

School Year:

2021-22

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Van Buren Elementary
Address	9501 Jurupa Road Jurupa Valley, CA 92509-3513
County-District-School (CDS) Code	33 67090 6032239
Principal	Veronica Gonzalez
District Name	Jurupa Unified School District
SPSA Revision Date	April 20, 2021
Schoolsite Council (SSC) Approval Date	April 20, 2021
Local Board Approval Date	June 28, 2021

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 to commit to preparing all students for college readiness and success in a global society.

Vision:

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

School Profile

Describe The students and community and how school serves them.

The Story

As we have transitioned from hybrid learning due to the global pandemic to in-person instruction our focus will be on creating a learning environment that is supportive of students' academic and social-emotional needs. Each of our goals highlights our commitment to student achievement, parent involvement, and a learning community that is welcoming.

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

Van Buren Elementary is a TK-6, Title 1 Schoolwide school with an enrollment of 544 students. Van Buren school is located in Jurupa Valley, served by the Jurupa Unified School District. As specified under the requirements of FPM, 10% of Title I funding is allocated to provide high quality professional development, 1% for parent involvement, technical assistance, and teacher monitoring. Van Buren serves approximately 570 students in preschool through sixth grade. Our student population consists of 92.6% Hispanic or Latino, 5.8% White not Hispanic, and 0.2% African-American. The E.L. population at Van Buren is 44% and 84% of students are S.E.D. Van Buren Elementary has 27 teachers all of whom are fully credentialed. Van Buren has 22 regular TK-6 classes, one 4-6 SDC classes, two full-time Resource Specialists, and 2 full-time Literacy Support teachers. All students on the Van Buren campus have access to the core curriculum, including RSP, SDC, Speech, GATE, and LEP students. The curriculum is guided by the Common Core State Standards.

Differentiated curriculum is provided through a variety of teaching strategies and learning patterns including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Van Buren Elementary is an AVID elementary. This is a foundational component of the AVID College Readiness System. We have completed year 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 k-6. When provided a system of curriculum at this rigor with strategic support students have the best opportunity to be successful.

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

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

SPSA Highlights

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

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

- *Impact Teams
- *AVID
- *Primary Reading Intervention
- *Guided Reading Intervention
- *Inclusive practices to support special education students.
- *BSEL (Behavioral Social Emotional Learning)

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

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect

site needs. The Van Buren site leadership team composed of representatives from all grade levels and will collaborate with site administration to determine site priorities and SMART goals.

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

Similar to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through sixth. As in primary grades, bilingual tutors are being included in the trainings, instructional support, collaboration, and planning.

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

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

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

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

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

Greatest Needs

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

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

Performance Gaps

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

Purpose and Description

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

Schoolwide Program

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.17%	0.17%		1	1
African American	%	0.35%	0.34%		2	2
Asian	0.68%	0.69%	0.69%	4	4	4
Filipino	0.17%	0.17%	0.17%	1	1	1
Hispanic/Latino	92.06%	92.06%	91.9%	545	533	533
Pacific Islander	%	%	0%			0
White	4.73%	4.49%	4.83%	28	26	28
Multiple/No Response	2.20%	1.55%	0.52%	13	9	8
	Total Enrollment			592	579	580

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96	93	100
Grade 1	76	71	80
Grade 2	74	75	71
Grade3	83	84	71
Grade 4	83	90	83
Grade 5	79	84	87
Grade 6	101	82	88
Total Enrollment	592	579	580

Conclusions based on this data:

1. The Hispanic/ Latino student group remained the same after a decrease last year.
2. Student Enrollment grew by 1 student.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	261	253	227	44.1%	43.7%	39.1%
Fluent English Proficient (FEP)	80	81	97	13.5%	14.0%	16.7%
Reclassified Fluent English Proficient (RFEP)	31	9	36	11.7%	3.4%	14.2%

Conclusions based on this data:

1. Our English Learner population has steadily declined over the last 3 years.
2. Our Fluent English Proficient (FEP) students grew by 16%.
3. Reclassified Fluent English Proficient (RFEP) increased by 10.8%.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	87	85	77	87	84	77	87	84	96.3	100	98.8
Grade 4	89	87	88	85	87	87	85	87	87	95.5	100	98.9
Grade 5	97	78	85	96	78	84	96	78	83	99	100	98.8
Grade 6	84	101	83	81	101	83	81	101	83	96.4	100	100
All Grades	350	353	341	339	353	338	339	353	337	96.9	100	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2348.6	2368.1	2369.2	7.79	3.45	2.38	10.39	18.39	20.24	18.18	28.74	29.76	63.64	49.43	47.62
Grade 4	2420.8	2406.1	2397.3	4.71	10.34	1.15	27.06	14.94	17.24	22.35	17.24	22.99	45.88	57.47	58.62
Grade 5	2412.9	2453.4	2433.1	2.08	6.41	6.02	11.46	25.64	13.25	23.96	26.92	26.51	62.50	41.03	54.22
Grade 6	2484.4	2474.9	2502.7	1.23	0.99	4.82	28.40	26.73	38.55	35.80	35.64	27.71	34.57	36.63	28.92
All Grades	N/A	N/A	N/A	3.83	5.10	3.56	19.17	21.53	22.26	25.07	27.48	26.71	51.92	45.89	47.48

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.49	5.75	5.95	27.27	41.38	55.95	66.23	52.87	38.10
Grade 4	8.24	9.20	5.75	51.76	39.08	44.83	40.00	51.72	49.43
Grade 5	4.17	10.26	6.02	40.63	41.03	44.58	55.21	48.72	49.40
Grade 6	7.41	4.95	10.84	45.68	45.54	55.42	46.91	49.50	33.73
All Grades	6.49	7.37	7.12	41.59	41.93	50.15	51.92	50.71	42.73

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.39	6.90	7.14	28.57	35.63	44.05	61.04	57.47	48.81
Grade 4	10.59	11.49	5.75	49.41	39.08	42.53	40.00	49.43	51.72
Grade 5	3.13	12.82	16.87	45.83	48.72	37.35	51.04	38.46	45.78
Grade 6	4.94	4.95	14.46	56.79	49.50	53.01	38.27	45.54	32.53
All Grades	7.08	8.78	10.98	45.43	43.34	44.21	47.49	47.88	44.81

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.19	6.90	4.76	59.74	59.77	67.86	35.06	33.33	27.38
Grade 4	4.71	5.75	4.60	54.12	63.22	70.11	41.18	31.03	25.29
Grade 5	5.21	5.13	6.02	52.08	62.82	46.99	42.71	32.05	46.99
Grade 6	3.70	1.98	9.64	67.90	69.31	68.67	28.40	28.71	21.69
All Grades	4.72	4.82	6.23	58.11	64.02	63.50	37.17	31.16	30.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.49	4.60	3.57	32.47	51.72	44.05	61.04	43.68	52.38
Grade 4	8.24	11.49	3.45	57.65	41.38	43.68	34.12	47.13	52.87
Grade 5	4.17	10.26	6.02	31.25	46.15	40.96	64.58	43.59	53.01
Grade 6	12.35	9.90	15.66	50.62	63.37	63.86	37.04	26.73	20.48
All Grades	7.67	9.07	7.12	42.77	51.27	48.07	49.56	39.66	44.81

Conclusions based on this data:

- Overall ELA CAASPP data reveals an increase in the percent of students in all grades that exceeded the standard. However, with the exception of 3rd grade and 6th grade there was a small decrease in the percent of students that exceeded the standard.
- ELA CAASPP data reveals the need to continue to focus in the area of Demonstrating Understanding of Literary and Non-fictional Texts. To address these needs, guided reading groups will be continued and RAZ kids and Reading A to Z readers will continue to be provided as supplemental resources. In addition, they can utilize the CLOSE reading strategy throughout all ELA instruction. Step up to Writing will be universally taught to provide vertical articulation and provide consistency across the grade levels.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	87	85	80	87	84	80	87	84	100	100	98.8
Grade 4	89	87	88	86	87	86	86	87	86	96.6	100	97.7
Grade 5	97	78	85	97	78	84	97	78	84	100	100	98.8
Grade 6	84	101	83	83	101	83	83	101	83	98.8	100	100
All Grades	350	353	341	346	353	337	346	353	337	98.9	100	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.8	2393.6	2391.7	3.75	6.90	8.33	26.25	17.24	21.43	22.50	36.78	22.62	47.50	39.08	47.62
Grade 4	2415.8	2415.0	2419.7	2.33	6.90	1.16	16.28	10.34	15.12	37.21	34.48	40.70	44.19	48.28	43.02
Grade 5	2422.1	2445.4	2417.9	1.03	3.85	3.57	5.15	8.97	4.76	29.90	30.77	27.38	63.92	56.41	64.29
Grade 6	2447.8	2463.3	2463.4	4.82	1.98	2.41	9.64	8.91	15.66	22.89	39.60	27.71	62.65	49.50	54.22
All Grades	N/A	N/A	N/A	2.89	4.82	3.86	13.87	11.33	14.24	28.32	35.69	29.67	54.91	48.16	52.23

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	17.24	15.48	37.50	33.33	34.52	50.00	49.43	50.00
Grade 4	9.30	12.64	5.81	23.26	24.14	33.72	67.44	63.22	60.47
Grade 5	4.12	7.69	5.95	21.65	24.36	17.86	74.23	67.95	76.19
Grade 6	6.02	3.96	6.02	20.48	30.69	30.12	73.49	65.35	63.86
All Grades	7.80	10.20	8.31	25.43	28.33	29.08	66.76	61.47	62.61

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.25	12.64	11.90	37.50	35.63	44.05	51.25	51.72	44.05
Grade 4	6.98	8.05	4.65	41.86	31.03	37.21	51.16	60.92	58.14
Grade 5	1.03	7.69	5.95	31.96	39.74	32.14	67.01	52.56	61.90
Grade 6	3.61	3.96	2.41	39.76	39.60	42.17	56.63	56.44	55.42
All Grades	5.49	7.93	6.23	37.57	36.54	38.87	56.94	55.52	54.90

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.75	10.34	7.14	48.75	51.72	51.19	42.50	37.93	41.67
Grade 4	4.65	5.75	4.65	46.51	41.38	44.19	48.84	52.87	51.16
Grade 5	1.03	1.28	2.38	31.96	39.74	39.29	67.01	58.97	58.33
Grade 6	8.43	5.94	8.43	28.92	36.63	44.58	62.65	57.43	46.99
All Grades	5.49	5.95	5.64	38.73	42.21	44.81	55.78	51.84	49.55

Conclusions based on this data:

- Overall Math CAASPP data reveals an increase of the percent of all students in exception to sixth grade that exceeded the standards.

2. Overall Math CAASPP data reveals that Communicating Reasoning Demonstrating ability to support Mathematical conclusions needs more support. Math review and reflections regarding math solutions will continue to be a focus to help strengthen students' understanding of this concept. Despite Concepts and Procedures continue to be a struggle there was a slightly bigger improvement on scores from years past. Staff development will continue to be provided in these areas to continue the increase in trajectory.

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1432.9	1436.0	1444.3	1446.3	1406.0	1411.6	47	42
Grade 1	1478.1	1459.7	1495.7	1464.3	1459.9	1454.6	37	30
Grade 2	1481.2	1463.4	1487.9	1471.0	1474.0	1455.3	31	23
Grade 3	1486.1	1481.4	1474.9	1481.8	1496.7	1480.6	37	23
Grade 4	1495.8	1494.2	1492.6	1484.8	1498.4	1503.1	36	37
Grade 5	1517.7	1498.0	1503.8	1493.3	1531.1	1502.2	36	30
Grade 6	1511.5	1540.3	1491.3	1538.9	1531.1	1541.3	40	35
All Grades							264	220

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.91	11.90	29.79	59.52	29.79	26.19	*	2.38	47	42
1	51.35	10.00	29.73	40.00	*	43.33	*	6.67	37	30
2	35.48	0.00	41.94	43.48	*	47.83	*	8.70	31	23
3	*	0.00	43.24	43.48	29.73	47.83	*	8.70	37	23
4	*	5.41	47.22	43.24	*	35.14	*	16.22	36	37
5	*	6.67	72.22	16.67	*	56.67	*	20.00	36	30
6	*	25.71	30.00	40.00	27.50	31.43	*	2.86	40	35
All Grades	23.86	9.55	41.29	41.82	21.59	39.55	13.26	9.09	264	220

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.43	14.29	31.91	57.14	*	23.81	*	4.76	47	42
1	70.27	20.00	*	40.00	*	36.67	*	3.33	37	30
2	61.29	8.70	*	69.57	*	13.04	*	8.70	31	23
3	*	21.74	37.84	56.52	29.73	13.04	*	8.70	37	23
4	36.11	5.41	36.11	67.57	*	13.51	*	13.51	36	37
5	33.33	16.67	55.56	53.33	*	20.00		10.00	36	30
6	27.50	42.86	37.50	40.00	*	17.14	*	0.00	40	35
All Grades	40.15	18.64	34.47	54.55	17.80	20.00	7.58	6.82	264	220

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	23.40	38.10	40.43	50.00	*	4.76	47	42
1	*	3.33	32.43	36.67	*	43.33	*	16.67	37	30
2	*	0.00	*	21.74	*	43.48	*	34.78	31	23
3		0.00	32.43	21.74	35.14	56.52	32.43	21.74	37	23
4	*	8.11	30.56	18.92	30.56	45.95	36.11	27.03	36	37
5	*	6.67	50.00	10.00	*	43.33	*	40.00	36	30
6	*	11.43	27.50	28.57	*	37.14	35.00	22.86	40	35
All Grades	14.39	5.91	31.82	25.91	30.68	45.45	23.11	22.73	264	220

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	17-18	18-19	17-18	18-19	17-18	18-19
K	57.45	14.29	31.91	80.95	*	4.76	47	42
1	78.38	43.33	*	50.00	*	6.67	37	30
2	58.06	17.39	35.48	78.26	*	4.35	31	23
3	*	13.04	72.97	65.22	*	21.74	37	23
4	*	24.32	69.44	59.46	*	16.22	36	37
5	33.33	10.00	63.89	70.00	*	20.00	36	30
6	37.50	17.14	47.50	65.71	*	17.14	40	35
All Grades	43.56	20.00	48.11	67.27	8.33	12.73	264	220

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	17-18	18-19	17-18	18-19	17-18	18-19
K	36.17	26.19	61.70	64.29	*	9.52	47	42
1	40.54	6.67	54.05	86.67	*	6.67	37	30
2	70.97	13.04	*	78.26	*	8.70	31	23
3	32.43	39.13	40.54	56.52	*	4.35	37	23
4	58.33	5.41	*	86.49	*	8.11	36	37
5	47.22	26.67	52.78	70.00		3.33	36	30
6	27.50	65.71	55.00	34.29	*	0.00	40	35
All Grades	43.56	26.36	45.08	67.73	11.36	5.91	264	220

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.38	78.72	92.86	*	4.76	47	42
1	37.84	16.67	43.24	50.00	*	33.33	37	30
2	*	4.35	35.48	65.22	*	30.43	31	23
3	*	0.00	54.05	43.48	43.24	56.52	37	23
4		5.41	47.22	48.65	52.78	45.95	36	37
5	*	6.67	69.44	46.67	*	46.67	36	30
6	*	11.43	35.00	34.29	50.00	54.29	40	35
All Grades	16.29	6.82	53.03	55.91	30.68	37.27	264	220

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	17-18	18-19	17-18	18-19	17-18	18-19
K	53.19	54.76	36.17	35.71	*	9.52	47	42
1	*	6.67	64.86	86.67	*	6.67	37	30
2	*	4.35	80.65	69.57	*	26.09	31	23
3	*	8.70	70.27	86.96	*	4.35	37	23
4	38.89	16.22	44.44	64.86	*	18.92	36	37
5	44.44	6.67	52.78	60.00	*	33.33	36	30
6	*	42.86	72.50	57.14	*	0.00	40	35
All Grades	31.06	23.18	59.09	63.18	9.85	13.64	264	220

Conclusions based on this data:

- Overall, in Language Domain, there is a higher percent of students in 5th grade whom are performing at level 2 Early Intermediate.
- With Listening, Speaking, Reading, and Writing Domains, a higher percent of students across grades performing at Somewhat/Moderately level present.

3. More support is needed in Written, Listening and Reading Domain with a higher percent of students performing at the Beginning level.

School and Student Performance Data

Student Population

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

2018-19 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
579	83.2	43.7	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.

2018-19 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	253	43.7
Foster Youth	4	0.7
Socioeconomically Disadvantaged	482	83.2
Students with Disabilities	57	9.8

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	2	0.3
American Indian	1	0.2
Asian	4	0.7
Filipino	1	0.2
Hispanic	533	92.1
Two or More Races	3	0.5
White	26	4.5

Conclusions based on this data:

1. Van Buren's English learner population has decreased.
2. Van Buren's socioeconomically disadvantaged population has decreased to 83.2%
3. Van Buren's Hispanic population continues to be above 90%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Yellow

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest Performance



Red



Orange



Yellow



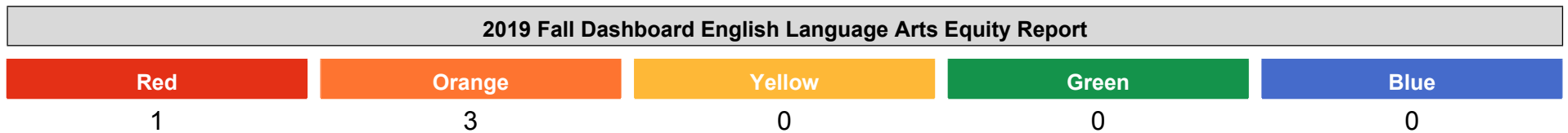
Green



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 ++19 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:

- Overall, Van Buren Students maintained with 0.4% points in the area of ELA as measured by the California Dashboard. We will continue support with additional materials for differentiated guided reading groups and professional development to help increase and or maintain students' performance.

2. The English Learner and students with disabilities subgroups are experiencing the greatest difficulty on CAASPP. More inclusive practices are being employed to assist students with disabilities have supported the increase of progress with this subgroup. Integrating ELD throughout the day as well as professional development on differentiation for English Learners will continue to be emphasized.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest Performance



Red



Orange



Yellow



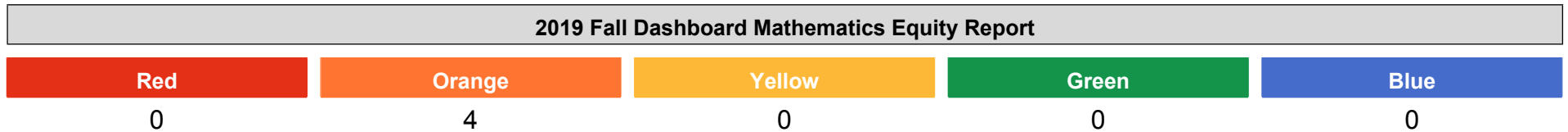
Green



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

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

Conclusions based on this data:

- Overall, Van Buren showed a 4.9% decrease in Mathematics as measured by CAASPP. Student with Disabilities demonstrated the most growth amongst the significant subgroups. Continued emphasis on a Balanced Math curriculum will be employed. Integrating writing throughout the math block will be emphasized.

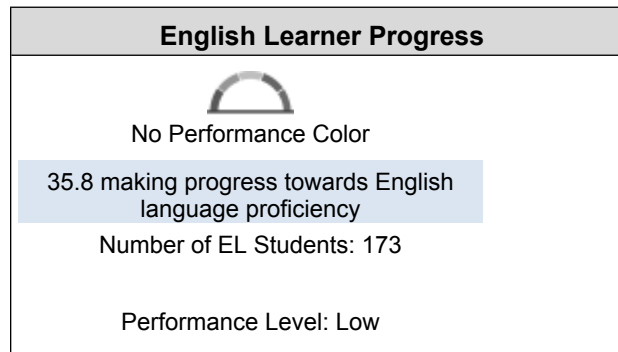
2. The greatest distance from met is also students with disabilities according to the California Dashboard. Inclusive practices are implemented when appropriate to allow students with disabilities to experience a rigor equivalent to the CAASPP assessment.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

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. English Learners are responding positively to positive behavior supports and interventions which is reflected in a low suspension rate. Current practices will continue.
2. English Learners are progressing. The use of designated and integrated ELD as well as Bilingual Tutors will continue.
3. English Learners demonstrated a decline on the CAASPP for ELA and Mathematics. English Learners declined 4.9 points for Mathematics and 5.1 points for ELA.

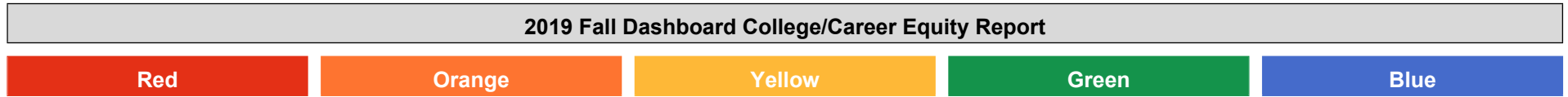
School and Student Performance Data

Academic Performance College/Career

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 on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance



Red



Orange



Yellow



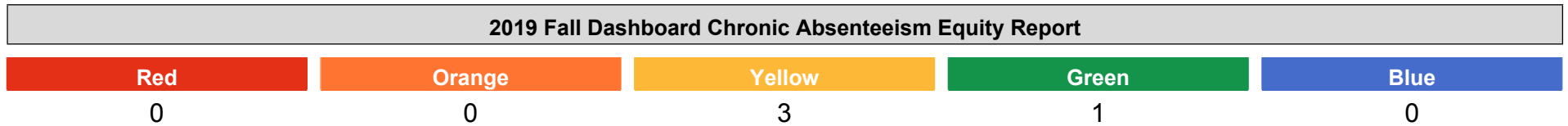
Green



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 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. The site provides incentives to encourage positive attendance. These include, attendance trophies, parties, and awards. In addition, 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.
2. Overall, students are responding well to incentives and chronic absenteeism is declining.
3. The Students with Disabilities subgroup continue to be more chronically absent compared to other subgroups.

School and Student Performance Data

Academic Engagement Graduation Rate

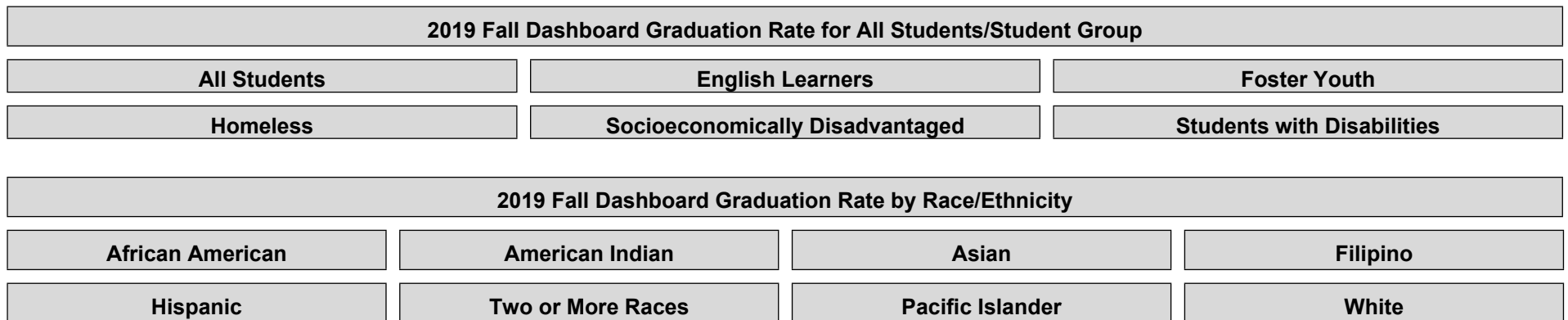
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

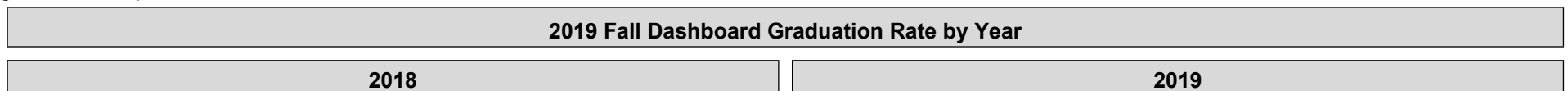
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest Performance



Red



Orange



Yellow



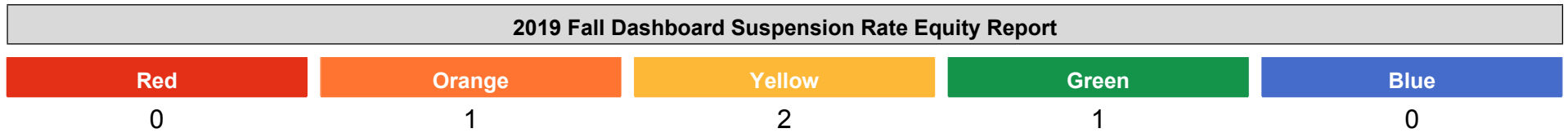
Green



Blue

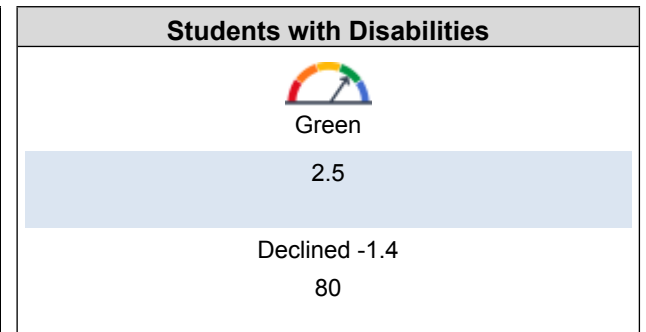
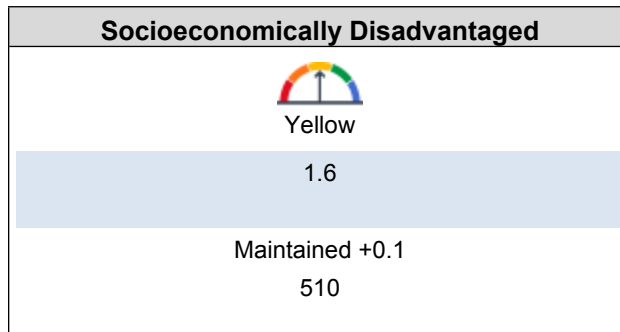
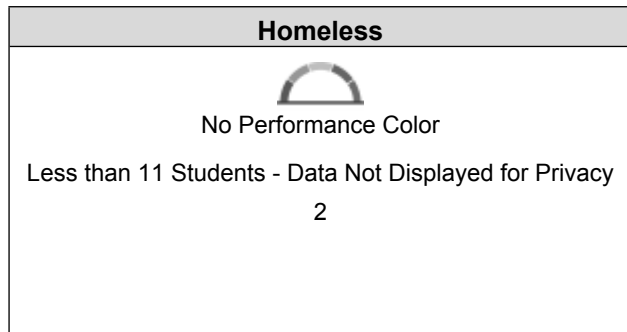
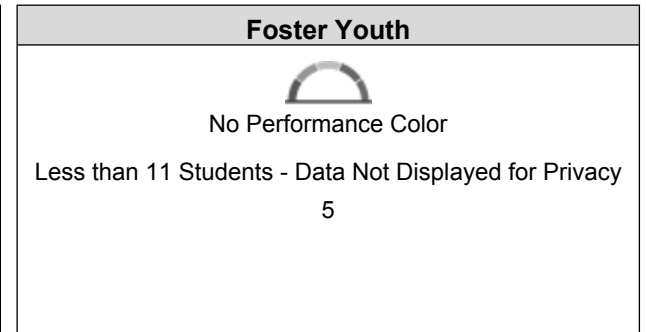
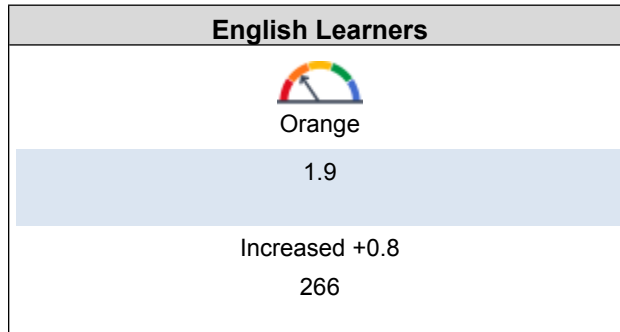
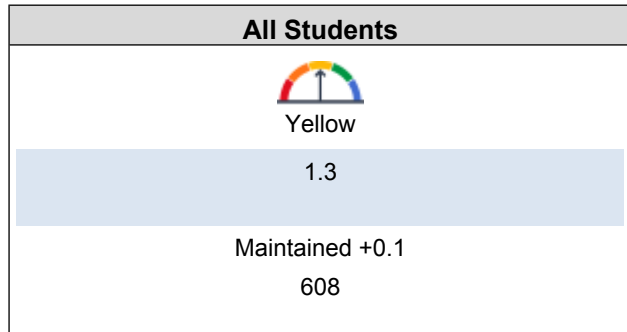
Highest Performance

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. Continued focus on Behavior Support Plans and mental health support are used to address Students with Disabilities experiencing behavior issues.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

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

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

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments-CAASPP ELA	CAASPP ELA Actual Progress, Fall 2019 School: -59.6 points below standard; Maintained - 1.5 points SED: -63 points below standard; Maintained -1.8 points	Due to CAASPP pause in 2019-2020 and 2020-2021, a new baseline will be set when CAASPP resumes in Spring of 2022.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: -75.1 points below standard; Declined -6.5 points SWD: -115 points below standard; Increased Significantly 17.9 points	
P4 Statewide Assessments-CAASPP Math	CAASPP Math Actual Progress, Fall 2019 School: -76.7 points below standard; Declined -4.9 points SED: -80.3 points below standard; Decreased -4.3 points EL: -85 points below standard; Decreased -4.9 points SWD: -144.8 points below standard; Increased 13.9 points	Due to CAASPP pause in 2019-2020 and 2020-2021, a new baseline will be set when CAASPP resumes in Spring of 2022.
P4 Statewide Assessments-ELPAC	ELPAC data to be released in summer 2021	+ 3 in all areas in Fall 2021 due to 2020 ELPAC cancellation English Learner Actual Progress 38.8% making progress towards English language proficiency ELs Who Decreased at Least One ELPI Level: 24.7% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 36.4% ELs who Maintained ELPI Level 4: 0.5% ELs who Progressed at Least One ELPI Level: 38.2%
P8 DIBELS	DIBELS: Due to the global pandemic, DIBELS was not used during the 2020-2021 school year. (Baseline Data from February 2020) Kindergarten: For the School year 2019-2020 focusing on PSF <ul style="list-style-type: none"> • Intensive support decreased by 0.2% to 28.2% • Strategic support increased by 15.4% 35.2% • Core support decreased by 15.3% to 36.6% 	Dibels return in the 2021-2022 school year; A new baseline will be set at that time.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1st Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 2.5% to 36.6% Strategic support decreased by 4.4% to 15.9% Core support increased by 7% to 47.6% <p>2nd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 9.1% to 32.8% Strategic support increased by 6.2 to 22.4% Core support increased by 2.9% to meet 44.8% <p>3rd Grade: DORF</p> <ul style="list-style-type: none"> Intensive support decreased by 1.5% to meet 40.0% Strategic support decreased by 0.5% to 21.5% Core support increased by 1.9% to 38.5% 	
P8 SBAC Reading Claim #1	SBAC Reading Claim #1 School year 2018-2019 57% Near or Above Standard	+3 Reading Claim #1 in Fall 2021 due to 2020 cancellation 60% Near or Above Standard
P8 HMH Reading Inventory Read 180-6th Grade Only	<p>10% Advanced 9% Proficient 34% Basic 47% Below Basic</p> <p>The results of the 2020/21 Reading Inventory will be used to establish a baseline to measure the Lexi level growth from 6th grade to middle school.</p>	Increase Lexile Level of 800+
P8 Mathematics Diagnostic Testing Project (MDTP)-6th Grade Only	<p>MDTP May 2021</p> <p>The average score on the MDTP for 6th graders was 31%.</p> <p>The results of the 2020/21 MDTP will be used to establish a baseline to measure the progress 6th-</p>	Increase of average score by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																												
	grade students on their mastery of Mathematics standards.																													
P8 ELA iStation Indicators of Progress (ISIP)-3rd-5th Only	iStation ELA results for May 2021 <table border="1"> <thead> <tr> <th></th> <th>Tier 1</th> <th>Tier 2</th> <th>Tier 3</th> </tr> </thead> <tbody> <tr> <td>Kinder=</td> <td>24%</td> <td>24%</td> <td>51%</td> </tr> <tr> <td>First=</td> <td>25%</td> <td>27%</td> <td>47%</td> </tr> <tr> <td>Second=</td> <td>32%</td> <td>27%</td> <td>41%</td> </tr> <tr> <td>Third=</td> <td>35%</td> <td>26%</td> <td>38%</td> </tr> <tr> <td>Fourth=</td> <td>31%</td> <td>21%</td> <td>47%</td> </tr> <tr> <td>Fifth=</td> <td>36%</td> <td>23%</td> <td>41%</td> </tr> </tbody> </table>		Tier 1	Tier 2	Tier 3	Kinder=	24%	24%	51%	First=	25%	27%	47%	Second=	32%	27%	41%	Third=	35%	26%	38%	Fourth=	31%	21%	47%	Fifth=	36%	23%	41%	Overall increase of Tier 3 students by 10% toward Tier 2. Overall increase of Tier 2 students by 8% toward Tier 1.
	Tier 1	Tier 2	Tier 3																											
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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.	X All Students	Elementary Media Center Clerk (EMCC) (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53,275
B. Professional development to support initiatives such as AVID, Digital Gateway(technology, 1:1 Chromebook for K-6), Balanced Math, Guided		Materials and Supplies

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.

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.

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2610

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

Action 1.2

INTERVENTIONS

X

Modified Action

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	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 with an Intervention teacher and Bilingual Tutor. (Note: Modified - LANGUAGE! will no longer be used)	<u>X</u> Other student group(s) Students with Disabilities	Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,229
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.		Salary, CSR Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,288
D. Professional development to support intervention initiatives will be provided.		Salary, CS Tchr (.5 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,288
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.		Salary, CSR Tchr (Intervention) (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$118,386
F. In response to ELA/math data, Extended Learning Opportunities (ELO) will be examined as an option to support students.		Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000
G. GATE enrichment activities/lessons provided to students/parents at multiple points during the year.		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
<p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. SDAIE and GLAD strategies) will be provided over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels at 3 points during the school year using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish. Bilingual Language Tutors will be trained in addressing Reading foundation skills.</p> <p>G. Professional development to support ELs/ELD program will be provided during select staff meetings.</p>	<p><u>X</u> Other student group(s) English Learners</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 \$250</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$2500</p>

Action 1.4

RESOURCES

	<u>X</u>	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><u>X</u> All Students</p> <p><u>X</u> Other student group(s) English Learners</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</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)

D. Technology and software support for classroom integration and potential Distance Learning Opportunities (Note: Modified for potential Distance Learning)

Print Shop
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$1,600

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

	<u>X</u>	Modified Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Preschool students in the Spring. All information will be sent in both English and Spanish. Van Buren will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish. (Note: Modified: Due to registration being at the Parent Center it has been difficult to coordinate the dates).</p> <p>D. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Head Start/Preschool</p>	<p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p>

Action 1.6

COMMUNICATION ENHANCEMENT PROGRAM

	<u>X</u>	Unchanged Action	
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Planned Actions/Services

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

Students to be served

- X All Students
- X Other student group(s) Students with Disabilities

Budget and Source

--

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Continued coaching from a Behavior Specialist will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with maladaptive behaviors. Bullying presentations will be made in fall and spring to educate students on the characteristics, harm, and support of bullying. Cognitive Behavioral Intervention for Trauma in schools is being explored for 6th grade. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate:	Actual: ADA 98.59 %	Maintain an average attendance rate of 98%
P5 Chronic Absenteeism rate:	Actual Chronic Absenteeism rate: 15%	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	Actual 2020-2021 LCAP Survey: Parents: 100% Moderately Safe Students: 100% Moderately Safe to Very Safe Staff: 91% Moderately Safe to Very Safe *Low response rate due to pandemic	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"
P6 Surveys of pupils, parents, teachers on sense of safety: CHKS Survey	CHKS: 2020-2021	CHKS: 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	96% of students report they did not experience cyberbullying. 62% of students report on average they know who can help them or how to problem solve. 87% of students report when they need, they find someone to talk to some-all of the time.	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.
P6 Surveys of pupils, parents, teachers on sense of safety- BrightBytes	BrightBytes Survey administered in 2021 reflect: 75% of students report teachers address respectful online behavior weekly-monthly. *Low response rate due to pandemic	2021-2022 BrightBytes Survey: +10% 85% of students report teachers address respectful online behavior weekly-monthly.

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	
B. Meet trimesterly with supervisors to discuss health and safety concerns on campus.		Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100
C. Teach specific behavioral skills (PBIS) and monitor student progress through referrals.		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500
D. Include Supervisors in school-wide planning and decision making. (Added May 2020)		
E. Provide resources for proper supervision and support of students.		

Action 2.2

Positive Behavior Intervention Support (PBIS)

	<u>X</u>	New Action	
	<u>X</u>	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.	<u>X</u> 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

	<u>X</u>	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	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100
B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.		Emergency/ Disaster Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
C. Provide appropriate campus supervision.		
D. Participate in Red Ribbon Week Activities.		

- E. Follow child abuse reporting procedures.
- F. Develop and practice routine disaster procedures.
- G. Maintain and acquire emergency/ disaster supplies.
- H. Distribute the discrimination and harassment policy to employees, students, and parents.
- I. Approve School Safety Plan.

Action 2.4

HEALTH SERVICES

Modified Action

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.	<input checked="" type="checkbox"/> All Students	Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,947
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

A. Expand on the library makerspace known as the Eagle's Nest by providing reading zones, collaborative spaces and a space for independent exploration.

X 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:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement: Annual LCAP Survey	Actual 2020-2021 LCAP Survey: Parent Engagement: 100% report they feel welcomed at the school. 50% report they are moderately satisfied with the school 50% report they are satisfied with the school 100% report the front office is moderately effective in communicating with parents 100% report they are very well informed with schoolwide activities 100% report they are moderately informed about classroom activities *Low response rate due to pandemic	2020-2021 LCAP Parent Engagement Survey participation increase. Increase satisfaction with the school to 75% Increase informed about classroom activities to 75% well informed
P5 Student Engagement: Annual LCAP Survey	Actual 2020-2021 LCAP Survey: Student Engagement 100% Report an adult at school cares about them.	2020-2021 LCAP Student Engagement Survey participation increase.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>100% Report they like coming to school. 100% Report students are nice to each other. 100% Report they have a grown-up who helps them when they need it. *Low response rate due to pandemic</p>	
P5 Student Engagement: Annual CHKS Survey	<p>CHKS: 2020-2021</p> <p>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. 100% of students report that teachers/other grown-ups at the school believe they can do a good job. 89% of students report know where to go for help with a problem most-all of the time.</p>	<p>CHKS: 2020-2021 +2%</p> <p>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.</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness	<p>Actual 2020-2021 LCAP Survey: Staff</p> <p>91% 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. 88% Strongly Agree-Agree the school has a collaborative culture. 86% State yes there are opportunities to get involved with school/district decision-making.</p>	<p>2021-2022 +2%</p> <p>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.</p>

Planned Strategies/Activities

Action 3.1

PARENT OUTREACH

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Assist parents in understanding academic content standards and academic achievement standards, state and local academic assessments, requirements of Title I and how to monitor a child's progress and work with educators to improve achievement.</p> <p>B. Distribute and discuss grade-level standards at Back to School Night, Parent-Conference meetings, Title 1 Parent Involvement Policy, GATE, SSC, PTA, ELAC, AVID, Coffee with the Principal and other committee meetings.</p> <p>C. Discuss student academic assessments with parents at Parent Conference meetings.</p> <p>D. Parent connection available to parents in the school office.</p> <p>E. Parent outreach includes Technology, Stress and Mental Health, Parent Academic Workshops, Parent Picnics, AVID Parent Meetings, Fall/Spring Festival, Trunk or Treat, Winter Performance, and Spring Talent Show.</p> <p>F. Invite parents to attend district/community events offered throughout the year.</p>	<p><u>X</u> All Students</p>	<p>Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Materials and Supplies--includes refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p> <p>BBQ Use 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$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>

Hourly, Classified, Babysitting
 2000-2999: Classified Personnel Salaries
 Title III LEP -- 4203
 \$1000
 Parent Workshops
 5800: Professional/Consulting Services And
 Operating Expenditures
 Title III LEP -- 4203
 \$500

Action 3.2
 STUDENT ENGAGEMENT

X Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Organize sports leagues during recess for 5th and 6th graders.

X All Students

B. Grow and Maintain a school garden through the development of a Garden Committee to be comprised of Staff, Parents, and Students.

C. Students in grades 4-6 are invited to participate in a weekly band class.

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.

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.

F. Engaging school assemblies are being held to support character development, school safety, academics, anti-bullying, etc.

Hourly, Teacher
 1000-1999: Certificated Personnel Salaries
 Title I Parent Involvement -- 3010 1902
 \$1,118
 Materials and Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$2000
 Hourly, Teacher
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$6000

Action 3.3
 PARENT INPUT

X Modified Action

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

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.

X All Students

B. Parents are encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review current school programs and make recommendations.

Annual Evaluation and Update

SPSA Year Reviewed: 2020-21

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments-CAASPP ELA	+ 3 in all areas in Fall 2021 due to 2020 CAASPP cancellation CAASPP ELA Actual Progress, School: -56.6 points below standard SED: -60 points below standard EL: -72.1 points below standard SWD: -112 points below standard	2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set due to CAASPP cancellation in Spring of 2020.
P4 Statewide Assessments-CAASPP Math	+ 3 in all areas in Fall 2021 due to 2020 CAASPP cancellation CAASPP Math Actual Progress School: -74.7 points below standard SED: -77.3 points below standard EL: -82 points below standard; SWD:-141.8 points below standard	2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set due to CAASPP cancellation in Spring of 2020.
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%	2021-22 Expected outcome: Based on possible ELPAC data, student outcomes will be adjusted. New baseline will be set due to ELPAC cancellation in Spring of 2020.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8 Other student outcomes-DIBELS	<p>DIBELS: For school year 2020-2021 +1.5%</p> <p>Kindergarten: For the School year 2020-2021 focusing on PSF</p> <ul style="list-style-type: none"> • Intensive support decreased by 1.5 to 26.7% • Strategic support decreased by 1.5% 33.7% • Core support increased by 1.5% to 38.1% <p>1st Grade: DORF</p> <ul style="list-style-type: none"> • Intensive support decreased by 1.5 to 35.1% • Strategic support decreased by 1.5% 14.4% • Core support increased by 1.5% to 49.1% <p>2nd Grade: DORF</p> <ul style="list-style-type: none"> • Intensive support decreased by 1.5 to 31.3% • Strategic support decreased by 1.5% 20.9% • Core support increased by 1.5% to 46.3% <p>3rd Grade: DORF</p> <ul style="list-style-type: none"> • Intensive support decreased by 1.5 to 38.5% • Strategic support decreased by 1.5% 20% • Core support increased by 1.5% to 40% 	<p>2021-22 Expected outcome: Based on possible DIBELS data, student outcomes will be adjusted. DIBELS not implemented in 2020-2021 school year. Assessment changed to iStation.</p>
P8 Other student outcomes-SBAC Reading Claim #1	+3 Reading Claim #1 in Fall 2021 due to 2020 cancellation 60% Near or Above Standard	<p>2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set due to CAASPP cancellation in Spring of 2020.</p>
P8 DIBELS		<p>2021-22 Expected outcome: Based on possible DIBELS data, student outcomes will be adjusted.</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

DIBELS not implemented in 2020-2021 school year. Istation used for data, instead.

Strategies/Activities for Goal 1

**Planned
Actions/Services**

CSS & NGSS IMPLEMENTATION
 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

**Actual
Actions/Services**

A. Professional development was optional and offered by the district through Alludo. Due to the 2020-2021 global pandemic, specific site professional development for ELA/Math CSS and NGSS was not provided.
 B. Professional development to support initiatives such as Digital Gateway(technology, 1:1 Chromebook for K-6), Balanced Math, Guided Reading, and Step Up was offered through our district weekly training and optional through Alludo. Three of our teachers attended an AVID training series through the county office. (Note: Modified- IMPACT team strategy training did not take place in 1st grade, but continued support continued to be provided for Grades 2, 3, 4 & 5 to build assessment capable learners)
 C. The principal coordinated & monitored all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.
 D. ELA/Math UOS were implemented in classes during

**Budgeted
Expenditures**

Elementary Media Center Clerk (EMCC) (1.0)
 2000-2999: Classified Personnel Salaries
 LCFF District -- 500 0707
 \$56474
 Materials and Supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$2500
 Substitute Teachers
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$5,808
 Substitute Teachers
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$653
 Printing Supplies
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$2,000
 Materials/ Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$5368
 Salary, Clerk, hrly

**Estimated Actual
Expenditures**

Elementary Media Center Clerk (EMCC) (1.0)
 2000-2999: Classified Personnel Salaries
 LCFF District -- 500 0707
 \$56474
 Materials and Supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$2500
 Substitute Teachers
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$1,321
 Substitute Teachers
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$0
 Printing Supplies
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$2000
 Materials/ Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$5250
 Salary, Clerk, hrly

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>monitor student progress and achievement.</p> <p>F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction. (Note: Modified- Build student ownership through increasing student peer and self feedback. Success criteria and rubrics will be created through the strategy of Impact Teams in grades 1-5).</p> <p>G. Media Clerk coordinates materials & provides Technology support.</p> <p>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased when necessary for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, print, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, Mystery Science, informational texts, etc.</p> <p>I. GATE facilitator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p> <p>J. Band and string instruments classes are available for 4-6 grade students once a week.</p>	<p>Distance Learning. NGSS lessons were not implemented in classes during Distance Learning.</p> <p>E. Units of Study and site developed common assessments were utilized to monitor student progress and achievement.</p> <p>F. Teachers analyzed data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data was used to drive/adjust instruction. (Note: Modified- Build student ownership through increasing student peer and self feedback. Success criteria and rubrics were created through the strategy of Impact Teams in grades 2-5, 1st grade was not trained, as planned).</p> <p>G. Media Clerk coordinated materials & provided Technology support. Supported many of our families with Chromebook and account troubleshooting during Distance Learning.</p> <p>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased when necessary for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, print, novels, leveled readers such as Reading A to Z,</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>K. AVID supplies, materials, incentives, and professional development will be provided to support AVID implementation in TK-6.</p>	<p>manipulatives, software such as RAZ kids, Mystery Science, informational texts, etc.</p> <p>I. GATE facilitator collaborated with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p> <p>J. Band/string/recorder instruments classes are available for 1st-6th grade students during asynchronous and after school.</p> <p>K. Modified AVID supplies, materials, incentives, and professional development were provided to support AVID implementation in TK-6 during Distance Learning.</p>		
<p>INTERVENTIONS</p> <p>A. Grade 4 students will use I-station to screen all students for additional small group support from an Intervention teacher. I-station will be available for students identified as having significant gaps in reading foundational skills within their home classroom.</p> <p>B. 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>A. Grade 4 students used I-station to screen all students for additional small group support from an Intervention teacher. I-station was available for students identified as having significant gaps in reading foundational skills within their home classroom. In addition, Istation was provided for grades K-6th in both math and reading by the district.</p> <p>B. Grades 5 and 6 pushed-in using IStation and Guided Reading resources to support students with reading foundational deficits through Push-In services with an Literacy Support teacher and Bilingual Tutor.</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 II District -- 500 4035 \$50067</p> <p>Salary, CS Tchr (.5 Intervention)</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 Title II District -- 500 4035 \$50067</p> <p>Salary, CS Tchr (.5 Intervention)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. K-3 uses DIBELS to monitor and assess reading foundational skills. Collaboration between classroom teachers, Bilingual tutor, RSP teacher, and CSR Intervention teacher focuses on intervention strategies. CSR Intervention teacher provides Early Literacy Intervention to K-3 students in reading fluency and phonemic awareness.</p>	<p>C. K-3 used IStation (note: not 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>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$50067</p>	<p>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$50067</p>
<p>D. Professional development to support intervention initiatives will be provided.</p>	<p>D. Professional development to support intervention initiatives was not provided at the site level due the Distance Learning.</p>	<p>Salary, CSR Tchr (Intervention) (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$113220</p>	<p>Salary, CSR Tchr (Intervention) (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$113220</p>
<p>E. SDC/RSP students receive support via special education program using pull-out and inclusion methods. SDC/RSP will utilize I-station and district Units of Study to support students in special education to build reading foundational skills. Professional development and release time to support inclusion program will be available.</p>	<p>E. SDC/RSP students received support via special education program using pull-out and inclusion methods during Distance Learning. SDC/RSP utilized I-station and district Units of Study to support students in special education to build reading foundational skills.</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p>
<p>F. In response to ELA/math data, Extended Learning Opportunities (ELO) will be examined as an option to support students.</p>	<p>F. In response to ELA/math data, Extended Learning Opportunities (ELO) were examined as an option to support students.</p>	<p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,480</p>	<p>Materials/ Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2400</p>
<p>G. GATE enrichment activities/lessons provided to students/parents at multiple points during the year.</p>	<p>G. GATE enrichment activities/lessons were provided to students/parents during the year.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. SDAIE and GLAD strategies) will be provided over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels at 3 points during the school year using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish. Bilingual Language Tutors will be trained in addressing Reading foundation skills.</p> <p>G. Professional development to support ELs/ELD program will be provided during select staff meetings.</p>	<p>A. 15-30 minutes of designated ELD instruction in TK-6 were provided during Distance Learning.</p> <p>B. Integrated EL support (i.e. SDAIE and GLAD strategies) were provided over multiple subjects.</p> <p>C. EL levels for EL newcomers were determined at the district assessment center.</p> <p>D. When possible, classes were configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitored and evaluated EL levels at 3 points during the school year using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors supported EL students by providing lesson reinforcement and reading support in both English and Spanish. Bilingual Language Tutors were offered training through Alludo in addressing Reading foundation skills.</p> <p>G. Professional development to support ELs/ELD program was not provided during select staff meetings.</p>	<p>Salary, Instructional Aide (3 hr BLT)(1.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$25701</p> <p>Salary, Instructional Aide (3 hr BLT) (1.7) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$42954</p> <p>Salary, Instructional Aide (6 hr BLT) (1.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49736</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$150</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>Salary, Instructional Aide (3 hr BLT) (.3) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$5000</p>	<p>Salary, Instructional Aide (3 hr BLT)(1.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$25701</p> <p>Salary, Instructional Aide (3 hr BLT) (1.7) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$42954</p> <p>Salary, Instructional Aide (6 hr BLT) (1.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49736</p> <p>BLT Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$0</p> <p>Sub, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Salary, Instructional Aide (3 hr BLT) (.3) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$1213	ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$0
<p>RESOURCES</p> <p>A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives</p> <p>B. Supplemental ELA/ELD and Mathematics materials</p> <p>C. Digital Resources – MobyMax & Read Naturally (Note: Modified: In lieu of MobyMax and Read Naturally, RAZ kids, Lexia (Kinder), Mystery Science, BrainPop, and IReady Math will be explored as digital resources)</p> <p>D. Technology and software support for classroom integration and potential Distance Learning Opportunities (Note: Modified for potential Distance Learning)</p>	<p>A. As a site, we did not purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives. All supply purchases were made by the district during Distance Learning.</p> <p>B. Supplemental ELA/ELD and Mathematics materials were not purchased during Distance Learning.</p> <p>C. Digital Resources – District purchased licenses for: Istation, EdPuzzle, Screencastify, ALEKS, Peardeck, Kami, Seesaw.</p> <p>D. Technology and software support was provided for classroom integration and Distance Learning Opportunities (Note: Modified for Distance Learning)</p>	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1900
Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,400	Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1400	Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1100	Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0
Technology Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1010	Technology Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$45	Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100	Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100
<p>PRE-SCHOOL TRANSITION PLAN</p> <p>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and</p>	<p>A. All pre-school students were unable to visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus due to our current Distance Learning setting.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet virtually to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Kindergarten will be sent to the parents of Preschool students in the Spring. All information will be sent in both English and Spanish. Van Buren will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish. (Note: Modified: Due to registration being at the Parent Center it has been difficult to coordinate the dates).</p> <p>D. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities.</p>	<p>Kindergarten has been sent to the parents of Preschool students in the Spring. All information was sent in both English and Spanish. Van Buren did not hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten.</p> <p>D. Due to Distance Learning and lack of social events and activities, Preschool students were not invited to all school events and activities.</p>		

Analysis

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

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

Impact Team work is consistently growing and providing opportunities for collective efficacy and students are demonstrating ownership of their learning. Second, third, fourth, and fifth grades continue to collaborate in Impact Team work for the site. 3rd grade is scaling up by focusing their implementation with the use of self and peer assessment. 2nd, 4th, and 5th grades are focusing on the the use of Success Criteria and self assessment.

Reading intervention has been fully implemented across all grade levels during Distance Learning as evidenced by master schedules submitted, IStation data (grades K-6), classroom observations, and grade level meeting minutes. Primary intervention continues in grades first through third grade and kindergartners are being provided BLT support during the school day. The purchase of licenses for IStation, as well as the requisition of print to provide readers for grade levels TK to 6 demonstrates the full implementation of supports for ELA state standards in the area of reading.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom.

Technology strategies and resources are fully implemented in grades TK- 6. Master schedules for the EMCC and Williams Visit data reflect the support that has been provided with the implementation of Chromebooks and other instructional resources across all grade levels during Distance Learning. Students' technology skills have greatly improved because of the usage of Chromebooks on a daily basis. The purchase of IStation has given more experience with online assessment as well as supported strategies to support the goal for students being college and career ready. Teachers have taken advantage of the technology trainings

offered through our Technology Department. With the support of our district Technology Department, our library has been upgraded with MakerSpace activities and materials, and new books.

All students in grades TK-6th participate in AVID. Students were provided with all modified supplies by the school district to cover the three goals set by the AVID committee; Organization of time, materials, and thoughts. In addition, 3 of our teachers attended a series of training sessions facilitated by our county office.

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

Due to Distance Learning, and the cancellation of CAASPP, data was not collected.

Our district purchased IStation for the purpose of data collection:

iStation ELA Overall:

February: 45% Tier 3, 23% Tier 2, 32% Tier 1

January: 42% Tier 3, 23% Tier 2, 35% Tier 1

December: 44% Tier 3, 24% Tier 2, 44% Tier 1

November: 42% Tier 3, 24% Tier 2, 34% Tier 1

October: 36% Tier 1, 27% Tier 2, 37% Tier 1

September: 36% Tier 3, 27% Tier 2, 37% Tier 1

iStation Math Overall:

February: 53% Tier 3, 17% Tier 2, 30% Tier 1

January: 53% Tier 3, 19% Tier 2, 28% Tier 1

December: 53% Tier 3, 20% Tier 2, 27% Tier 1

November: 55% Tier 3, 20% Tier 2, 26% Tier 1

October: 48% Tier 1, 17% Tier 2, 34% Tier 1

September: 39% Tier 3, 26% Tier 2, 35% Tier 1

*Monthly participation impacted results due to technical issues.

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

Due to district support during the COVID pandemic, funding for substitute teachers was decreased through the addition of a resident sub. A decrease in expected funding of materials and supplies for students was also supported through the district's CARES funding.

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

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

Impact team expansion and refinement will include the addition of the Kindergarten team and the Literacy Support Team. Professional development, grade-level specific coaching, and an emphasis on Impact Team practices will be provided for previously trained Impact teams as well as the new teams being added. Professional development and coaching will be provided from district trainers, previously trained grade-level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path and Summer Institute 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. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Van Buren site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

The Literacy Support Team will work together to support primary reading foundational skills and upper grade guided reading. Together the team will service 2nd-6th grade in a collaborative approach to supporting student needs. The team will routinely provide grade-level data and strategies to teachers. Reading foundational skills support for 1st-grade students will be provided by Kindergarten teachers. Kindergarten teachers will also provide additional support to their own students through ELO. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

Annual Evaluation and Update

SPSA Year Reviewed: 2020-21

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate:	+0.5 growth 2020-21: ADA reflecting 96.5%	<ul style="list-style-type: none"> 0.9 decline 2020-21: ADA reflecting 95.6%
P5 Chronic Absenteeism rate:	2020-21 School year Chronic Absenteeism rate: 6.6% reflecting +0.5% growth English Learners 3.7% reflecting +0.5% growth Hispanic 6.0% reflecting +0.5% growth SED 6.6% reflecting +0.5% growth SWD 9.9% reflecting +0.5% growth	2020-21 School year Chronic Absenteeism rate: 6.6% reflecting +0.5% growth English Learners 95.3% 3.7% reflecting +0.5% growth Hispanic 6.0% reflecting +0.5% growth SED 6.6% reflecting +0.5% growth SWD 9.9% reflecting +0.5% growth
P6 Pupil Suspension rate:	Pupil Suspension rate: 2020-21: 1.1%; +0.3 growth	Pupil Suspension rate: 2020-21: 0 suspensions
P6 Surveys of pupils, parents, teachers on sense of safety:	LCAP Survey 2020-21 Parents: 93% Extremely Safe to Moderately Safe ; +2% growth	LCAP survey results currently not available

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>LCAP Survey, Students: 90% Extremely Safe to Moderately Safe; +2% growth</p> <p>LCAP Survey, Staff: 77% Extremely Safe to Moderately Safe; +2% growth</p>	
<p>P6 Surveys of pupils, parents, teachers on sense of safety:</p>	<p>2020-21: +2% in all areas 94% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows: 51% of students reported feeling safe all of the time 33% of students reported feeling safe most of the time 14% of students reported feeling safe some of the time 10% of students reported never feeling safe</p>	<p>These surveys have not been complete</p>
<p>P6 California Healthy Kids Survey</p>	<p>To increase positive perceptions of school.</p>	<p>2020-21: Survey results not currently available 2018-19: Published Results for 5th Grade 48% Feel Safe at School all of the time 30% Feel Safe at School most of the time 17% Feel Safe at School some of the time 5% Do not feel safe at School</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUPERVISION AND SUPPORT</p> <p>A. Continue follow-up training for supervisors in the strategies associated with PBIS.</p> <p>B. Meet trimesterly with supervisors to discuss health and safety concerns on campus.</p>	<p>A. Due to the global pandemic, supervisors were trained for reengagement purposes.</p> <p>B. Established norms and requirements for social distancing and face masks on campus during Distance Learning.</p>	<p>Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100</p>	<p>Classified, Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Teach specific behavioral skills (PBIS) and monitor student progress through referrals.</p> <p>D. Include Supervisors in school-wide planning and decision making. (Added May 2020)</p>	<p>C. Did not teach specific behavioral skills (PBIS) and monitor student progress through referrals.</p>		
<p>Positive Behavior Intervention Support (PBIS)</p> <p>A. Van Buren Elementary will continue to implement PBIS which focuses on school-wide discipline and expectations.</p> <p>B. The PBIS/BSEL team meets regularly to review data and provide support and resources for classroom management strategies.</p> <p>C. The PBIS/BSEL team will develop incentives to reinforce positive behaviors from students.</p> <p>D. The PBIS/BSEL team will brainstorm and develop strategies to meet the social and emotional needs of our students affected by the COVID-19 pandemic.</p>	<p>A. Van Buren Elementary will continue to implement PBIS which focuses on school-wide discipline and expectations.</p> <p>B. The PBIS/BSEL team met to establish student incentives during Distance Learning in order to provide support and additionally, provided resources for classroom management strategies and incentives during Distance Learning.</p> <p>C. The PBIS/BSEL team developed incentives to reinforce positive behaviors from students during Distance Learning.</p> <p>D. The PBIS/BSEL team brainstormed and develop strategies to meet the social and emotional needs of our students affected by the COVID-19 pandemic.</p>	<p>Teacher hourly/substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$750</p>	<p>Teacher hourly/substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$750</p>
<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>A. Van Buren Elementary will continue to implement PBIS which focuses on school-wide discipline and expectations.</p> <p>B. The PBIS/BSEL team meets regularly to review data and provide</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</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</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.</p> <p>C. Provide appropriate campus supervision.</p> <p>D. Participate in Red Ribbon Week Activities.</p> <p>E. Follow child abuse reporting procedures.</p> <p>F. Develop and practice routine disaster procedures.</p> <p>G. Maintain and acquire emergency/ disaster supplies.</p> <p>H. Distribute the discrimination and harassment policy to employees, students, and parents.</p> <p>I. Approve School Safety Plan.</p>	<p>support and resources for classroom management strategies.</p> <p>C. The PBIS/BSEL team will develop incentives to reinforce positive behaviors from students.</p> <p>D. The PBIS/BSEL team will brainstorm and develop strategies to meet the social and emotional needs of our students affected by the COVID-19 pandemic.</p>	<p>LCFF Suppl/Conc -- 0707 \$500</p> <p>Mandated Reporter Training None Specified</p> <p>\$0</p>	<p>LCFF Suppl/Conc -- 0707 \$450</p> <p>Mandated Reporter Training None Specified</p> <p>\$0</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>A. Due to a Health Care Aide vacancy during the 2020-2021 school year, support was not provided 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 and PE (virtually).</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14264</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$0</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. A School Psychologist is employed part-time on the site to support Behavior support plans, IEP's, and student assessment.	C. Two School Psychologists were employed part-time on the site to support Behavior support plans, IEP's, and student assessment.		

Analysis

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

Many strategies/ activities have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. Attendance incentives, SART attendance meetings, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students received participation awards at assemblies, in lieu of citizenship awards.

School-wide Positive Behavior Intervention and Supports implementation is ongoing throughout the school year. Teachers teach social skills and location expectations on a daily basis during the first 15 minutes of their asynchronous time. Students are coached on conflict resolution and other issues by the school psychologist, and site administration. Students are reminded and encouraged to meet behavior expectations in weekly morning Wheel of PRIDE videos.

PE continue to be implemented throughout the school year as brain breaks during Distance Learning.

To further enhance an inviting learning environment, Van Buren's trim, doors and parking lot bus loop are being painted. The library now has access to an adjacent room for maker space activities. The space is designed to engage students through interactive and exploratory activities and is a welcoming environment.

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

Strategies/ activities to support attendance, overall health, and safety appear effective when examining multiple measures. Data indicates a consistent comparison in attendance rates during Distance Learning and last year's in-seat setting.

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

2020-2021 LCAP Surveys reflect that 96% of staff feel the school is moderate-very welcoming and 92% feel moderate-very safe at school. Statistical significance was not reached for the current 2020-2021 LCAP Student and Parent Survey.

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

There is an increase in estimated actual expenditures for incentives due to the success we are having reinforcing attendance and participation with a weekly Wheel of Pride acknowledgement for all grade levels. Due to COVID restrictions the 100 Mile Club Materials normally purchased were canceled. Also due to COVID delays the Health Care Aide position was not filled this 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.

Coaching from a Behavior Specialist will be requested for teachers, supervisors, and support staff to address Tier 2 and 3 students with maladaptive behaviors. BSEL Team will work together to continue brainstorming and implementing strategies to integrate BSEL into daily lesson. 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.

Our BSEL team will lead general staff meetings through learning how to best support students' transition from distance learning to in-person learning and any emotional trauma students may have endured because of the global pandemic. Two grade levels have been identified to partake in RCOE/district SEL professional development. The two teams will build a deeper understanding of supporting students through social-emotional learning and will share at staff meetings.

Annual Evaluation and Update

SPSA Year Reviewed: 2020-21

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	<p>+1% in all areas for 2020-21</p> <p>Parent Engagement: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 92% Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 86% Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 91% Informed of school-wide activities: Extremely well informed/Moderately well informed: 93% Informed of classroom activities: Extremely well informed/Moderately well informed: 90% Welcoming environment: Strongly agree/ Moderately agree: 95% Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 93% Opportunities to be involved with school and district decision making: Yes 73% Level of participation in school-wide activities: All the time/Most of the time 38%</p>	LCAP Parent Survey: Results pending
P5 Student Engagement	<p>+1% in all areas for 2020-21</p> <p>Student Engagement: Welcoming environment: 96% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 90% Positive learning environment: 94% Strongly agree/ Moderately agree</p>	LCAP Student Survey: Results pending

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 Student Engagement	+1% CHKS for 2020-21 93% of students will report they feel connected to the school. 82% of our students feel happy to be at our school most of the time/all the time. 91% of our students feel like they are part of this school most of the time/all the time. 88% of our students feel like they are treated fairly most of the time/all the time. 89% of our students feel like they are safe at school most of the time/all the time	California Healthy Kids Survey - Results pending
P6 Surveys of pupils, parents, teachers on sense of school connectedness	2020-21 +1 in all areas Welcoming environment: 89% Strongly agree/ Moderately agree Collaborative Culture: 76% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 86 % state yes	LCAP Staff Survey: Results pending

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,</p>	<p>A. Assisted 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 at School Site Council and ELAC meetings.</p> <p>B. Distributed and discussed grade level standards at Parent-Conference meetings, Title 1 Parent Involvement Policy, SSC, PTA, ELAC, and other committee meetings.</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</p>	<p>Classified Support for translation and registration 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</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</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PTA, ELAC, AVID, Coffee with the Principal and other committee meetings.</p> <p>C. Discuss student academic assessments with parents at Parent Conference meetings.</p> <p>D. Parent connection available to parents in the school office.</p> <p>E. Parent outreach includes Technology, Stress and Mental Health, Parent Academic Workshops, Parent Picnics, AVID Parent Meetings, Fall/Spring Festival, Trunk or Treat, Winter Performance, and Spring Talent Show.</p> <p>F. Invite parents to attend district/community events offered throughout the year.</p>	<p>C. Discussed student academic assessments with parents at Parent Conference meetings.</p> <p>D. Parent connection available to parents in the school office.</p> <p>E. Parent outreach includes Technology, Student materials distributions, Winter Light Show, and Dr. Seuss Drive-thru.</p> <p>F. Invited parents to attend district/community events offered throughout the year, examples: food distributions</p>	<p>Title I Basic -- 3010 \$149</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p> <p>BBQ Use 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$153</p> <p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$331</p> <p>Translator/ Clerk Typist (.5) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32772</p> <p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p>	<p>Title I Basic -- 3010 \$1013</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p> <p>BBQ Use 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Hourly Clerical 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Translator/ Clerk Typist (.5) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32772</p> <p>Hourly, Classified, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>STUDENT ENGAGEMENT A. Organize sports leagues during recess for 5th and 6th graders.</p>	<p>A. Due to Distance Learning, we were not able to organize sports leagues during recess for 5th and 6th graders.</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>B. Due to Distance Learning, we were not able to grow and Maintain a school garden through the development of a Garden Committee to be comprised of Staff, Parents, and Students.</p> <p>C. Students in grades 4-6 are invited to participate in a weekly band class. In addition, music sessions were offered to grades 1-3.</p> <p>D. Due to Distance Learning, we were not able to choose 6th graders 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 participated in various virtual activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Days, etc.</p> <p>F. Engaging virtual school awards assemblies were held to support and encourage character development, school safety, academics, anti-bullying, etc.</p>	<p>Title I Parent Involvement -- 3010 1902 \$1,502</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$250</p>	<p>Title I Parent Involvement -- 3010 1902 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>PARENT INPUT 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>A. Parents were informed of Van Buren's Title I, GATE program, EL program, and all other educational programs as well as monitoring and evaluation of SPSA during multiple councils/committees.</p>	<p>None Required None Specified \$</p>	<p>None Required None Specified \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	B. Parents were encouraged to participate in the School Site Council, ELAC, and the district GATE advisory committee to review current school programs and make recommendations.		

Analysis

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

Due to Distance Learning outreach and engagement to parents has relied on digital resources such as school website, School/Class Dojo, Twitter, Facebook, Q Communication, school marquee, virtual meetings through Google Meet and phone calls to parents. Parent participation in programs such as PTA, School Site Council and ELAC are foundational programs to engage parents in building our school culture and connections to home. We highly encourage participation, but Distance Learning has caused lower participation compared to previous years due to the global pandemic. PTA has hosted successful drive-through events for winter celebration and Read Across America. Through the efforts of the Special Education team and office staff to support parents through virtual IEPs, IEP meeting continue to have 100% parent participation.

The following school activities have been implemented to engage students: weekly Wheel of PRIDE incentives that acknowledge 2 students from each class for demonstrating school values and shout-outs for students that are improving toward PRIDE school values. Each grade level receives a weekly video from the principal with the Wheel of Pride student acknowledgement and encouraging message. Community Circles are also a component of the Wheel of Pride program which hosts weekly themed lunchtime virtual activities and an opportunity for students to engage in socialization with their peers. Monthly Lunch with the Principal includes nominated students for demonstrating PRIDE attributes. Trimester awards assemblies are provided live and recorded through Google Meet.

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

The global pandemic has altered how we typically engage parents, but has allowed for the use of technology to expand real-time communication to parents through Class Dojo. Anecdotal feedback from teachers indicate they like using Class Dojo to interact with parents digitally in real-time because of it's ease of use for themselves and parents. Class Dojo data indicates 100% positive feedback and over 900 parents enrolled.

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

There has been an estimated increase in actual expenditures due to the purchase of incentives used to reward students and maintain engagement. Due to COVID restrictions our student engagement activities such as sports league, garden club, Red Ribbon Week, College & Career Event, and Character Development events did not meet the the proposed expenditures.

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.

The acknowledgment of COVID restrictions and parents' limited experience with technology are contributing factors to the decrease in engagement. To rectify the issue, both the School Site Council and English Learner Advisory Committee recommended a return of parent engagement events such as workshops and student events.

Increase parent communication through School Class Dojo, Q Communication, Peachjar. Using our school website as a reliable resource that is up to date. Increase the knowledge and awareness of Parent Connect as a resource for parents by providing parents with hands-on workshops. Pairing parent workshops/ meetings with school functions will be increased to promote higher levels of parent involvement to increase the BSEL support that will be needed for families.

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	504,499
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	504,499.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	170,940	0.00
Title I Parent Involvement -- 3010 1902	1,902	0.00
Title I District -- 500 3010	67,288	0.00
Title III LEP -- 4203	6,109	0.00
LCFF Suppl/Conc -- 0707	122,750	0.00
LCFF District -- 500 0707	135,510	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	135,510.00
LCFF Suppl/Conc -- 0707	122,750.00
Title I Basic -- 3010	170,940.00
Title I District -- 500 3010	67,288.00
Title I Parent Involvement -- 3010 1902	1,902.00
Title III LEP -- 4203	6,109.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	269,419.00
2000-2999: Classified Personnel Salaries	201,112.00
4000-4999: Books And Supplies	22,658.00
5000-5999: Services And Other Operating Expenditures	10,810.00
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	67,288.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	68,222.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	4,400.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	91,482.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	20,158.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	6,710.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	129,325.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	37,515.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	4,100.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	67,288.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,118.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	784.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,109.00
4000-4999: Books And Supplies	Title III LEP -- 4203	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP -- 4203	500.00

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
Julie Villasenor	Classroom Teacher
Helena Abilez	Classroom Teacher
Alondra Ramirez	Other School Staff
Yazmin Tinajero	Parent or Community Member
Monica Ramboz	Parent or Community Member
Lisa Feller	Parent or Community Member
James Feller	Parent or Community Member
Esmeralda Nieves	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

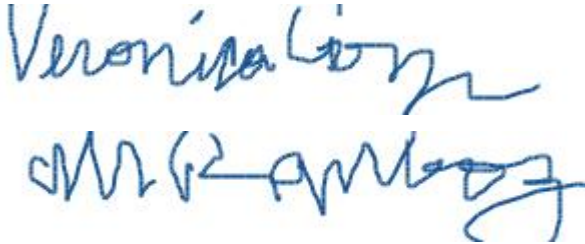
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/21.

Attested:



Principal, Veronica Gonzalez on 5/18/21

SSC Chairperson, Monica Ramboz on 5/18/21

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