



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Van Buren Elementary

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School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Van Buren Elementary	39686766042790	Ver 1 – 05/07/2020	Ver 1 – 05/11/2020	Ver 1 – 07/28/2020

## 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 School Wide Program. The school has recently been removed as an Additional Targeted Support and Improvement (ATSI) due to school improvements.

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?

## Involvement Process for the SPSA and Annual Review and Update

Van Buren Elementary developed a one-year (2020-2021) 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 May 11, 2020 and obtained board approval.

In school year 2019-2020, Van Buren Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council (2/24/2020), parents (February 2020) and teachers (10/22/2019 & 2/27/2020). In summary, the needs assessment identified a gap in both Math and ELA when comparing our scores to the national average.

In summary, parents/staff are satisfied with our goals and strategies we have implemented. There was an agreement that more consistent parent involvement is necessary. They also stated 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 and after school tutoring.

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 Comprehensive Needs Assessment) in March of 2020.

## Resource Inequities

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

We did not see any major inequalities based on our CNA but we did notice that many think our students face many challenges because they are very low readers causing them to not be successful in ELA and Math.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

In June 2021, the goal is to decrease the distance from standard in ELA for All Students by 3 points to -82.4 points (Orange).

In June 2021, the goal is to decrease the distance from standard in ELA for English Learners by 3 points to -91 points (Orange).

School Goal for Math: (Must be a SMART Goal)

In June 2021, the goal is to decrease the distance from standard in Math for All Students by 3 points to -84 points (Orange).

In June 2021, the goal is to decrease the distance from standard in Math for English Learners by 3 points to -92.5 points (Orange).

## Identified Need

- Be sure English Learner data is reviewed and included.

We currently have 187 (K-8) ELs.

EL Reclassification Rate

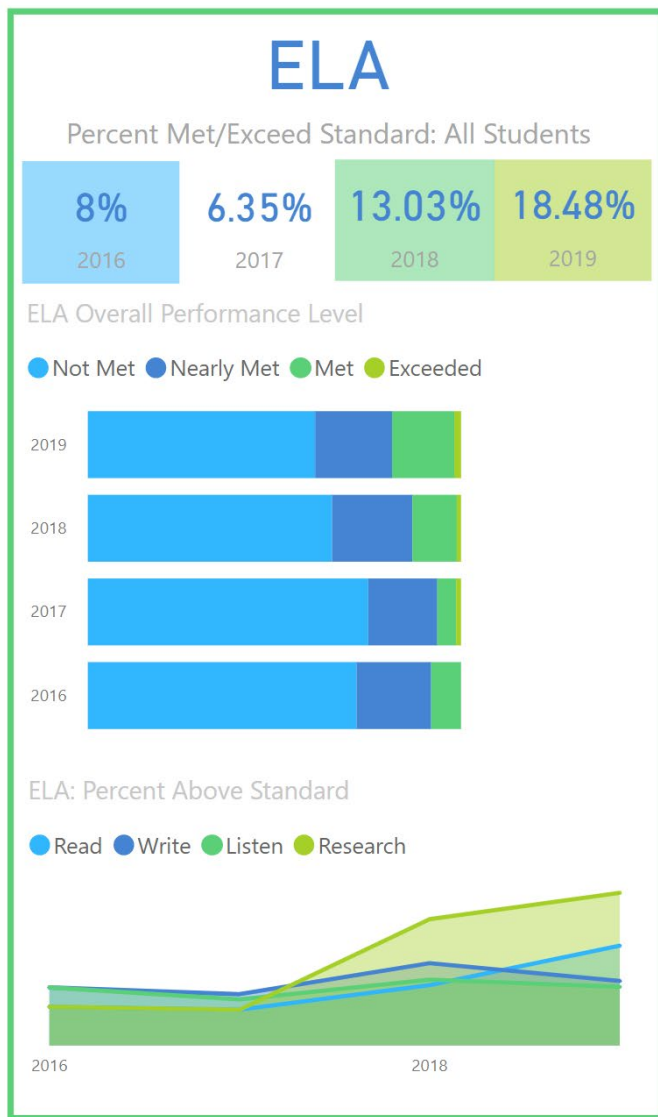
2017 – 10.3%

2018 – 10.7%

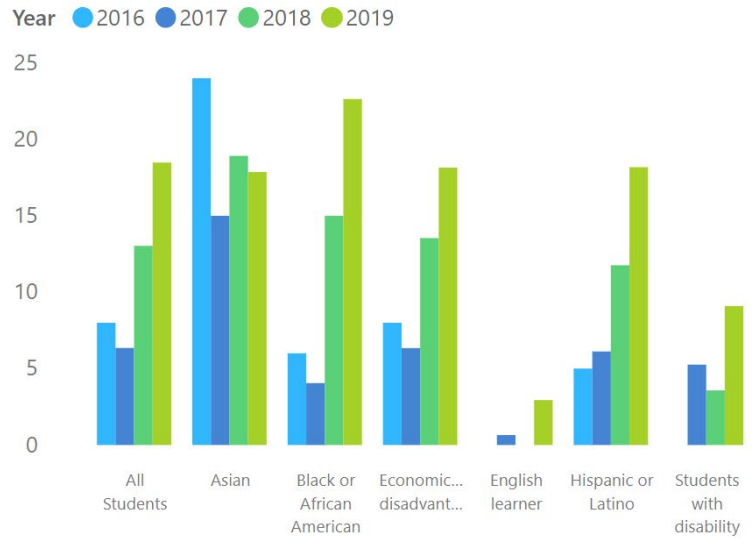
2019 – 9.8%

Goal for 2020 – 8% (Due to COVID this process was cancelled for the year)

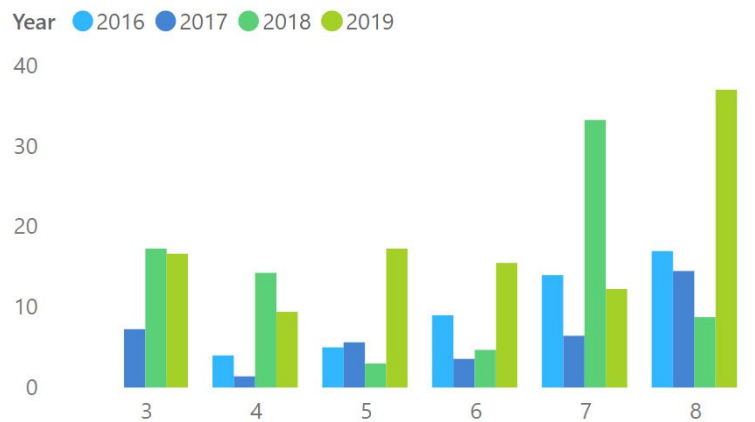
Ca Dashboard 2019 - 22.5% of ELs are making progress towards English language proficiency SUSD  
Truancy Data Reports - 33 EL students are habitual truants as of February 2020



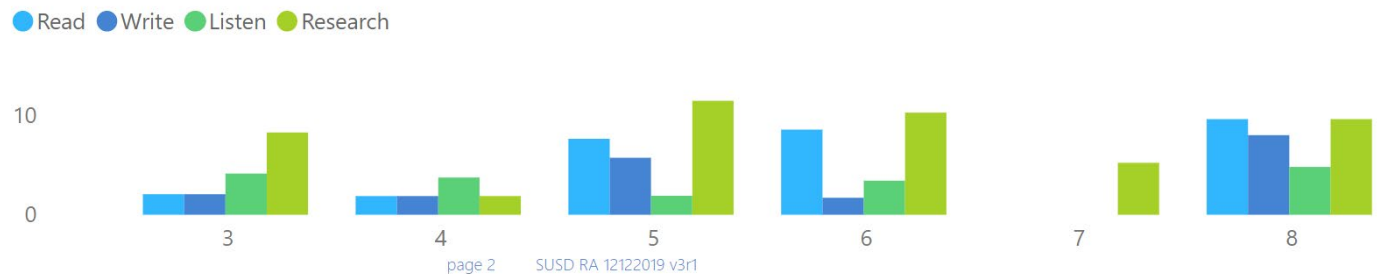
ELA CAASPP: Percent Met/Exceed Standard

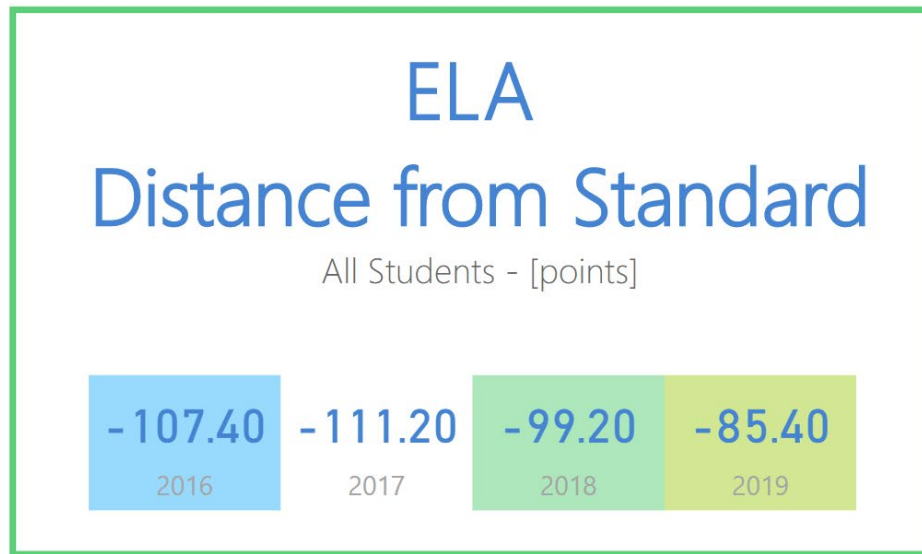


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



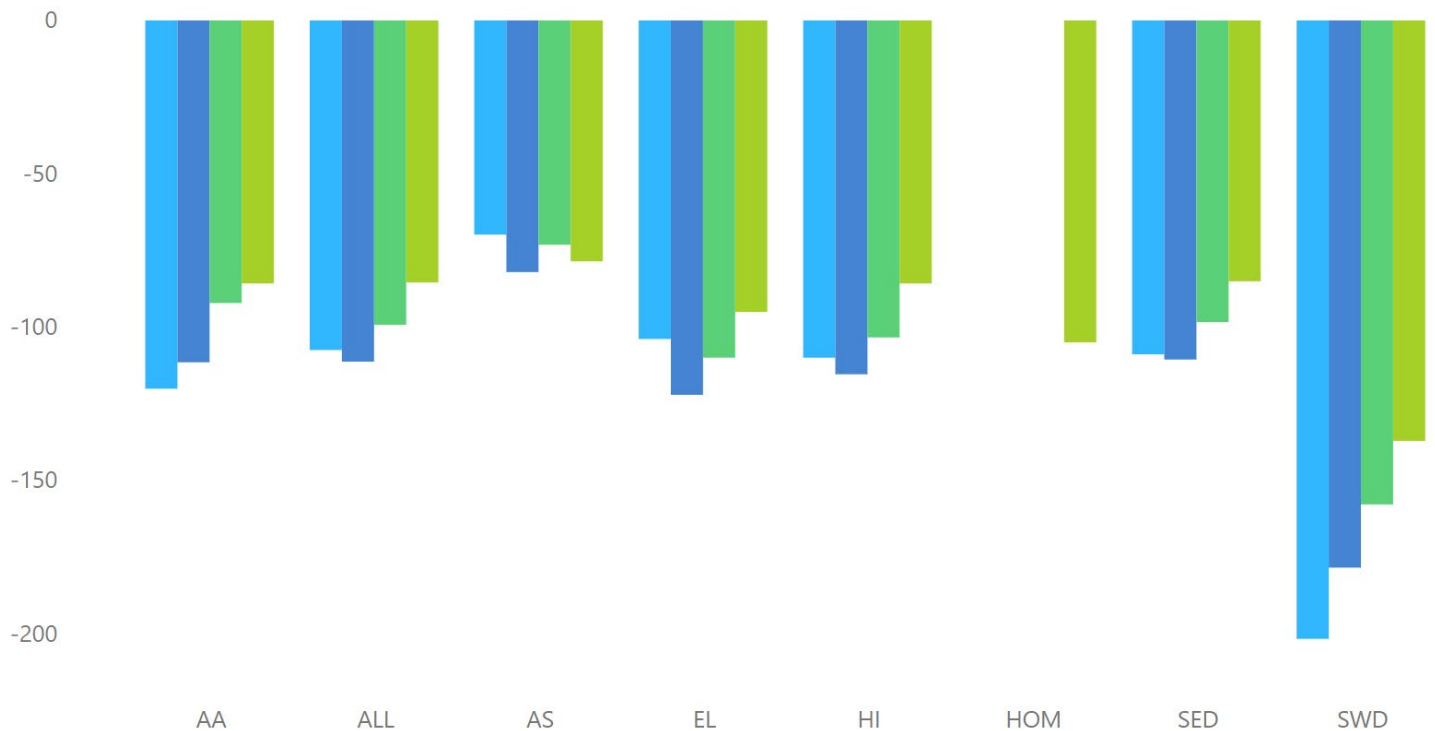
2019 Prelim ELA CAASPP: Area - Percent Above Standard

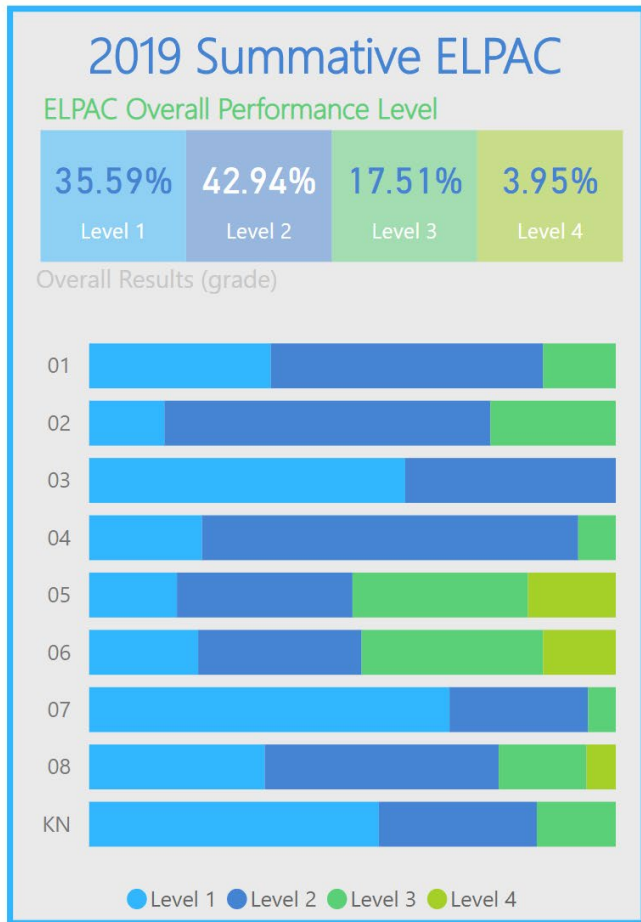




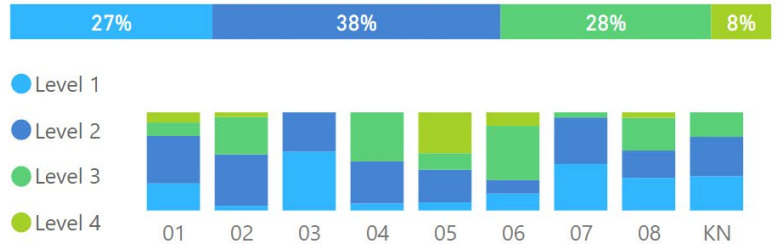
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

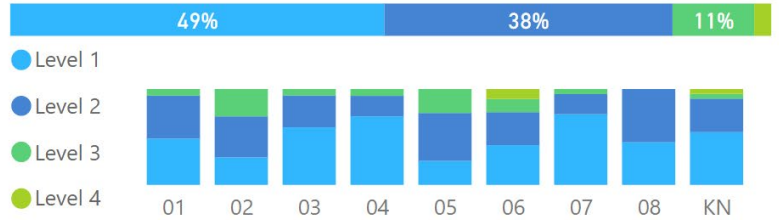




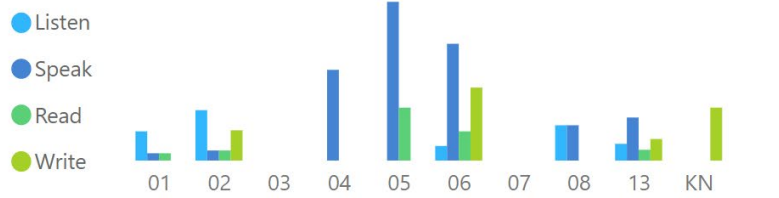
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level



#### Performance Area: Percent Well Developed



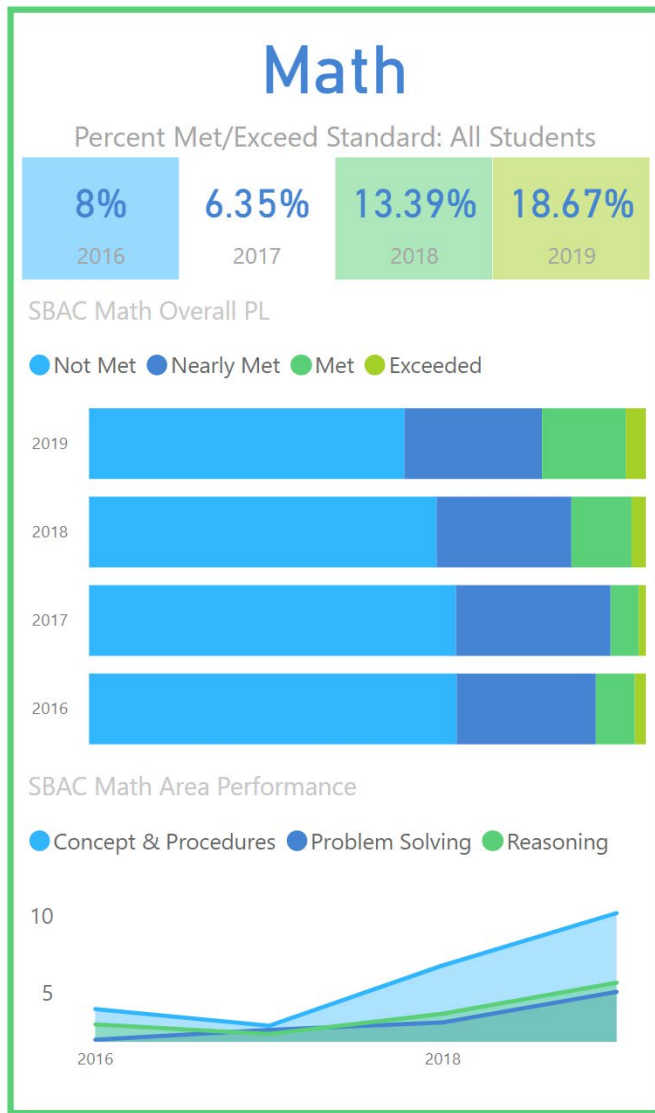
### English Learner Progress Reclassification Rates

#### English Learner Progress Indicator (ELPI)

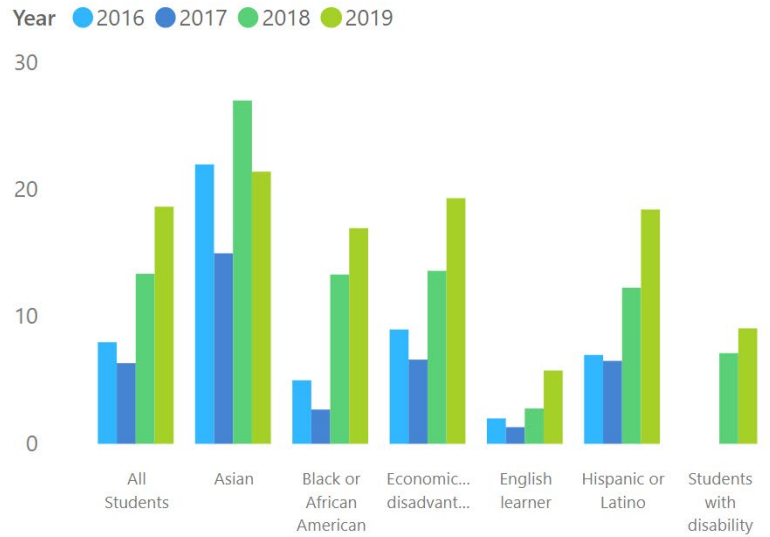


22.5%

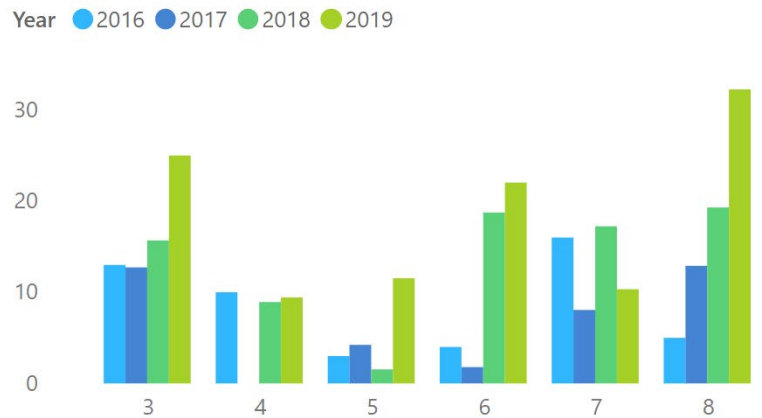
ELPI 2019



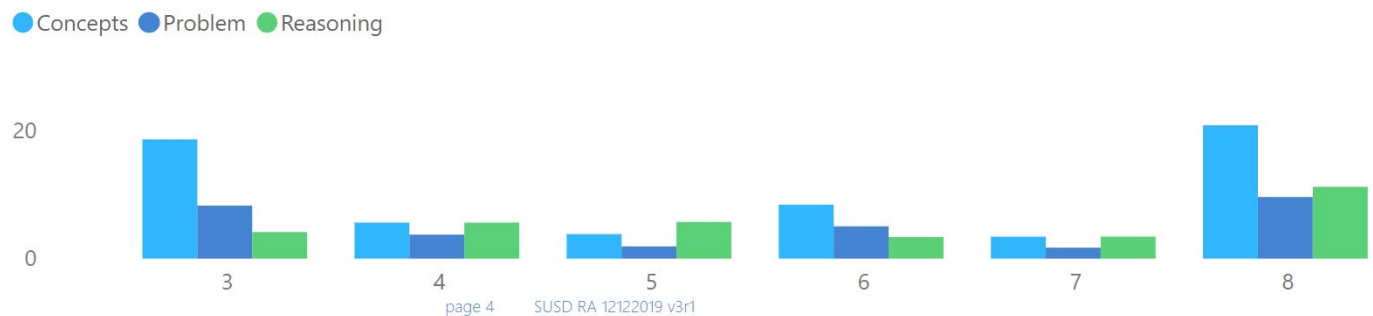
Math CAASPP: Percent Met/Exceed Standard

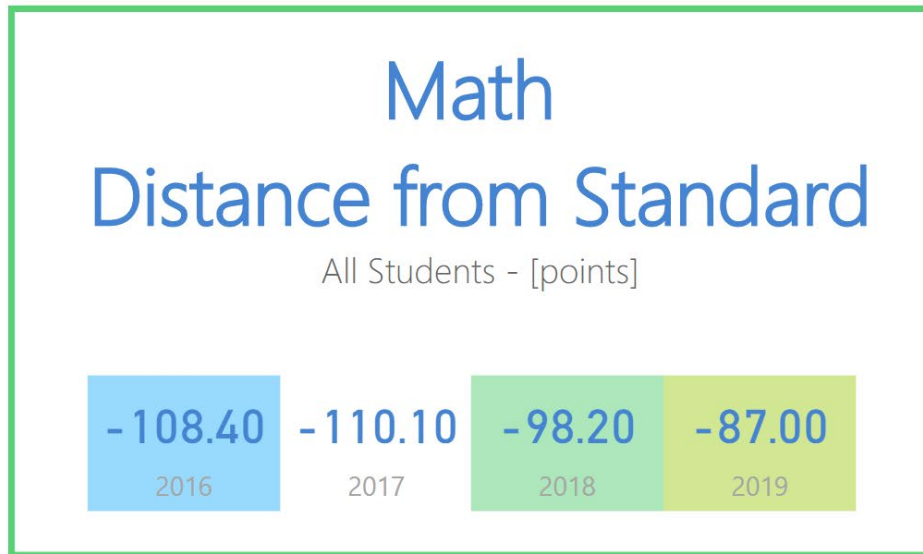


Math CAASPP: Percent Met/Exceed Standard by Grade Level



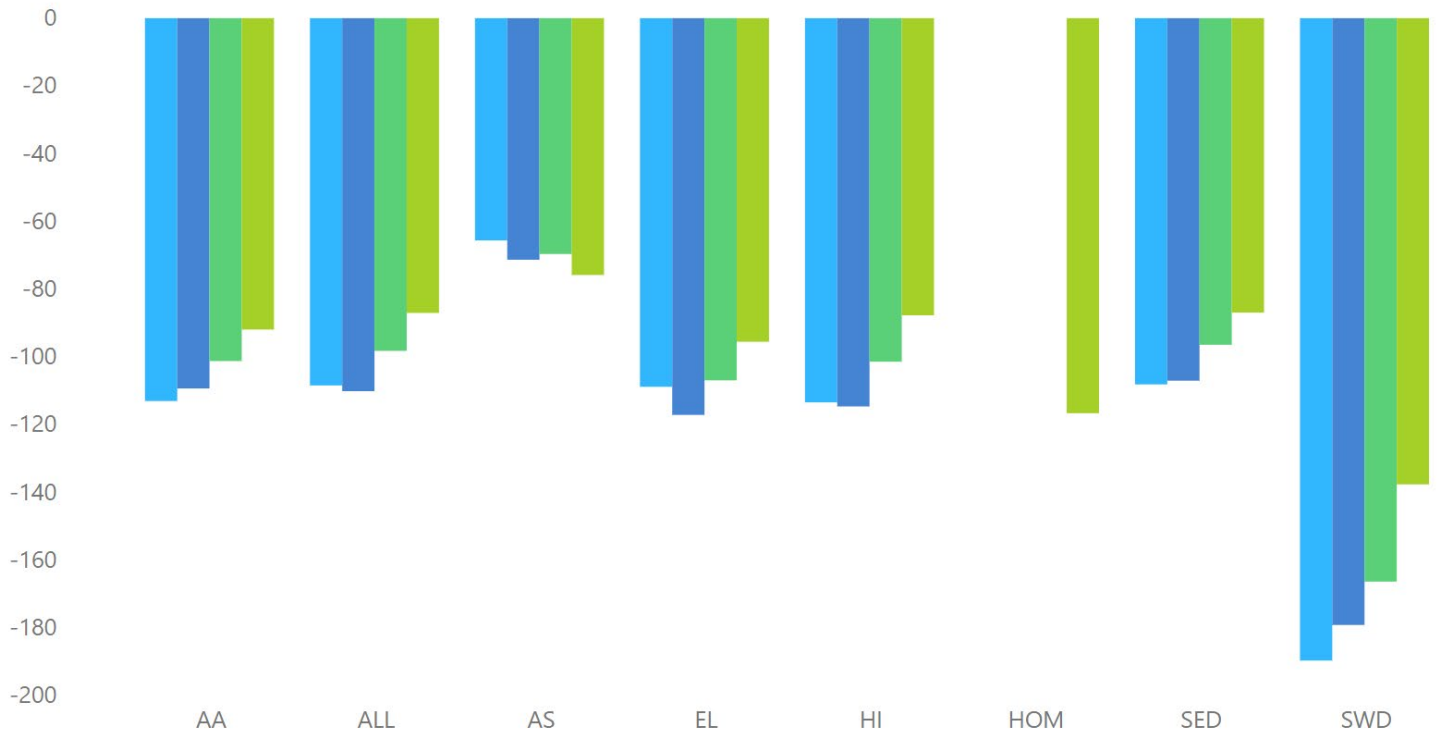
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

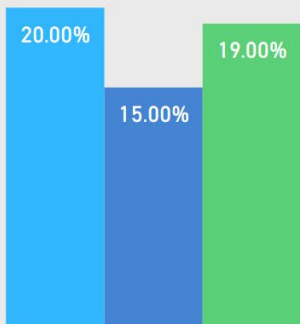
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

## PSAT 8/9 Grade 8

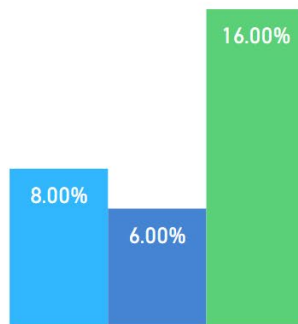
Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Year ● 2016 ● 2017 ● 2018



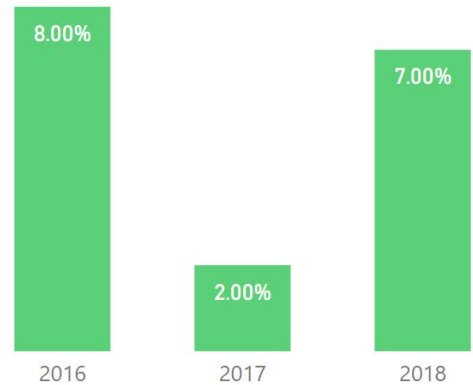
Percent Met Mathematics  
Benchmark

Year ● 2016 ● 2017 ● 2018



page 9 SUSD RA 12122019 v3r1

Percent Met ERW &  
Math Benchmark



## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-85.4 points below	-82.4 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-87 points below	-84 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

Part Time Instructional Coaches (ELA & MATH) 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.

Maintain 1.0 FTE (70% Title 1 & 30% LCFF) Program Specialist-to provide support to 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. To meet the expectation of 2 hours per day in classrooms, maintaining a Program Specialist will allow site leadership to examine and dig deep into trends, patterns, and the development of next steps for professional development. The Program Specialist will coordinate and supervise all reading interventions such as Read-180 and after school tutoring programs.

One time per semester provide teachers with be pulled out for 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: 69 days X \$200 rate of pay = \$13,800 (budgeted \$14,000)

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$80,301	19101	.7 FTE Program Specialist (salary and benefits)
\$14,000	11700	Substitutes
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$34,414	19101	.3 FTE Program Specialist (salary and benefits)

## 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. Read 180, Flocabulary, Seesaw, etc.), level books (in classroom and at home), class set of novels for 6-8, small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency.

\*Bilingual Assist – By having a 5-hour bilingual aide it will work in collaboration with the classroom teachers to move students towards reclassification. Bilingual Assist will work in small groups on targeted EL interventions based on student needs. Our EL population is increasing and the demands for equity for all students is a priority.

\*Library Media Assistant - With an ever-growing staff, and to meet the expectations of all teachers, maintaining this position would provide more time in the day for all classes to visit and promote literacy. Assistant will maintain the library's inventory with equitable, engaging, rigorous and up to date books that are accessible to all students.

\*Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, binders, planners, paper, highlighters, etc. We will provide all supplies needed to make sure all students have access to materials needed for their education. By using AVID strategies, we are providing all students with organizational skills that will benefit them in their educational path.

\*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. (Estimated cost \$4,000)

\*New equipment may need to be purchased such as laptops, projectors, cameras, etc.

\*School/Teachers will use duplicating services. (Planners, banners, curriculum implementation)

\*Teacher additional pay to hold after school tutoring that will focus on low readers and math fundamentals for grades 5-8. 3 (Teachers) x 36 (hours) x 70 (Rate) = \$7,560 (budgeted 8,000)

## Proposed Expenditures for this Strategy/Activity 2

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.

### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,685	43110	Instructional Materials
\$2,000	42000	Books
\$8,000	11500	Teacher Additional Comp
\$3,000	44000	Equipment

### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$37,509	21101	.625 FTE Bilingual Assistant (salary and benefits)
\$7,178	43110	Instructional Materials
\$4,000	56590	Maintenance Agreements
\$17,000	58450	License Agreements – Read 180 & Flocabulary
\$16,817	22601	.4375 FTE Library Media Assistant (salary and benefits)
\$2,000	43200	Non-Instructional Materials
\$2,000	42000	Books
\$1,500	57150	Duplicating

### 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.

Teachers' Additional Pay Calculation for collaboration for leadership: (9 teachers X 12 hours X \$70 rate of pay) + (1 program Specialist x 12 hours x \$70 rate of pay) = \$8,400 (Allocating \$8,500)

Staff Additional Pay Calculation for collaboration for leadership: 1 staff X 12 hours X \$40 rate of pay = \$480 (Allocating \$500) Substitute Pay for PD Collaboration: (9 teachers x 8 hours x \$70 rate = \$5,040 (Allocating 5,000)

#### Conferences:

\*PBIS/School Climate Conference – AP, Counselor, and 1 teacher (3 staff x 1800=5,400)

\*ELD Institute – 6 Teachers (No cost-only substitutes)

\*AVID – Principal, AP, program specialist and 4 teachers (7 staff x 1,800 = 12,600)

\*PLC Institute – Leadership Team and untrained teachers (only if we receive our rollover money that was unused this year due to COVID-19)

\*Allocating \$18,200 for all conferences

Substitute Pay Calculations for Conferences- 20 days x \$200 rate = \$4,000

#### Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$11,200	52150	Conferences

\$ Amount(s)	Object Code	Description
\$5,000	11700	Substitutes

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$8,500	11500	Teacher Additional Comp – Collaboration
\$500	12151	Counselor Additional Comp
\$4,000	11700	Substitutes for conferences
\$7,000	52150	Conferences

## 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/TRAVELING EXHIBITS

Field Trip Non-District Transportation 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.

To be determined during the 2020-2021 school year by grade levels.

### Proposed Expenditures for this Strategy/Activity 4

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$13,000	58720	Field Trips – Non-District Transportation

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Subgroup: Preschool and Transitional Kindergarten

### Strategy/Activity

Provide the students with the opportunities to:

- \*Interact with their peers from kindergarten classes promoting social skills
- \*Establish a connection between the kindergarten teachers, preschoolers and TK students
- \*Practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the big playground
- \*Attending the district's 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 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

1.1 The use of 2-part time Instructional Coaches to provide support for classroom teachers in instructional practices; focusing on integrated ELD strategies, phonics, etc. Hiring a full-time Program Specialist who provided support in analyzing and interpreting data, coordinate all state and district assessments, serve as LCAP coordinator, and assist with intervention programs and overall literacy improvement.

1.2 Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Read 180, Flocabulary, etc.), level books (in classroom and at home), small group instruction for our EL students all in an effort to promote an atmosphere that conducive to literacy for all.

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

1.4 Field Trips to be taken one per grade level to provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

1.5 Providing our Preschool and TK students the opportunity to interact with kinder peers, practice social skills and experience the Van Buren school atmosphere by attending assemblies, eating lunch in the cafeteria and attending the district's Summer Bridge Program.

#### Effectiveness

Van Buren's strategies were effective showing improvement in our I-Ready scores in both Reading and Math when comparing fall to winter scores. Our scores were as follows:

<b>ELA</b>	<b>At or Above Grade Level</b>	<b>1 grade level Below</b>	<b>2 or more grade levels below</b>
<b>Fall</b>	5%	32%	63%
<b>Winter</b>	13%	39%	49%
<b>MATH</b>			
<b>Fall</b>	3%	43%	54%
<b>Winter</b>	10%	50%	40%

**SBAC Proficiency Scores**

2018-ELA 13% Math-13% 2

019-ELA 18% Math-18%

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 was one change that affected our EL students – we had a vacancy throughout the school year for our bilingual assistant position which did not allow us the opportunity to provide our ELs with small group instruction.

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**

There will not be any significant 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 and equitable education where they are exposed to relevant rigorous curriculum. We will continue with our strategies and we recently hired a bilingual assistant that will start as soon as the COVID-19 restrictions are lifted and we return to school physically.

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By the end of the 2020-2021 academic school year, Van Buren will decrease the overall suspension rate by 2% for all students.

By the end of the 2020-2021 academic school year, Van Buren will decrease the sub-group for African Americans by 1%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 academic school year, Van Buren will decrease our chronic absenteeism by 2.5% for all students.

## Identified Need

### Suspension –

\*Total days of suspension as of February 2020 was 138.5, an increase of 39 days when compared to same time of 2019. There is a high number of African American (33) and Hispanic (30) students who have been suspended at least once as of February 2020.

\*Ca Dashboard 2019 indicated a 0.5% decrease from 2018 to 7.4% of students being suspended at least once.

### Attendance/Chronic Truancy –

\*Rate of truancy (District Reports) as of February 2020 was 20.47% a decrease of 2.55% when compared to the same time of 2019. Some areas of concern are as follows:

\*Races showing elevated chronic absenteeism are: White = 54%; Homeless = 27.91%, and African Americans = 25%

\*District Reports show 33 EL students are habitual truants as of February 2020.

\*Ca Dashboard indicated a 1.2% increase from 2018 with 27.6% of students showing chronic absenteeism.

## Suspension Rate

All Students  
percent of unduplicated suspension

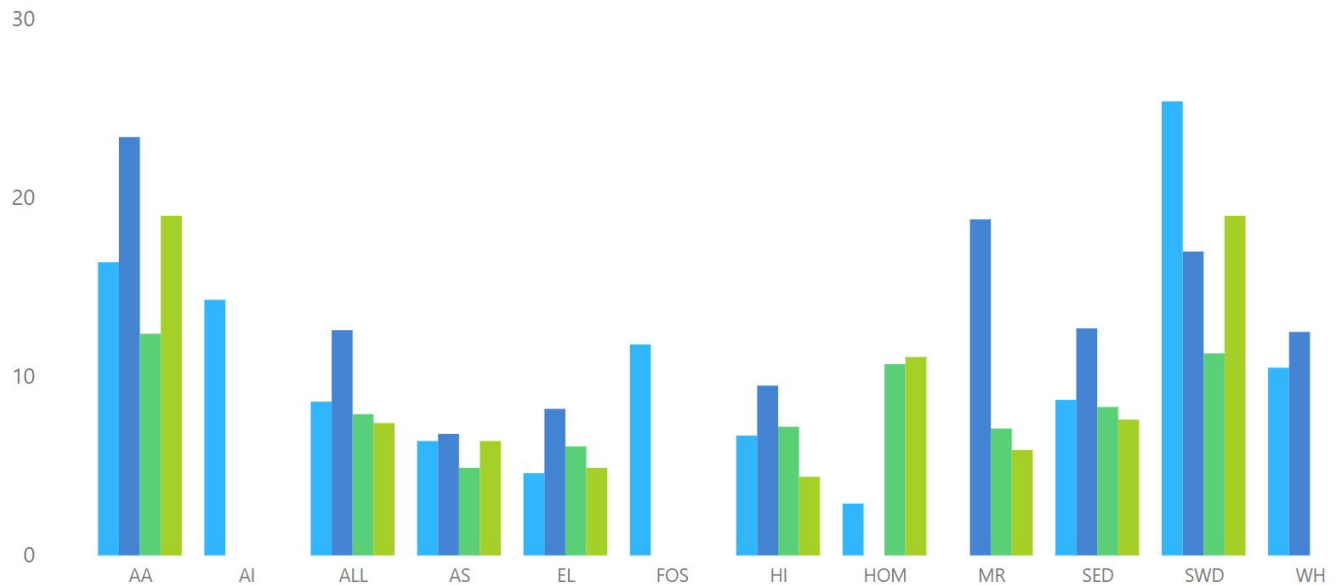


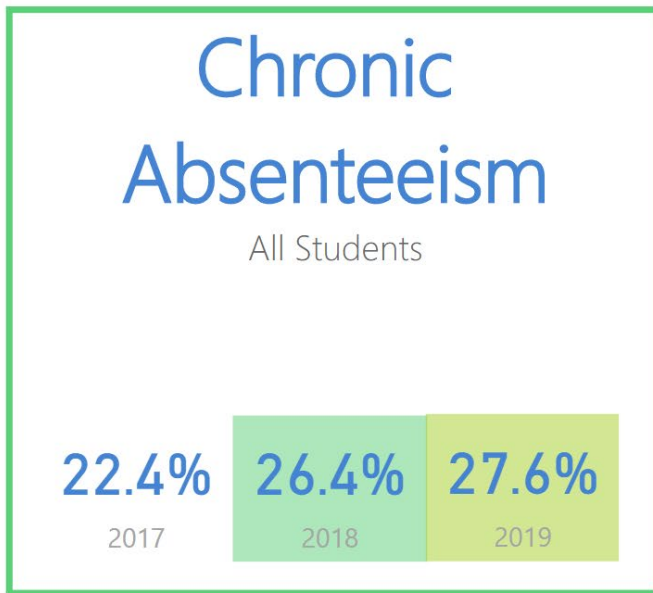
## Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

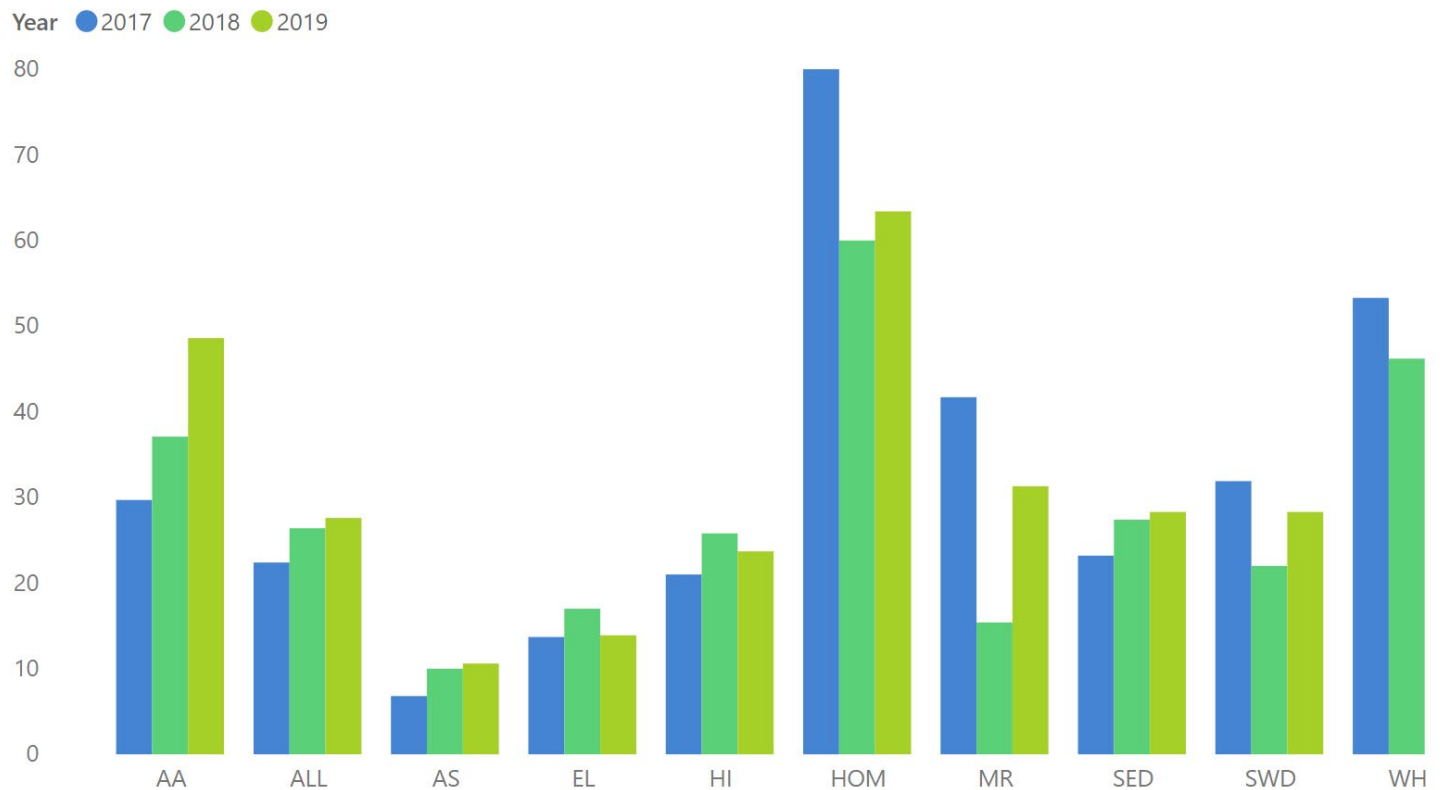
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7.4%	5.4%
Chronic Absenteeism (All Students)	27.6%	25.1%

## 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 (lunch recess)-i.e. Sports for Learning (11,000 – Consultants-Instruction)

Counseling (small groups/individual) and Mental Health Clinician

BIP-Behavior Support Plans tailored to student's needs

### Proposed Expenditures for this Strategy/Activity 1

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$11,000	58100	Consultant – Non-Instructional

## 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: Monthly Panther Attendance Challenge, Monthly Individual Perfect Attendance Recognition

Check-in system

Monthly Team Home Visits-Collaboration with CWA

Attendance Contracts tailored to student's needs

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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-Suspensions: 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-Truancy: Implementing school wide attendance incentive programs and resources to decrease truancy rate at Van Buren.

#### Effectiveness

- 1.1 Our strategies were not effective as we failed to reach our goal and actually increased the number of days students were suspended. But we will need to wait for Ca Dashboard information since they measure the number of students that were suspended at least once not the number of days.
- 1.2 Our strategies were effective when analyzing the data for 2020. As of February 2020, Van Buren had a 2.5% decrease in student truancy rates.

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

- 1.1 Consistently use school counselors, mental health clinicians, PBIS, PLUS and AVID to continue to support our students. Faithfully use the counselors to do targeted small groups using discipline data as a guide. Counselors will implement interventions involving teacher/students/families. 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.

1.2 Consistently 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. Continue with our incentive program and get our counselors more involved in the celebration and recognition of students who get perfect attendance.

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By the end of the 2020-2021 academic school year the average number of parents attending Parent Involvement activities will increase by 10%. This will be measured by the number of parents that attend and sign in to our Monthly Parent Coffee Hours, Movie Nights, or any other parent involvement activities.

## Identified Need

### Meaningful Partnerships:

Parent participation was low for the 2018-2019 school year with an average of 6 parents per meeting. We set a goal of 50% increase from 2019 to 2020 bringing our average to 12 parents participating. We were in route to meet this goal as we were at 11% as of Feb. 2020. We would like to have higher numbers to an average of 13 parents who attend meetings and activities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign in sheets	11	13

## 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

\*Parent Coffee Hour

\*Movie Nights

\*To purchase materials and books to teach our parents reading strategies to use at home with their children. \*Provide classes for parents such as ESL and technology classes.

Maintaining a community assistant will allow for recruitment of new parents to volunteer, attend coffee hours, SSC & ELAC meetings, and other parent involvement events.

### Proposed Expenditures for this Strategy/Activity 1

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,834	43200	Non-Instructional Materials
\$1,000	43400	Parent Meetings

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$13,302	29101	.4375 FTE Community Assistant (salary and benefits)

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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, parent meetings, etc. Effectiveness Strategies have been successful with our school providing opportunities for parent engagement. We would like to have seen an increase of the number of parents who attended our meetings so we may have a meaningful partnership with our community. However, we are pleased because our goal was to have a 50% increase bringing our average to 12 parents per meeting and we had an average of 11 parents as of Feb. 2020.

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

We were unable to establish and/or maintain a PTA to allow us to increase our school-parent partnership.

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

Continue with providing our parents with a year-long calendar of events. Parent involvement change to a PTO instead of a PTA. Continue to offer opportunities for parents in English and Spanish to increase overall participation. Having more community events such as Breakfast with Santa, school carnival, or other events to encourage meaningful partnerships.

# 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	\$145,020
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	\$311,740

## 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	\$145,020

Subtotal of additional federal funds included for this school: \$145,020

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	\$166,720

Subtotal of state or local funds included for this school: \$166,720

Total of federal, state, and/or local funds for this school: \$311,740

# Budget Spreadsheet Overview – Title I

## VAN BUREN

### Preliminary Budget Allocation - TITLE I

### FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 142,186
TOTAL BUDGET DISTRIBUTED BELOW	\$ 142,186
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 2,834
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 2,834
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 8,000					\$ 8,000
11700	Teacher Substitute		\$ 19,000					\$ 19,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist		\$ 80,301					\$ 80,301
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 107,301	\$ -	\$ -	\$ -	\$ -	\$ 107,301
Books & Supplies								
42000	Books		\$ 2,000					\$ 2,000
43110	Instructional Materials		\$ 5,685					\$ 5,685
43200	Non-Instructional Materials						\$ 1,834	\$ 1,834
43400	Parent Meeting						\$ 1,000	\$ 1,000
44000	Equipment		\$ 3,000					\$ 3,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 10,685	\$ -	\$ -	\$ -	\$ 2,834	\$ 13,519
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 11,200					\$ 11,200
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans		\$ 13,000					\$ 13,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 24,200	\$ -	\$ -	\$ -	\$ -	\$ 24,200
GRAND TOTAL			\$ 142,186	\$ -	\$ -	\$ -	\$ 2,834	

# Budget Spreadsheet Overview – LCFF

## VAN BUREN

### Preliminary Budget Allocation - LCFF

### FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 166,720
TOTAL BUDGET DISTRIBUTED BELOW	\$ 166,720
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 8,500				\$ 8,500
11700	Teacher Substitute		\$ 4,000				\$ 4,000
12151	Counselor		\$ 500				\$ 500
13201	Assistant Principal						\$ -
19101	Program Specialist		\$ 34,414				\$ 34,414
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant			\$ 37,509			\$ 37,509
24101	Library Media Clerk		\$ 16,817				\$ 16,817
29101	Community Assistant					\$ 13,302	\$ 13,302
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 64,231	\$ 37,509	\$ -	\$ 13,302	\$ 115,042
Books & Supplies							
42000	Books		\$ 2,000				\$ 2,000
43110	Instructional Materials		\$ 7,178				\$ 7,178
43200	Non-Instructional Materials		\$ 2,000				\$ 2,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 11,178	\$ -	\$ -	\$ -	\$ 11,178
Services							
57150	Duplicating		\$ 1,500				\$ 1,500
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 4,000				\$ 4,000
56530	Equipment Repair						\$ -
52150	Conference		\$ 7,000				\$ 7,000
58450	License Agreement		\$ 17,000				\$ 17,000
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 11,000		\$ 11,000
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 29,500	\$ -	\$ 11,000	\$ -	\$ 40,500
GRAND TOTAL			\$ 104,909	\$ 37,509	\$ 11,000	\$ 13,302	\$ 166,720