



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

VAN BUREN ELEMENTARY

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Van Buren Elementary	39686766042790	Original – 02/05/2018 Revision – 05/20/2018	Original – 04/10/2018 Revision – 06/25/2019

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)

Van Buren Elementary is implementing a Schoolwide Program. The school has been identified as an Additional Targeted Support and Improvement (ATSI).

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’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

Stakeholder Involvement

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

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

Van Buren Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on February 5, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Van Buren Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions

focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the 01/28/2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Van Buren Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on 02/06/2019.

In summary, parents are satisfied with what we are doing thus far in regards to parent involvement. They did however state that what is not working is the lack of hands on parent meetings such as crafts or ESL classes. As far as the school climate they stated that there needs to be quicker and improved monitoring of habitual truant students, support for single parent homes, and parent partnership with non-participating parents. They suggest we provide incentives for attending meetings. As far as academic achievement they understand that we are achieving at a low level but improvements were noted as well. They would like to see more books available for parent use at home.

As a result of the stakeholder involvement and data reviews, Van Buren Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019.

In school year 2018-2019, also Year 2, Van Buren Elementary initiated a needs assessment process that included a review of the schools mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents (January 28, 2019) and teachers (11/27-11/29, 2019). In summary, the needs assessment identified a gap in both math and ELA.

Resource Inequities

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

Resource inequities will be determined during the comprehensive needs assessment process in the upcoming year.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

In June 2020, the goal is to decrease the distance from standard in ELA for All Students by 3 points to -96.2 points (Orange).

In June 2020, the goal is to decrease the distance from standard in ELA for English Learners by 3 points to -106.9 points (Orange).

Math SMART Goal:

In June 2020, the goal is to decrease the distance from standard in Math for All Students by 3 points to -95.2 points (Orange).

In June 2020, the goal is to decrease the distance from standard in Math for English Learners by 3 points to -103.9 points (Orange).

Identified Need

ELA/ELD:

SBAC Comparison

2017-ELA-Met=6%

2018-ELA-Met=13%

10 non-credentialed teachers.

2018 – 1% of ELs met standard on SBAC in both ELA % Math.

We currently have 175 ELs that require LCAP testing and monitoring year round.

Reclassification

2016-6%

2017-10%

2018-11%

Math:

SBAC Comparison

2017-MATH-Met=6%

2018-MATH-Met=13%

10 non-credentialed teachers.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	99.2 points below	96.2 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	98.2 points below	95.2 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Full-time Instructional Coach to provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

Hire a full-time Program Specialist-to provide support for teacher in analyzing and interpreting data. Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, and intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources

Two times per semester provide teachers with pull out support in high quality first instruction teaching strategies using the Instructional Coach and/or Program Specialist. A substitute will be used to provide teachers the opportunities.

Substitute Pay Calculation: 138 days X \$200 rate of pay = \$27,600

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$70,000 - 19101	Title 1 - 50643
\$30,000 - 19101	LCFF - 23030
\$27,600 - 11700	Title 1 - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Provide students with opportunities to increase reading proficiency and math fluency through literacy programs (e.g. Accelerated Reader-AR, Storia, Flocabulary, etc.), level books (in classroom and at home), small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency.

Bilingual Assist - To provide EL students with supports through small group instruction.

Library Media Clerk - To provide support to students and teachers by scheduling classes for library use.

Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Teachers will use duplicating services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$17,406 - 21101 (Bilingual Assistant)	LCFF - 23020
\$26,567 - 30000	LCFF - 23020
\$5,000 - 43110	Title 1 - 50643
\$6,958 - 43110	LCFF - 23030
\$4000 - 56590	LCFF - 23030
\$11,000 - 58450	LCFF - 23030
\$13,971 - 22601 (Library Media Clerk)	LCFF - 23030
\$8,689 - 30000	LCFF - 23030
\$3000 - 43200	LCFF - 23030

Amount(s)	Source(s)
\$4,996 - 42000 \$3,000 - 42000	Title 1 - 50643 LCFF - 23030
\$500 - 57150	LCFF - 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as conferences and collaboration.

Teacher Additional Pay Calculation for collaboration for leadership: 1 teachers X 13 hours X \$60 rate of pay = \$8,580 (Allocating \$8,500)

Staff Additional Pay Calculation for collaboration for leadership: 1 staff X 10 hours X \$50 rate of pay = \$500

Conferences:

- * PLC Institute - Leadership Team (\$2,500 X 6 staff = \$17,500)
- * AVID Institute - June 2020 - administrators, program specialist, 3 teachers
- * PBIS Conference - During the school year - AP, counselor, and 3 teachers
- * ELD Institute - 5 teachers

Substitute Pay Calculation for Conferences: 45 days X \$200 rate of pay = \$9,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$17,000 - 52150	Title I - 50643
\$8,500 - 11500	LCFF - 23030
\$500 - (Additional Hours Counselor)	LCFF - 23030
\$9,000 - 11700	LCFF - 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Field Trips:

Field Trip Non-District Transportation and Pupil Fees for one field trip per grade level to provide students with hands on experiential learning opportunities to supplement core instruction also through guest speakers, traveling exhibits, etc. Students will experience hands-on experiential learning opportunities by providing one field trip per grade level, as well as through, traveling exhibits,

Specific grade level field trips will be determined at the beginning of the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,000 - 58720	Title I - 50643
\$2,000 - 58920	Title I - 50643

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learner.

1.1 Academic student achievement in ELA, English Learners and Math-Full-time Instructional Coach to provide support for classroom teachers in instructional practices; focusing on integrated ELD strategies, phonics, etc.

1.2 Academic student achievement in ELA & English Learner-Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader-AR, Storia, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.

1.3 Academic student achievement in ELA and English Learners-To provide EL students with supports through small group instruction, Bilingual Instructional Assistant, etc.

1.4 Academic student achievement in ELA, English Learners, and Math-Provide teachers with professional learning opportunities to supplement core instruction, such as collaboration, RTI conference, CFA conference, etc.

1.5 Academic student achievement in ELA, English Learners, and Math-Supplemental materials and resources to support core instruction, project material (e.g. markers, folders, post-its, binders, planners, etc.), and technology (printers, projectors, document cameras, etc.), and copy machine maintenance agreements

1.6 Academic student achievement in ELA English Learners, and Math-Field Trip Non-District Transportation and Pupil Fees for one field trip per grade level to provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

Effectiveness

The strategies were effective, showing improvements in math and ELA. However, we are still in orange in many areas. We will need further training of our staff and the continued support from our instructional coach. We will continue to work on becoming a true PLC where our teachers and staff have the opportunities to collaborate and have data discussion to answer the essential questions.

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

Material Changes

There were no significant changes.

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.

Future Changes

We believe we are in the right track when it comes to improving our test scores and assuring that all of our students are receiving an equitable education where they are exposed to relevant rigorous curriculum. We will do the following:

1.1 · Continue with PD focusing on evidenced based, instructional practices; integrated ELD strategies, and AVID.

1.2 · Purchase books for our school library as well as for individual classroom library to promote literacy.

1.3 · Continue to use the bilingual aide for small group instruction. Have an assessment tool to be able to service more students.

1.4 · We will continue on our path to become a school wide AVID school sending teachers to the AVID conferences for training during the summer of 2019. · We will allocate more funds in teacher substitute account to assure our teachers are given the opportunity to collaborate full days with their colleagues to better meet the needs of our students.

1.5 · Allocate more funds for instructional supplies and technology. · Continue with teacher access to copying materials and maintain maintenance agreements.

1.6 · Field trips to provide students with hands on opportunities for learning. · Guest speakers · Traveling exhibits · Assemblies

Goal 2 – School Climate

Suspension – By the end of the 2019-2020 academic school year, Van Buren will decrease the overall suspension rate by 5% and will decrease the sub-group for African-Americans by 3%.

Attendance/Chronic Truancy – By the end of the 2019-2020 academic school year, Van Buren will decrease our absenteeism by 10%.

School Climate – Students will have a safe place on campus that is designed and dedicated to building connections and positive relationships. By the end of 2020 the # of students that have been bullied will decrease by 3% and the number of students that feel that they have an adult that cares at school will increase by 2%.

Identified Need

Suspension

-Current # of days as of April 2019 is 151.5

-California Dashboard 2018 was 7.9%

Attendance/Chronic Truancy

-Current Rate 25.79%

-California Dashboard 2018 was 26.4%

School Climate

-Mid Year PLUS Survey Results: XX% of students have been bullied, XX% of students have an adult that really cares about them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	7.9%	7.6%
Chronic Absenteeism (All Students)	26.4%	25.9%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- post-suspension conferences
- PBIS- Restorative circles
- Conflict resolution
- Structured student engagement activities during non-instructional time during the noon time hours.
- Counseling- VCC/ Mental Health
- Behavior Support Plan
- * PLUS activities such as forums

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$20,000 - 58100

LCFF - 23034

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- School Wide Attendance Incentives: panther attendance challenge, monthly class attendance challenge, etc.
- Check-in system
- Attendance team home visits
- Attendance contracts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No funds allocated.

No funds allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

1.1 School Climate · Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc.

1.2 School Climate · Implementing structured student engagement activities during non-instructional time to reduce student discipline

Effectiveness

The strategies were somewhat effective showing improvement in suspension rates (from red to orange) but still having high absenteeism as per Ca Dashboard data.

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

Material Changes

Unknown as previous year was under the direction of another principal.

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.

Future Changes

1.1 · Use VCCS, school counselor, PBIS, PLUS and AVID to continue to support our students. · Use the counselors to do targeted small groups using discipline data as a guide. Counselors will implement Tier 1 interventions with chronic absenteeism students/families) · Collaborate with CWA to target and meet with our parents to improve attendance. · Parent informational meetings regarding the importance of good attendance with research based data.

1.2 · Follow through with our strategies to assure we have engagement activities during non-instructional time to reduce student discipline. · Have monthly meetings with our counselors to plan new activities and follow up on existing activities. · Have mentoring programs with the use of older students to younger students.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships-By the end of 2020 the average number of parents attending Parent Coffee Hours will increase from 6 to 12 a 50% increase. This will be measured by the number of parents that attend and sign in.

Identified Need

Parent participation is not where we need it to be with an average of 6 parents who attend meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign in sheets	6	12

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student’s learning such as:

- parent conferences
- communication
- Parent Coffee Hour.

To purchase materials/books to teach parent reading and reading strategies to use at home with their child.

Teacher Additional Pay Calculation for collaboration and parent/teacher connections: 1 teachers X 12 hours X \$60 rate of pay = \$7,920 (Allocating \$8,000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$8,000 - 11500	Title I - 50672
\$1,962 - 43200 (Non-instructional Materials)	Title I - 50647
\$1,000 - 43400 (Parent Meeting)	Title I - 50647
\$13,492 - 29101 (Community Assistant)	LCFF - 23035

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

1.1 Parent, Student, and School Engagement - Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, etc.

Effectiveness

Strategies have been somewhat successful with our school providing opportunities for parent engagement. We would like to see an increase of the number of parents who actually attend so we may have a meaningful partnership with our community. Due to the transition of administration we had some activities that were not consistent, we are working on making sure calendared dates of activities are honored.

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

Material Changes

Unknown as previous year was under the direction of another principal.

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.

Future Changes

1.1 · Create a year-long calendar of events. · Parent involvement for first PTA. · Continue to offer opportunities for parents in English and Spanish to increase overall participation. · Having a welcome back breakfast, carnival, or other event at the beginning of the year to welcome parents and pass out the yearlong calendar of events for parent partnership.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$152,558
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$329,141

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$152,558

Subtotal of additional federal funds included for this school: \$152,558

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

State or Local Programs	Allocation (\$)
LCFF	\$176,583

Subtotal of state or local funds included for this school: \$176,583

Total of federal, state, and/or local funds for this school: \$329,141