difficult"	2022-2023 Expected Outcome: Increase Extra Support for students' response rate to 75% "For students who need extra support, how difficult is it for them to get the support that they need?"
P6 Surveys of pupils, parents, teachers on sense of safety- Annual LCAP	LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 72% responded "Quite Well" or "Extremely Well"	2022-2023 Expected Outcome: Increase Diversity and Inclusion of all students' response rate to 77% "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?"
P1 School Facilities are maintained in good repair: FIT Report	Overall rating for school meeting most or all standards of good repair: 100% Exemplary School Rating	2022-2023 Expected Outcome: Maintaining a FIT Report "Exemplary" School Rating

Planned Strategies/Activities

Action 2.1

SUPERVISION AND SUPPORT

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Continue follow-up training for supervisors in the strategies associated with PBIS.	<u>X</u> All Students	Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100

- B. Meet trimesterly with supervisors to discuss health and safety concerns on campus.
- C. Teach specific behavioral skills (PBIS) and monitor student progress through referrals.
- D. Include Supervisors in school-wide planning and decision making. (Added May 2020)
- E. Provide resources for proper supervision and support of students.

Materials and Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$2500

Action 2.2

Positive Behavior Intervention Support (PBIS)

	<input checked="" type="checkbox"/>	New Action	
	<input checked="" type="checkbox"/>	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Van Buren Elementary will continue to implement PBIS which focuses on school-wide discipline and expectations.	<input checked="" type="checkbox"/> All Students	Teacher hourly/substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$400
B. The PBIS/BSEL team meets regularly to review data and provide support and resources for classroom management strategies.		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100
C. The PBIS/BSEL team will develop incentives to reinforce positive behaviors from students.		Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000
D. The PBIS/BSEL team will brainstorm and develop strategies to meet the social and emotional needs of our students affected by the COVID-19 pandemic.		

Action 2.3

SCHOOL SAFETY PLAN

	<input checked="" type="checkbox"/>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Create and revise the Safe School Plan containing three essential components: Assuring each student a safe physical environment.	<u>X</u> All Students	
B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.		
C. Provide appropriate campus supervision.		Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
D. Participate in Red Ribbon Week Activities.		
E. Follow child abuse reporting procedures.		Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$673
F. Develop and practice routine disaster procedures.		
G. Maintain and acquire emergency/ disaster supplies.		
H. Distribute the discrimination and harassment policy to employees, students, and parents.		
I. Approve School Safety Plan.		

Action 2.4

HEALTH SERVICES

<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.	<u>X</u> All Students	Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13,723
B. Support for a Healthy lifestyle will include: 100 Mile Club, PE, Kids Heart Challenge, soccer and basketball league, and Garden Committee		100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
C. A School Psychologist is employed part-time on the site to support Behavior support plans, IEP's, and student assessment.		

Action 2.5

Inviting Learning Environment

New Action

Planned Actions/Services	Students to be served	Budget and Source
A. Expand on the library makerspace known as the Eagle's Nest by providing reading zones, collaborative spaces and a space for independent exploration.	<input checked="" type="checkbox"/> All Students	Inviting Learning Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

With COVID restrictions being lifted, school events that include parents and the community can be resumed. Site events and activities such as the 100 Mile Club, Fall festival, Career Day, Trunk or Treat, Winter Performance, Parent Picnic, Parent Workshops, Book Fair, and School Assemblies bring in parent and community participation. Student engagement activities will continue through the Garden Club, Drawing Club, sports league, band, Red Ribbon Week, and spirit days. Communication of events and activities will continue to be provided through Class Dojo and Parent Square. Engagement through communication apps will need to increase to ensure parents are receiving the information. Office and library staff will continue to reach out to parents to support them with attendance, technology, ELO/LEAP enrollment, and teacher communication. Translating will continue to be provided for parent-teacher conferences, IEPs, 504s, and parent involvement meetings. Classified support will be needed to support school events and to provide babysitting for parent involvement events.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement: Annual LCAP Survey	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 84% responded "Extremely Important" or "Quite Important"	2022-2023 Expected Outcome: Increase parent response to 85% "Extremely Important" or "Quite Important" "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?"
P5 Student Engagement: Annual LCAP Survey	For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities? 93% responded "Extremely Important" or "Quite Important"	2022-2023 Expected Outcome: Increase parent response to 94% "Extremely Important" or "Quite Important"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		"For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?"
P5 Student Engagement: Annual LCAP Survey	LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" 64% responded "Belong quite a bit" or "Completely belong"	2022-2023 Expected Outcome: Increase student response to 70% "Belong quite a bit" or "Completely belong" "Overall, how much do you feel like you belong at your school?"
P6 Surveys of pupils, parents, teachers on sense of school connectedness	LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 60% responded "Quite Enthusiastic" or "Extremely Important"	2022-2023 Expected Outcome: Increase teacher response to 70% "Quite Enthusiastic" or "Extremely Enthusiastic" "On most days, how enthusiastic are the students about being at school?"

Planned Strategies/Activities

Action 3.1

PARENT OUTREACH

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Assist parents in understanding academic content standards and academic achievement standards, state and local academic assessments, requirements of Title I and how to monitor a child's progress and work with educators to improve achievement.	<input checked="" type="checkbox"/> All Students	Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150
B. Distribute and discuss grade-level standards at Back to School Night, Parent-Conference meetings, Title 1 Parent Involvement Policy, GATE, SSC, PTA, ELAC, AVID, Coffee with the Principal and other committee meetings.		Materials and Supplies--includes refreshments 4000-4999: Books And Supplies

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

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

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

F. Invite parents to attend district/community events offered throughout the year.

LCFF Suppl/Conc -- 0707
\$200

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

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

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

Hourly, Classified
2000-2999: Classified Personnel Salaries
Title I Parent Involvement -- 3010 1902
\$453

Hourly Clerical
2000-2999: Classified Personnel Salaries
Title I Parent Involvement -- 3010 1902
\$331

Hourly, Classified, Babysitting
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1000

Parent Workshops
5800: Professional/Consulting Services And Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500

Action 3.2

STUDENT ENGAGEMENT

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Organize sports leagues during recess for 5th and 6th graders.</p> <p>B. Grow and Maintain a school garden through the development of a Garden Committee to be comprised of Staff, Parents, and Students.</p> <p>C. Students in grades 4-6 are invited to participate in a weekly band class.</p> <p>D. 6th graders are chosen to announce and promote school events/news, inspirational messages, highlight PBIS skills, and the pledge of allegiance on a daily basis.</p> <p>E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Days, etc.</p> <p>F. Engaging school assemblies are being held to support character development, school safety, academics, anti-bullying, etc.</p>	<p><u>X</u> All Students</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,121</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6000</p>

Action 3.3

PARENT INPUT

	<p><u>X</u> Modified Action</p> <p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Parents will be informed of Van Buren's Title I, GATE program, EL program, and all other educational programs as well as monitoring and evaluation of SPSA.</p> <p>B. Parents are encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review current school programs and make recommendations.</p>	<p><u>X</u> All Students</p>	

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments-CAASPP ELA	Due to CAASPP pause in 2019-2020 and 2020-2021, a new baseline will be set when CAASPP resumes in Spring of 2022.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments-CAASPP Math	Due to CAASPP pause in 2019-2020 and 2020-2021, a new baseline will be set when CAASPP resumes in Spring of 2022.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments-ELPAC	+ 3 in all areas in Fall 2021 due to 2020 ELPAC cancellation English Learner Actual Progress 38.8% making progress towards English language proficiency ELs Who Decreased at Least One ELPI Level: 24.7% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 36.4% ELs who Maintained ELPI Level 4: 0.5% ELs who Progressed at Least One ELPI Level: 38.2%	*2.45% Proficient *Level 1 (Minimally Developed) 25.98% *Level 2 (Somewhat Developed) 42.16% *Level 3 (Moderately Developed) 29.41% *Level 4 (Well Developed) 2.45%
P8 DIBELS	Dibels return in the 2021-2022 school year; A new baseline will be set at that time.	Should the Dibels program return in the 2022-2023 school year; A new baseline will be set at that time.
P8 SBAC Reading Claim #1	+3 Reading Claim #1 in Fall 2021 due to 2020 cancellation 60% Near or Above Standard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8 HMH Reading Inventory Read 180-6th Grade Only	Increase Lexile Level of 800+	<p>Reading Inventory Spring Data</p> <p>18% of students met or exceeded on the alternative assessment.</p>
P8 Mathematics Diagnostic Testing Project (MDTP)-6th Grade Only	Increase of average score by 10%	<p>MDTP Spring Data</p> <p>10% of students met or exceeded on the alternative assessment.</p>
P8 ELA iStation Indicators of Progress (ISIP)-3rd-5th Only	<p>Overall increase of Tier 3 students by 10% toward Tier 2.</p> <p>Overall increase of Tier 2 students by 8% toward Tier 1.</p>	<p>*****iStation will no longer be used as a data source. NWEA is the new data source</p> <p>NWEA ELA Fall to Spring Growth Data (% of growth in the Zone of Proximal Development)</p> <p>Kindergarten: 9.3%</p> <p>First Grade: 7.8%</p> <p>Second Grade: 11.8%</p> <p>Third Grade: 8.5%</p> <p>Fourth Grade: 3.6%</p> <p>Fifth Grade: 2.6%</p> <p>Sixth Grade: 3.8%</p>
P8 Math iStation Indicators of Progress (ISIP)-3rd-5th Only	<p>Overall increase of Tier 3 students by 10% toward Tier 2.</p> <p>Overall increase of Tier 2 students by 8% toward Tier 1.</p>	<p>*****iStation will no longer be used as a data source. NWEA is the new data source</p> <p>NWEA Math Fall to Spring Growth Data (% of growth in the Zone of Proximal Development)</p> <p>Kindergarten: 9%</p> <p>First Grade: 11.3%</p> <p>Second Grade: 12%</p> <p>Third Grade: 9.3%</p> <p>Fourth Grade: 4.8%</p> <p>Fifth Grade: 4.3%</p> <p>Sixth Grade: 8.4%</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSS & NGSS IMPLEMENTATION</p> <p>A. ELA/Math CSS & NGSS professional development will be provided. NGSS Unit writers, math facilitators, Math and ELA UOS writers, and when necessary outside consultants, will support implementation plan.</p> <p>B. Professional development to support initiatives such as AVID, Digital Gateway(technology, 1:1 Chromebook for K-6), Balanced Math, Guided Reading, and Step Up. (Note: Modified-IMPACT team strategy training will take place in 1st grade and support will continue to be provided for Grades 2, 3, 4 & 5 to build assessment capable learners)</p> <p>C. The principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.</p> <p>D. ELA/Math UOS, as well as NGSS lessons, will be implemented in classes.</p> <p>E. Units of Study and site developed common assessments are utilized to monitor student progress and achievement.</p> <p>F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor &</p>		<p>Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53,275</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2610</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2710</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,700</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5368</p> <p>Salary, Clerk, hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100</p>	<p>Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53275</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13951</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2710</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1940</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1120</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13951</p> <p>Salary, Clerk, hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100</p>

**Planned
Actions/Services**

analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction. (Note: Modified- Build student ownership through increasing student peer and self feedback. Success criteria and rubrics will be created through the strategy of Impact Teams in grades 1-5).

G. Media Clerk coordinates materials & provides Technology support.

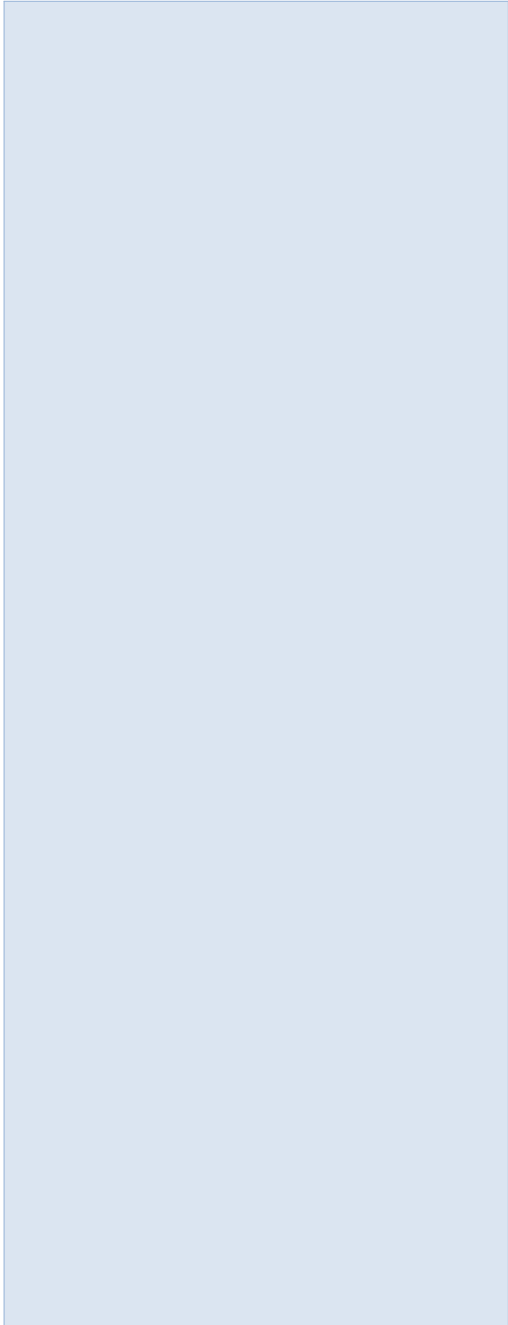
H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased when necessary for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, print, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, Mystery Science, informational texts, etc.

I. GATE facilitator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.

J. Band and string instruments classes are available for 4-6 grade students once a week.

K. AVID supplies, materials, incentives, and professional development will be provided to support AVID implementation in TK-6.

**Actual
Actions/Services**



**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>INTERVENTIONS</p> <p>A. Grade 4 students will use I-station to screen all students for additional small group support from an Intervention teacher. I-station will be available for students identified as having significant gaps in reading foundational skills within their home classroom.</p> <p>B. Grades 5 and 6 to push-in using IStation and Guided Reading resources to support students with reading foundational deficits through Push-In services with an Intervention teacher and Bilingual Tutor. (Note: Modified - LANGUAGE! will no longer be used)</p> <p>C. K-3 uses DIBELS to monitor and assess reading foundational skills. Collaboration between classroom teachers, Bilingual tutor, RSP teacher, and CSR Intervention teacher focuses on intervention strategies. CSR Intervention teacher provides Early Literacy Intervention to K-3 students in reading fluency and phonemic awareness.</p> <p>D. Professional development to support intervention initiatives will be provided.</p> <p>E. SDC/RSP students receive support via special education program using pull-out and inclusion methods. SDC/RSP will utilize I-station and district Units of Study to support students in special education to build reading foundational skills. Professional development and release time to</p>		<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,229</p> <p>Salary, CSR Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,288</p> <p>Salary, CS Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,288</p> <p>Salary, CSR Tchr (Intervention) (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$118,386</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,480</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Salary, CSR Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,288</p> <p>Salary, CS Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,288</p> <p>Salary, CSR Tchr (Intervention) (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$118,386</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5495</p> <p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3900</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>support inclusion program will be available.</p> <p>F. In response to ELA/math data, Extended Learning Opportunities (ELO) will be examined as an option to support students.</p> <p>G. GATE enrichment activities/lessons provided to students/parents at multiple points during the year.</p>			
<p>ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. SDAIE and GLAD strategies) will be provided over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels at 3 points during the school year using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in</p>		<p>Salary, BLTs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$58,232</p> <p>Salary, BLTs 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$37,415</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$2109</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>	<p>Salary, BLTs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$58,232</p> <p>Salary, BLTs 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$37,415</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$2109</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>both English and Spanish. Bilingual Language Tutors will be trained in addressing Reading foundation skills.</p> <p>G. Professional development to support ELs/ELD program will be provided during select staff meetings.</p>		<p>\$250</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$2500</p>	<p>\$250</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$353</p>
<p>RESOURCES</p> <p>A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives</p> <p>B. Supplemental ELA/ELD and Mathematics materials</p> <p>C. Digital Resources – MobyMax & Read Naturally (Note: Modified: In lieu of MobyMax and Read Naturally, RAZ kids, Lexia (Kinder), Mystery Science, BrainPop, and IReady Math will be explored as digital resources)</p> <p>D. Technology and software support for classroom integration and potential Distance Learning Opportunities (Note: Modified for potential Distance Learning)</p>		<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,600</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1100</p> <p>Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1010</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$146</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6200</p>
<p>PRE-SCHOOL TRANSITION PLAN</p> <p>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to</p>		<p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p>	<p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>

**Planned
Actions/Services**

become familiar with routines and expectations.
C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Preschool students in the Spring. All information will be sent in both English and Spanish. Van Buren will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish. (Note: Modified: Due to registration being at the Parent Center it has been difficult to coordinate the dates).
D. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities.

COMMUNICATION ENHANCEMENT PROGRAM

A. The Communication Enhancement Program (CEP) at Van Buren is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

The largest shift that had the greatest impact of student academic support was incorporating a math intervention teacher mid-year and shifting our literacy support teachers from a primary to upper elementary division to a collective team approach. The team approach focused addressing the needs from 2nd-6th grade. We found that our struggling students needed the same foundational literacy support across the grade levels. The team effort provided the ability for our Kindergarten teachers to support their own students through ELO as well as support struggling students in 1st grade. The Support team utilized data gathered from the district's new Assessment platform for ELA and math called NWEA. The Support team monitored the 3 benchmarks and meet with grade levels to discuss student progress. Our largest group of students below grade level in ELA is our 3rd graders. ELO was offered in the fall, winter, and spring. ELO sessions included SEL-focused lessons, reading, math, ELD, and GATE.

Our AVID lead teacher revitalized the AVID program on-campus by supporting teachers with our 3 site goals. Our focus was 3 column notes, organization, and agenda maintenance. AVID site goal monitoring was conducted each trimester.

Social-emotional learning was a required focus for all staff. Student behavioral issues increased during instruction specifically with writing due to the lack of practice writing during distance learning. Writing will be an area of focus next school year. The newly assigned Behavioral Health Specialist supported several students address issues such as developing appropriate peer-to-peer relationships, developing coping strategies, restorative circles and supporting staff with strategies on how to de-escalate negative student behavior.

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

Our shift to NWEA data highlighted areas of growth needed. The fall scores provided a baseline to measure student growth and as the year progressed the challenges presented themselves as opportunities to revise support to struggling students through our Literacy Support Teachers and Math Support Teacher. With the data collected the support team meet with each grade level to provide data progress, anecdotal evidence, and next steps. The data supports the need for refining data-driven support to students that is tailored to their specific areas of need.

Fall 2021-22 NWEA ELA Data:

K 44% students scored average to high average
1st 32% students scored average to high average
2nd 19% students scored average to high average
3rd 29% students scored average to high average
4th 17% students scored average to high average
5th 30% students scored average to high average
6th 29% students scored average to high average

Spring 2021-22 NWEA ELA Data:

K 28% students scored average to high average- Decrease by 16% from the Fall Scores
1st 12% students scored average to high average- Decrease by 10% from the Fall Scores
2nd 22% students scored average to high average- Decrease by 3% from the Fall Scores
3rd 32% students scored average to high average- Increase by 3% from the Fall Scores
4th 23% students scored average to high average- Increase by 6% from the Fall Scores
5th 17% students scored average to high average- Decrease 13% from the Fall Scores
6th 30% students scored average to high average- Increase 1% from the Fall Scores

Fall 2021-22 NWEA Math Data:

K 55% students scored average to high average
1st 35% students scored average to high average
2nd 23% students scored average to high average
3rd 13% students scored average to high average
4th 17% students scored average to high average
5th 11% students scored average to high average
6th 15% students scored average to high average

Spring 2021-22 NWEA Math Data:

K 33% students scored average to high average- Decrease by 22% from the Fall Scores
1st 22% students scored average to high average- Decrease by 13% from the Fall Scores
2nd 27% students scored average to high average- Increase by 4% from the Fall Scores
3rd 14% students scored average to high average-Increase by 1% from the Fall Scores
4th 13% students scored average to high average- Decrease by 4% from the Fall Scores
5th 10% students scored average to high average-Decrease by 1% from the Fall Scores
6th 21% students scored average to high average- Increase by 6% from the Fall Scores

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

Material differences between the proposed expenditures and estimated actual expenditures were due to increased support to students through Spring ELO supplies, headphones for NWEA/CAASPP assessments, substitute teacher laptops, and substitute teachers needed for SSTs meetings and NWEA data analysis meetings for each grade level. Spring ELO shifted from the SEL focus of the Fall ELO to an academic focus with the incorporation of SEL development. In the spring, teachers needed supplies that were focused on building academic strategies and reducing gaps through hands-on materials and manipulatives.

Additional materials purchased this year for a new math Intervention teacher were not expected. Materials included math manipulatives and supplemental curriculum resources.

This year we conducted SST meetings for students identified as struggling prior to the global pandemic and those identified this school year. Substitute teachers were also needed for NWEA analysis because the program was new this year and each team needed individual guidance on interpreting the data and time for developing next steps.

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.

Student progress indicators shifted from i-Station's overall student progress to NWEA's RIT growth fall to spring model. Teachers will use NWEA assessment data to inform instructional needs. The Literacy Support Team and Math Intervention teacher will continue to work together to provide NWEA data driven support to students. They will monthly use data and anecdotal data to communicate with teachers progress and adjust student support as needed. The Literacy Support team will continue to provide push in/out support for 2nd-6th grades. The Math Intervention teacher will also collaborate with the Literacy Support team to ensure students are receiving support in both academic areas if needed. The collaborative approach will also strengthen grade level discussions regarding student needs and support. Kindergarten teachers will provide foundational literacy intervention to first grade students.

Bilingual Language Tutors will be coordinated with Literacy Support to maximize the support provided to students.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate:	Maintain an average attendance rate of 98%	Actual: ADA 91.67 %
P5 Chronic Absenteeism rate:	Reduce schoolwide chronic absenteeism rate to below 8%	Actual Chronic Absenteeism rate: 14.8%
P6 Pupil Suspension rate:	Maintain a Pupil Suspension Rate of 1.0% or lower.	Actual: Pupil Suspension rate: 0%
P6 Surveys of pupils, parents, teachers on sense of safety: Annual LCAP	2021-2022 LCAP Surveys: "Moderately Safe to Very Safe" Students - 90% or higher to "Very Safe" Parents - 93% or higher to "Very Safe" Staff - 93% or higher "Moderately Safe to Very Safe"	LCAP Student Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 30% responded "Almost Never" or "Once in a while"
P6 Surveys of pupils, parents, teachers on sense of safety: CHKS Survey	CHKS: 2021-2022 Increase +2% of students report they did not experience cyberbullying. Increase +10% of students report on average they know who can help them or how to problem solve. Increase +3% of students report when they need, they find someone to talk to some-all of the time.	*****CHKS Survey will no longer be used as a data source. Annual LCAP will be the new data source LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 69% responded "Not at all difficult"" or "Slightly difficult"
P6 Surveys of pupils, parents, teachers on sense of safety- BrightBytes	2021-2022 BrightBytes Survey: +10% 85% of students report teachers address respectful online behavior weekly-monthly.	*****BrightBytes Survey will no longer be used as a data source. Annual LCAP will be the new data source

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

LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 72% responded "Quite Well" or "Extremely Well"

Strategies/Activities for Goal 2**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

SUPERVISION AND SUPPORT
A. Continue follow-up training for supervisors in the strategies associated with PBIS.

B. Meet trimesterly with supervisors to discuss health and safety concerns on campus.

C. Teach specific behavioral skills (PBIS) and monitor student progress through referrals.

D. Include Supervisors in school-wide planning and decision making. (Added May 2020)

E. Provide resources for proper supervision and support of students.

Positive Behavior Intervention Support (PBIS)

A. Van Buren Elementary will continue to implement PBIS which focuses on school-wide discipline and expectations.

B. The PBIS/BSEL team meets regularly to review data and provide support and

Classified, Hourly
2000-2999: Classified
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$100

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2500

Supervision/Support-Classified,
Hourly
2000-2999: Classified
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$300

PBIS Supervision-Materials and
Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$3000

Teacher hourly/substitutes
1000-1999: Certificated
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$400

Materials and Supplies
4000-4999: Books And Supplies

Teacher hourly/substitutes
1000-1999: Certificated
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$0

PBIS/BSEL-Materials and
Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>resources for classroom management strategies.</p> <p>C. The PBIS/BSEL team will develop incentives to reinforce positive behaviors from students.</p> <p>D. The PBIS/BSEL team will brainstorm and develop strategies to meet the social and emotional needs of our students affected by the COVID-19 pandemic.</p>		<p>LCFF Suppl/Conc -- 0707 \$100</p> <p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$150</p> <p>PBIS-Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>
<p>SCHOOL SAFETY PLAN</p> <p>A. Create and revise the Safe School Plan containing three essential components: Assuring each student a safe physical environment.</p> <p>B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.</p> <p>C. Provide appropriate campus supervision.</p> <p>D. Participate in Red Ribbon Week Activities.</p> <p>E. Follow child abuse reporting procedures.</p> <p>F. Develop and practice routine disaster procedures.</p> <p>G. Maintain and acquire emergency/ disaster supplies.</p>		<p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Safe School-Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6000</p> <p>Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>H. Distribute the discrimination and harassment policy to employees, students, and parents.</p> <p>I. Approve School Safety Plan.</p>			
<p>HEALTH SERVICES</p> <p>A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.</p> <p>B. Support for a Healthy lifestyle will include: 100 Mile Club, PE, Kids Heart Challenge, soccer and basketball league, and Garden Committee</p> <p>C. A School Psychologist is employed part-time on the site to support Behavior support plans, IEP's, and student assessment.</p>		<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,947</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14947</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>
<p>Inviting Learning Environment</p> <p>A. Expand on the library makerspace known as the Eagle's Nest by providing reading zones, collaborative spaces and a space for independent exploration.</p>		<p>Inviting Learning Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p>	<p>Inviting Learning Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p>

Analysis

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

Creating an inviting learning environment in our new Eagle's Nest Makerspace in the library provided students a place where they could explore their imagination during library visits and recess.

Activity Supervisors were provided with professional development on social-emotional learning. We also meet each trimester to review school rules and expectations on the playground to provide clarity and consistency. As the year progressed, we modified and corrected practices to ensure students were provided with a safe and orderly experience in the playground and cafeteria.

Since the pandemic created some laps in safety routines, the Safe School Coordinator provided professional development for staff on crisis management, clarity of safety procedures and revising the safe school plan. Students and staff participated in routine emergency drills and Red Ribbon week. The focus on revisiting safety plans was important to restarting a safe school environment.

The Behavioral Health Specialist worked with students and staff on feeling comfortable back in the school setting and addressing student negative behavior toward peers. As students encountered difficulties adjusting, the Behavioral Specialist provided coaching to teachers and staff on topics such as bullying, helping students develop positive relationships with peers, the anxiety of coming back to full in-person learning and issues at home. Families also worked with the Behavioral Specialist on addressing concerns at home and at school. The Behavioral Specialist was an important aspect of the school being able to provide a socially emotional safe learning environment. Positive student behavior was acknowledged through golden ticket incentives.

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

On average, the Behavioral Health Specialist is on-campus four days a week to support students in real-time moments of student social-emotional crisis throughout the year. Selected students each month that demonstrated positive behavior were selected for Lunch with the Principal.

The Health Clerk was able to have an additional 3 hours, 4 days a week to support student health. Additional 2 hours of supervision was needed to support student behavior throughout the school day.

The annual Facility Inspection (FIT) report indicated a 100% Exemplary school rating.

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

There has been an estimated increase in actual expenditures toward Safe School Supplies, 2-way radios and printing due to replacing outdated, expired materials, supplies, and broken. A specific increase in printing was due to purchasing a printed privacy panel for the field due to safety concerns that occurred this school year. An unexpected purchase was due to purchasing 2-way radios that were not compatible with district-approved replacements. A decrease in expected expenditures on the 100 Mile Club supplies due to lower participation than in previous school years. Office staff needed additional work hours to conduct parent communication regarding attendance and COVID monitoring.

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

Changes to the goal will include professional development on PBIS through RCOE and district officials to develop a whole child approach that integrates PBIS and BSEL. The professional development needed will be for the initial team before transitioning mid year to professional development of teachers and staff. Support staff such as Activity Supervisors, Bilingual Tutors, Instructional Aides, Elementary Media Center Clerk and office staff will ensure that students are supported by all staff they encounter at Van Buren.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement: Annual LCAP Survey	2020-2021 LCAP Parent Engagement Survey participation increase. Increase satisfaction with the school to 75% Increase informed about classroom activities to 75% well informed	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 84% responded "Extremely Important" or "Quite Important"
P5 Student Engagement: Annual LCAP Survey	2020-2021 LCAP Student Engagement Survey participation increase.	For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities? 93% responded "Extremely Important" or "Quite Important"
P5 Student Engagement: Annual CHKS Survey	CHKS: 2020-2021 +2% 84% of students reported a teacher and other grown-ups at school care about them most-all of the time. 96% of students report an adult at school makes an effort to get to know them some-all of the time. 92% of our students reported adults in the school have high expectations for them. 89% of students report know where to go for help with a problem most-all of the time. Maintain 100% of our students report that teachers/other grown ups at the school believe they can do a good job.	LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" 64% responded "Belong quite a bit" or "Completely belong"

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6 Surveys of pupils, parents, teachers on sense of school connectedness	2021-2022 +2% 93% Report the school is a very-moderately welcoming environment. 100% Strongly Agree- Agree the climate and learning environment of the school is positive for everyone. 90% Strongly Agree-Agree the school has a collaborative culture. 88% State yes there are opportunities to get involved with school/district decision-making.	LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 60% responded "Quite Enthusiastic" or "Extremely Important"

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PARENT OUTREACH</p> <p>A. Assist parents in understanding academic content standards and academic achievement standards, state and local academic assessments, requirements of Title I and how to monitor a child's progress and work with educators to improve achievement.</p> <p>B. Distribute and discuss grade-level standards at Back to School Night, Parent-Conference meetings, Title 1 Parent Involvement Policy, GATE, SSC, PTA, ELAC, AVID, Coffee with the Principal and other committee meetings.</p> <p>C. Discuss student academic assessments with parents at Parent Conference meetings.</p> <p>D. Parent connection available to parents in the school office.</p>		<p>Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Materials and Supplies-- includes refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p> <p>BBQ Use</p>	<p>Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$670</p> <p>Parent Outreach: Materials and Supplies--includes refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$478</p> <p>Parent Outreach:Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>BBQ Use</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. Parent outreach includes Technology, Stress and Mental Health, Parent Academic Workshops, Parent Picnics, AVID Parent Meetings, Fall/Spring Festival, Trunk or Treat, Winter Performance, and Spring Talent Show.</p> <p>F. Invite parents to attend district/community events offered throughout the year.</p>		<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$453</p> <p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$331</p> <p>Translator/ Clerk Typist (.5) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32,000</p> <p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$1000</p> <p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$500</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Parent Outreach Events-Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Parent Outreach-Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$670</p> <p>Translator/ Clerk Typist (.5) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32,000</p> <p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$0</p> <p>Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$0</p>
<p>STUDENT ENGAGEMENT</p> <p>A. Organize sports leagues during recess for 5th and 6th graders.</p> <p>B. Grow and Maintain a school garden through the development of a Garden</p>		<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,118</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Committee to be comprised of Staff, Parents, and Students.</p> <p>C. Students in grades 4-6 are invited to participate in a weekly band class.</p> <p>D. 6th graders are chosen to announce and promote school events/news, inspirational messages, highlight PBIS skills, and the pledge of allegiance on a daily basis.</p> <p>E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Days, etc.</p> <p>F. Engaging school assemblies are being held to support character development, school safety, academics, anti-bullying, etc.</p>		<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>PARENT INPUT</p> <p>A. Parents will be informed of Van Buren's Title I, GATE program, EL program, and all other educational programs as well as monitoring and evaluation of SPSA.</p> <p>B. Parents are encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review current school programs and make recommendations.</p>			

Analysis

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

Parent communication was conducted through various means such as Class Dojo, Q Communication, Parent Square, school website and social media. The multiple method approach ensured that parent could receive information in multiple formats. Communication was utilized to inform parents of upcoming events, school celebrations, upcoming assessments and instructional learning

Due to COVID restrictions this year, full implementation of parent involvement events such as Truck-or-Treat, Fall Festival, Parent Picnics, and Winter Performances were not conducted. An alternative to the annual Truck-or-Treat was provided through a Drive-Thru event. As restrictions lifted parent participation on-campus allowed for essential parent meetings which included PTA meetings, ELAC, School Site Council, and IEPs. Parent representatives for ELAC and School Site Council attended district DAC and DELAC meetings and reported back to the respective councils. Another alternative to parent engagement on-campus during the restrictive portion of the year was the monthly Cafe con Maria in front of the school hosted by our Classified Ambassador. Our Classified Ambassador used the opportunity to highlight employment opportunities within the district, Adult school offerings and PICO services. Parents and staff recommendations request a return to annual events hosted on-campus prior to COVID restrictions.

Student involvement activities included Garden club, band, soccer league, volleyball league, Red Ribbon Week, Career Day, Healthy Heart Challenge, 100-Mile Club and spirit days. A new art club and girls club was developed in response to social issues among students in 4th and 5th grade. Positive student behavior was acknowledged through golden ticket incentives. Saturday School was revamped to include an SEL focus with engaging activities and incentives to entice students to attend.

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

Anecdotal feedback from parents and teachers indicates they prefer the ease of use of Class Dojo for one-to-one engagement between the parent and teacher in real-time. The school's Class Dojo account currently has 1,022 parents enrolled with 535 messages sent this school year. Parent communication was also provided through personal phone calls from Translator Clerks to clarify information sent home.

The final ELAC meeting for the school year had the most parent attendance due to combing ELAC meeting information and EL student Reclassification acknowledgments. Parents and staff SPSA recommendations request a return to annual events hosted on-campus prior to COVID restrictions.

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

Due to COVID restriction during the school year, we were unable to fully engage our families with on-campus events such as the Parent Picnic, Parent Workshops and festivals. The restrictions also caused student engagement activities to begin later in the year. The expenditures proposed for this school year were not fully realized due to the restrictions earlier in the school year.

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.

Feedback from educational partners all indicate a desire to have parent involvement increased through workshops and school events. A focus on fully engaging families through traditional Van Buren events will be a highlight this year. Workshops in particular are a highlighted request. Integrating parent workshops with student events will another method to engaging families while also supporting them with tools and resources to utilize at home with their children. In order to facilitate these workshops we will need to provide babysitting services, teacher hourly and supplies for "take and make" activities parents can do with their children at home.

As we focus on Literacy Support within the classroom, we also want to encourage reading at home through a parent check-out system of bilingual books in the primary grades. Funding will be needed to purchase bilingual books along with book bags that have resources for parents to encourage parent-child reading at home.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	224,146
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	497,850.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	146,540	0.00
Title I Parent Involvement -- 3010 1902	1,905	0.00
Title I District -- 500 3010	70,280	0.00
Title III LEP -- 4203	5,421	0.00
LCFF Suppl/Conc -- 0707	131,660	0.00
LCFF District -- 500 0707	142,044	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	142,044.00
LCFF Suppl/Conc -- 0707	131,660.00
Title I Basic -- 3010	146,540.00
Title I District -- 500 3010	70,280.00
Title I Parent Involvement -- 3010 1902	1,905.00
Title III LEP -- 4203	5,421.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	285,535.00
2000-2999: Classified Personnel Salaries	176,593.00
4000-4999: Books And Supplies	23,246.00
5000-5999: Services And Other Operating Expenditures	11,976.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	70,280.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	71,764.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	4,400.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	91,738.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	23,246.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	11,776.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	139,454.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	6,886.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	200.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	70,280.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,121.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	784.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,421.00

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
Veronica Gonzalez	Principal
Jennifer Hixon	Classroom Teacher
Heather Wright	Classroom Teacher
Maivel Gabra	Classroom Teacher
Julie Villasenor (Alternate)	Classroom Teacher
Monica Ramboz	Other School Staff
Michael Munoz	Parent or Community Member
Emily Maldonado	Parent or Community Member
James Feller	Parent or Community Member
Rachel Angeles	Parent or Community Member
Isabel Manriquez	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



English Learner Advisory Committee



Gifted and Talented Education Program Advisory Committee



Other: Safe Schools Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/22.

Attested:



Principal, Veronica Gonzalez on 5/23/22



SSC Chairperson, Maivel Gabra-Arroyo (Vice Chairperson) on 5/23/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Evaluation and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program