Stockton Unified School District

School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 01/26/2021

Version 3 – 07/27/2021

Van Buren Elementary

Contents

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 2 – Ver 3 – 04/06/2021	Ver 1 – 05/11/2020 Ver 2 – 01/14/2021 Ver 3 – 06/30/2021	Ver 1 – 07/28/2020 Ver 2 – 01/26/2021 Ver 3 – 07/27/2021

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
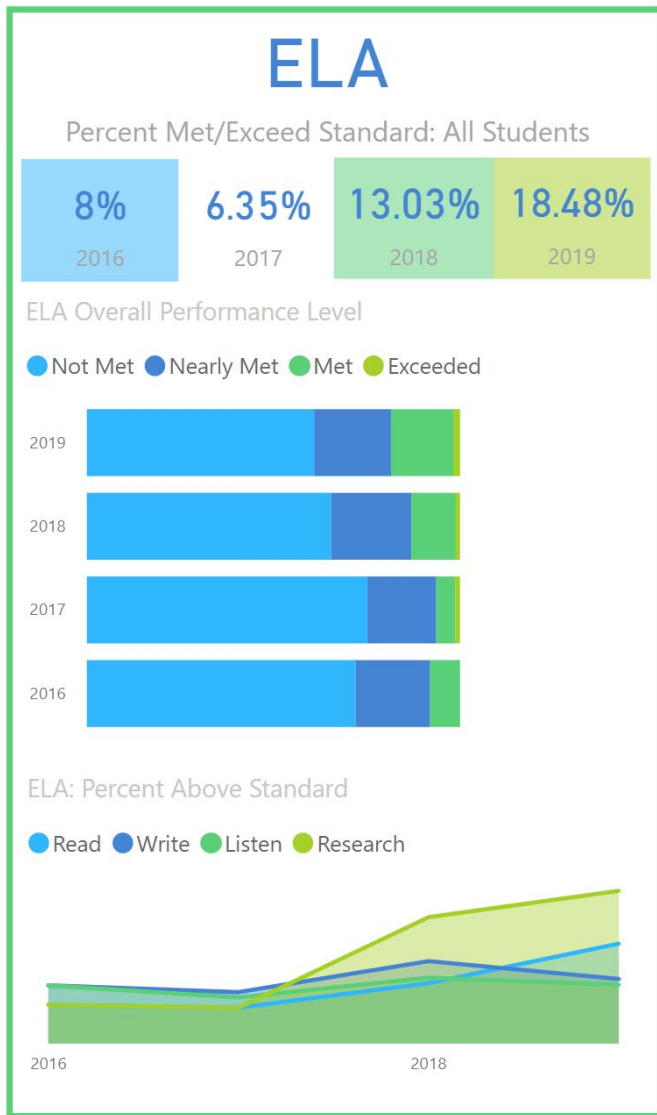
ELA

Percent Met/Exceed Standard: All Students

8%	6.35%	13.03%	18.48%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
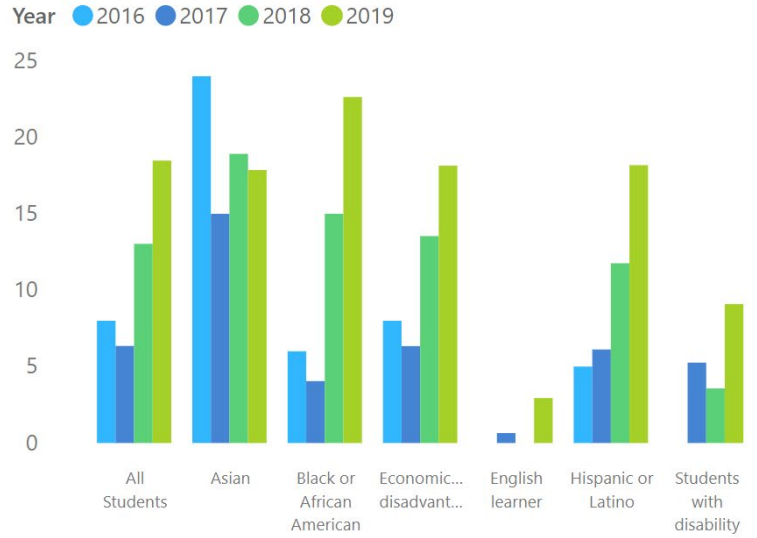
Year ● 2016 ● 2017 ● 2018 ● 2019
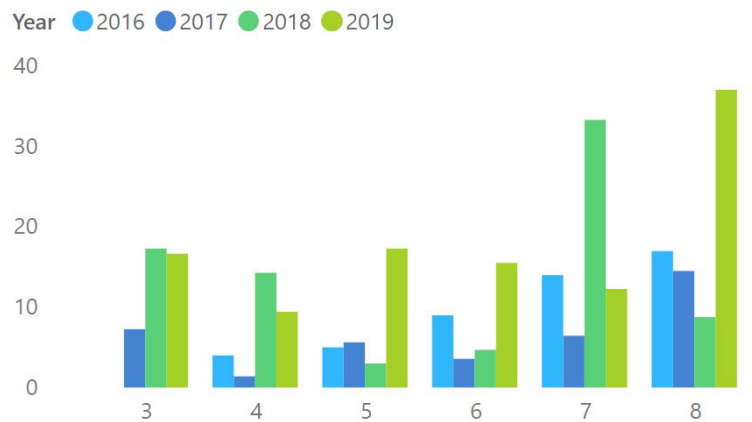
2019 Prelim ELA CAASPP: Area - Percent Above Standard
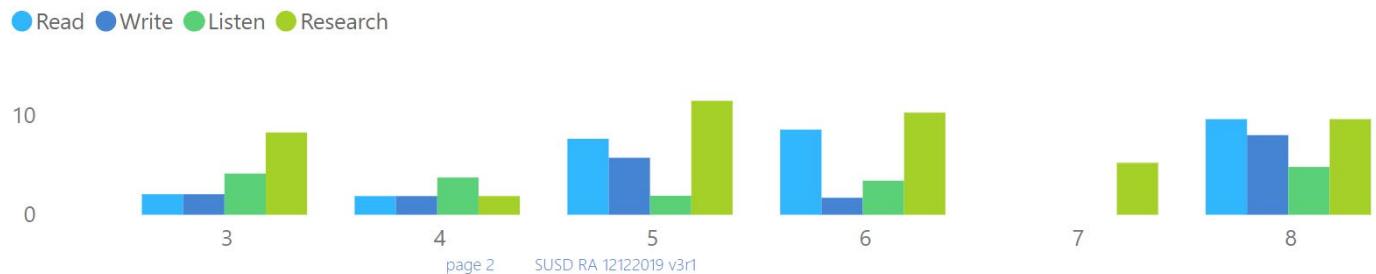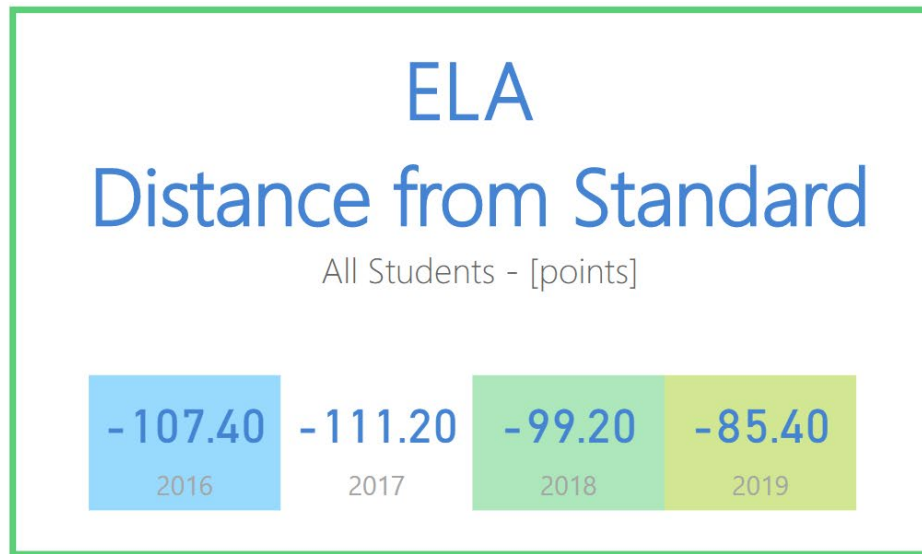
● Read ● Write ● Listen ● Research

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2019 Summative ELPAC

ELPAC Overall Performance Level

35.59%	42.94%	17.51%	3.95%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

Level 1 Level 2 Level 3 Level 4

Oral Language Overall Performance Level

27%	38%	28%	8%
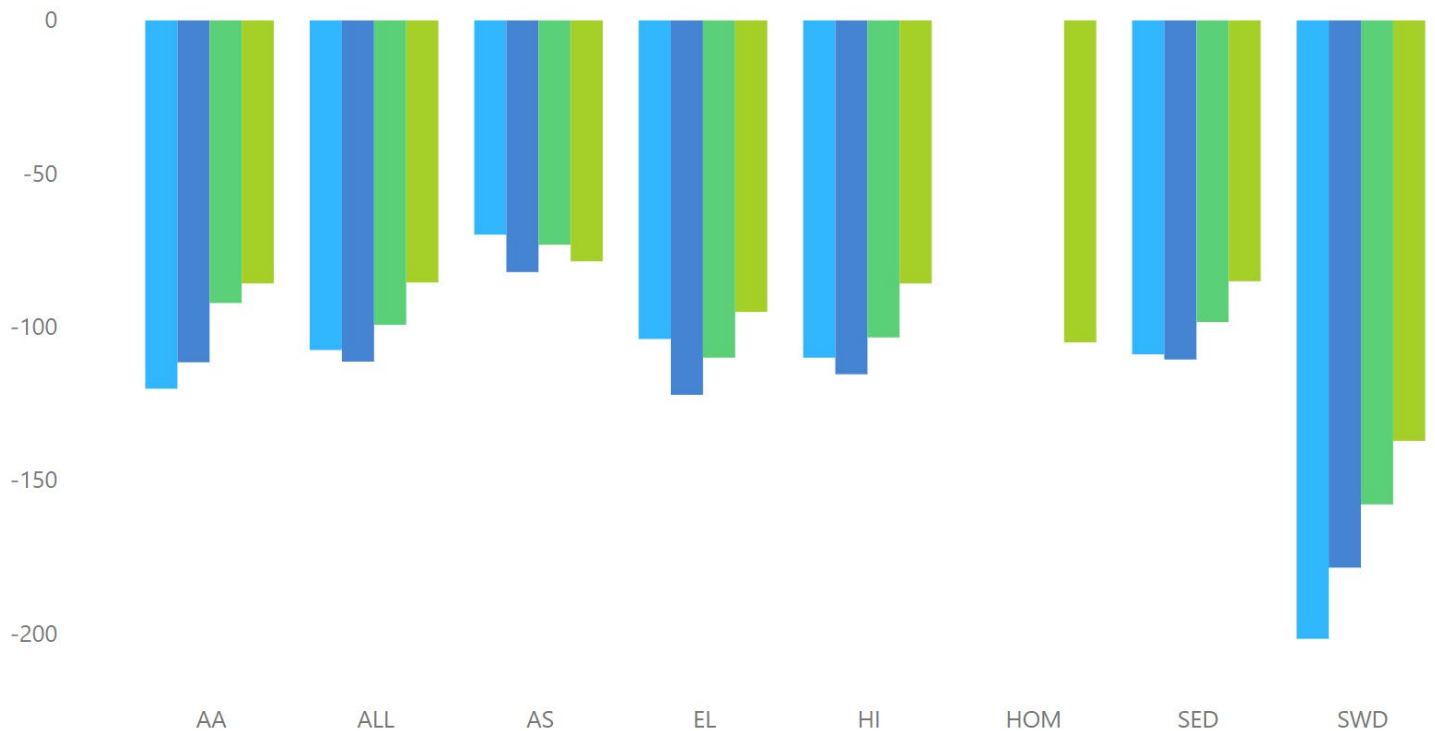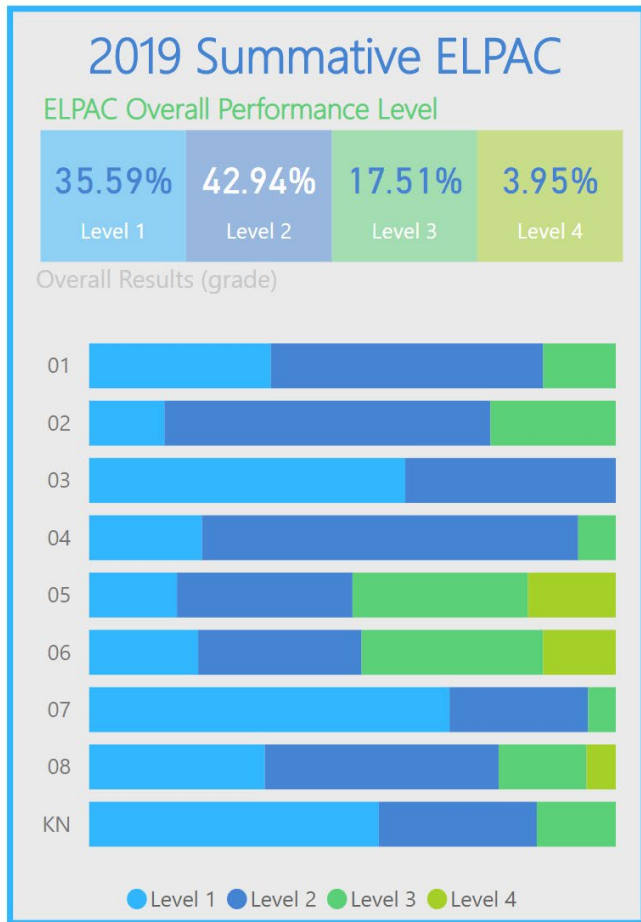
- Level 1
- Level 2
- Level 3
- Level 4
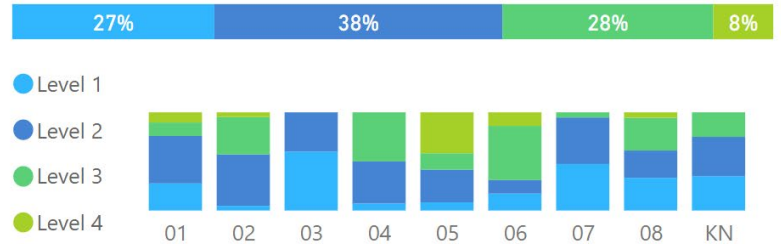
Written Language Overall Performance Level

49%	38%	11%	

- Level 1
- Level 2
- Level 3
- Level 4
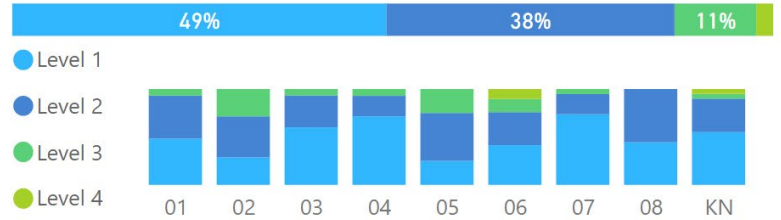
Performance Area: Percent Well Developed

- Listen
- Speak
- Read
- Write
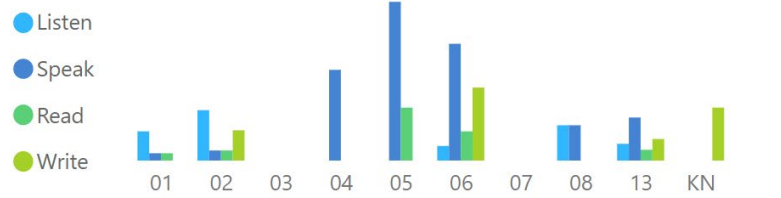
English Learner Progress
Reclassification Rates

6.00%	10.30%	10.70%	9.80%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

22.5%

ELPI 2019
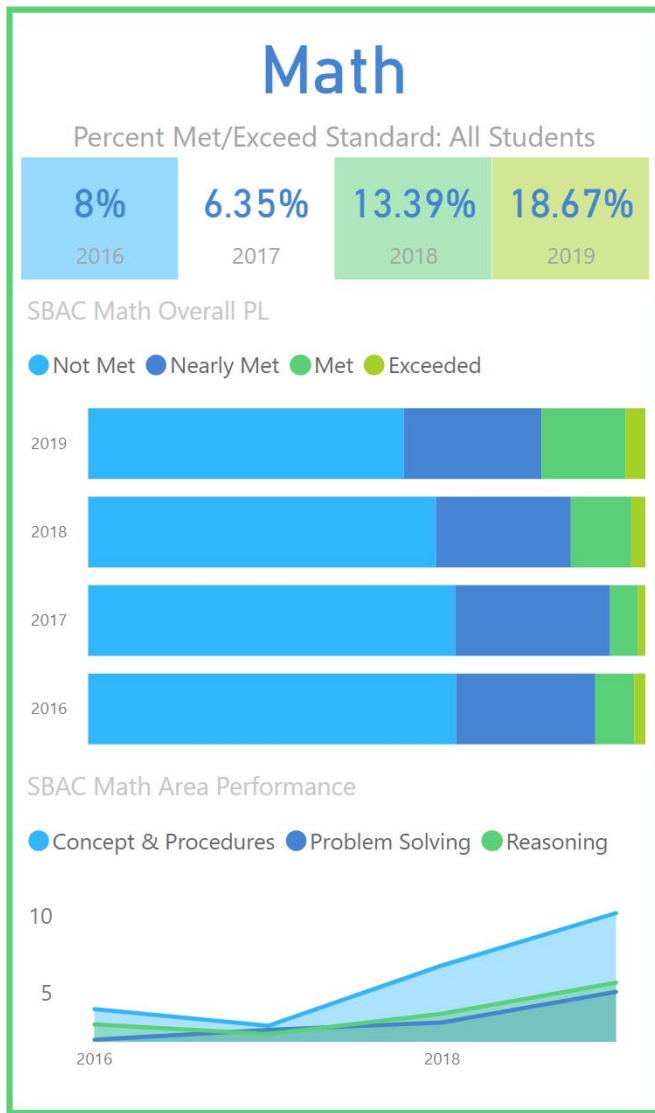
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Math

Percent Met/Exceed Standard: All Students

| 8% 2016 | 6.35% 2017 | 13.39% 2018 | 18.67% 2019 |

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Categories: All Students, Asian, Black or African American, Economic... disadvant..., English learner, Hispanic or Latino, Students with disability

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

Grade levels: 3, 4, 5, 6, 7, 8
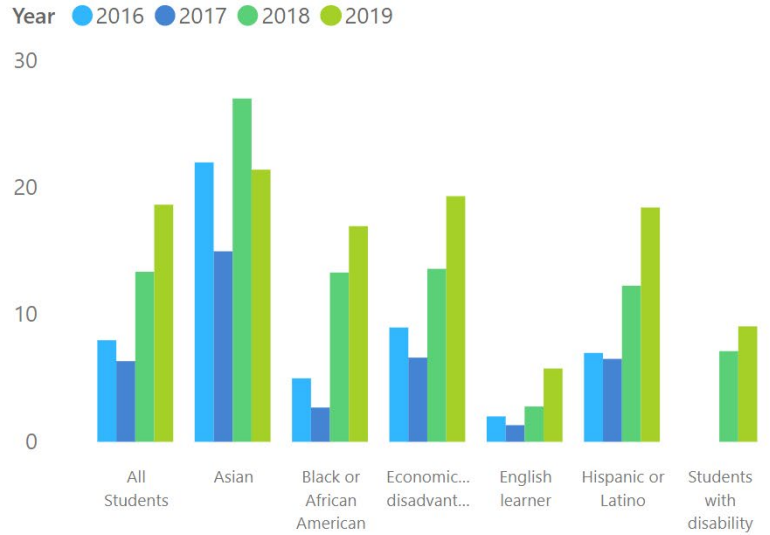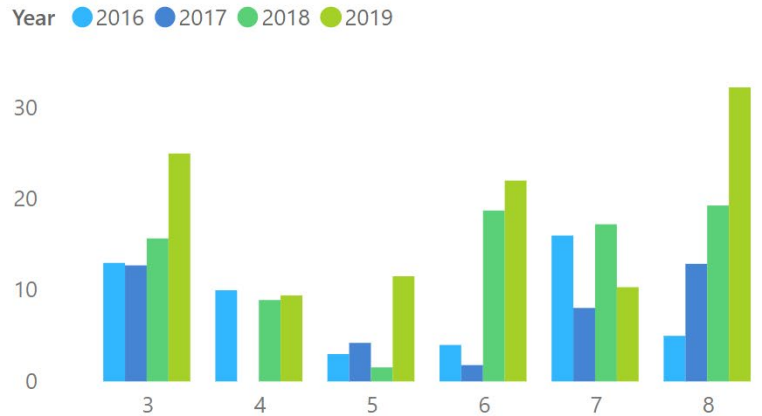
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

Grade levels: 3, 4, 5, 6, 7, 8

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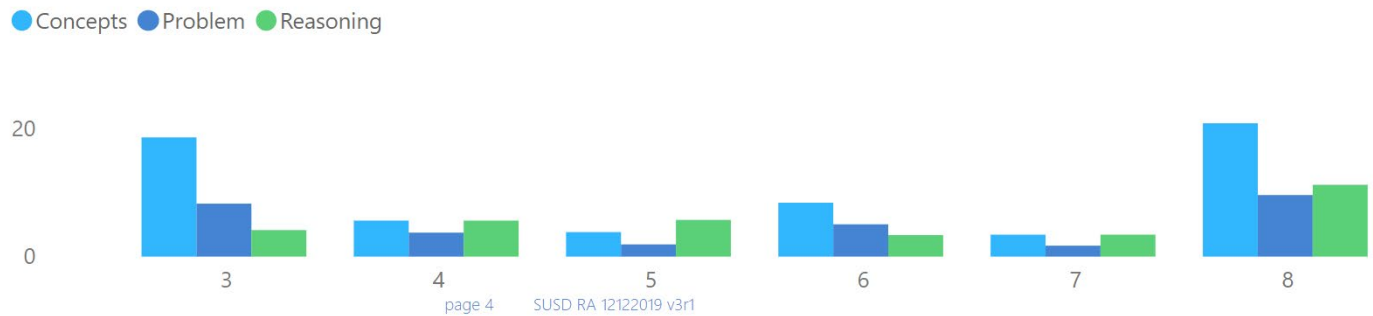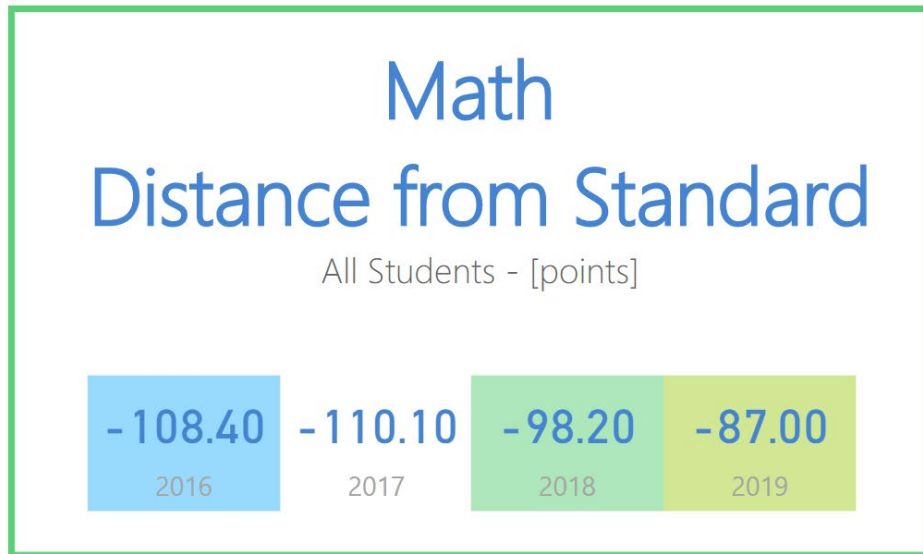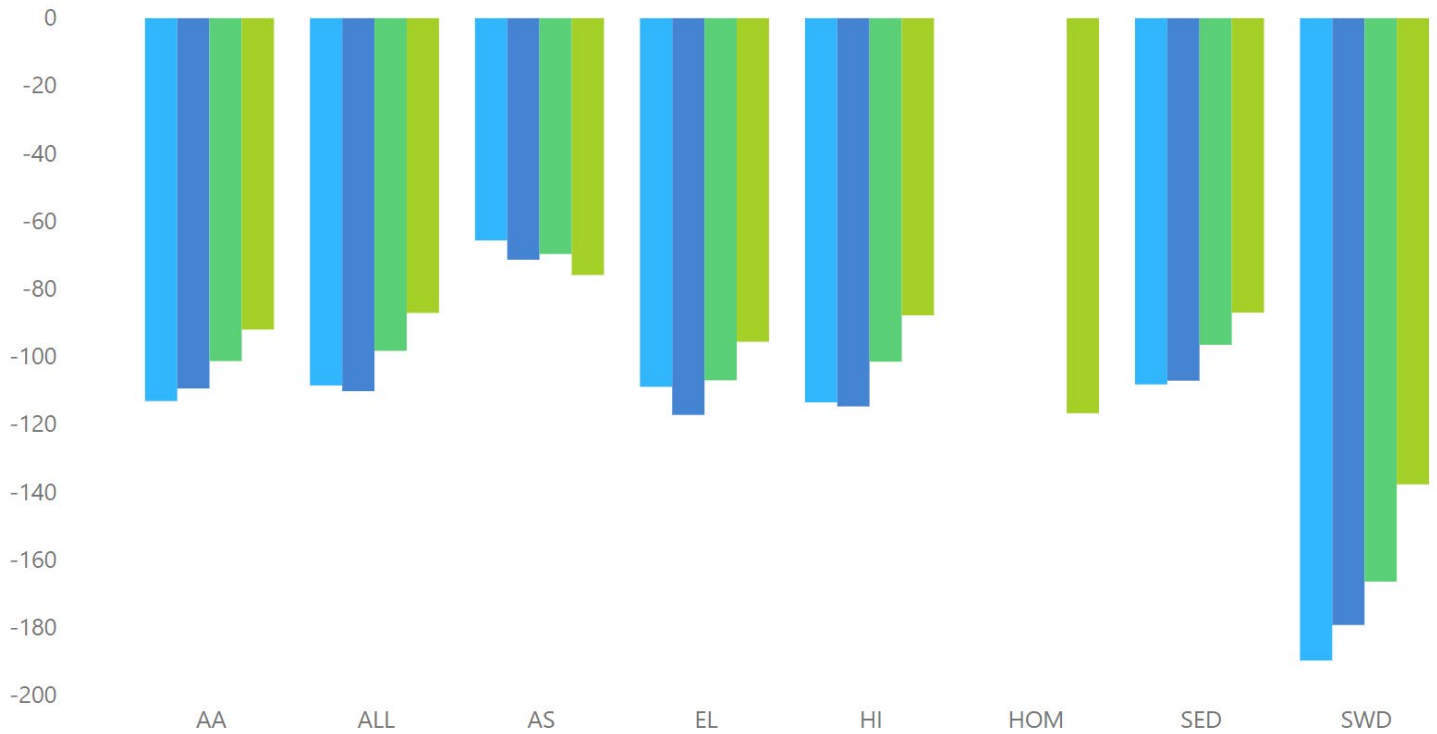
PSAT NMSQT Grade 10

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

20.00%
15.00%
19.00%
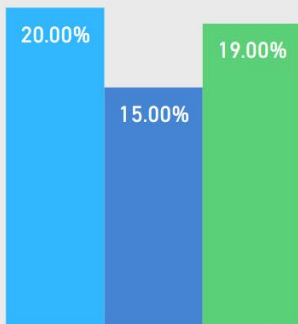
Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

8.00%
6.00%
16.00%
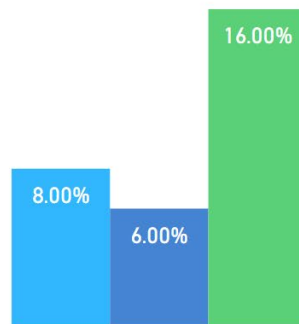
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Percent Met ERW & Math Benchmark

8.00%
2.00%
7.00%

2016   2017   2018
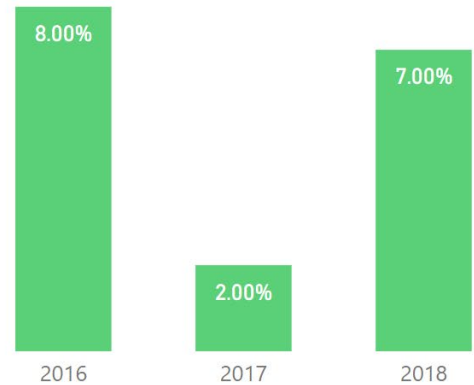
Annual Measurable Outcomes

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:

ELA	At or Above Grade Level	1 grade level Below	2 or more grade levels below
Fall	5%	32%	63%
Winter	13%	39%	49%
MATH			
Fall	3%	43%	54%
Winter	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

8.6%	12.6%	7.9%	7.4%
2016	2017	2018	2019

Explusion

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

Suspension Rate: Student Group

Year ●2016 ●2017 ●2018 ●2019

Chronic Absenteeism

All Students

22.4%	26.4%	27.6%
2017	2018	2019
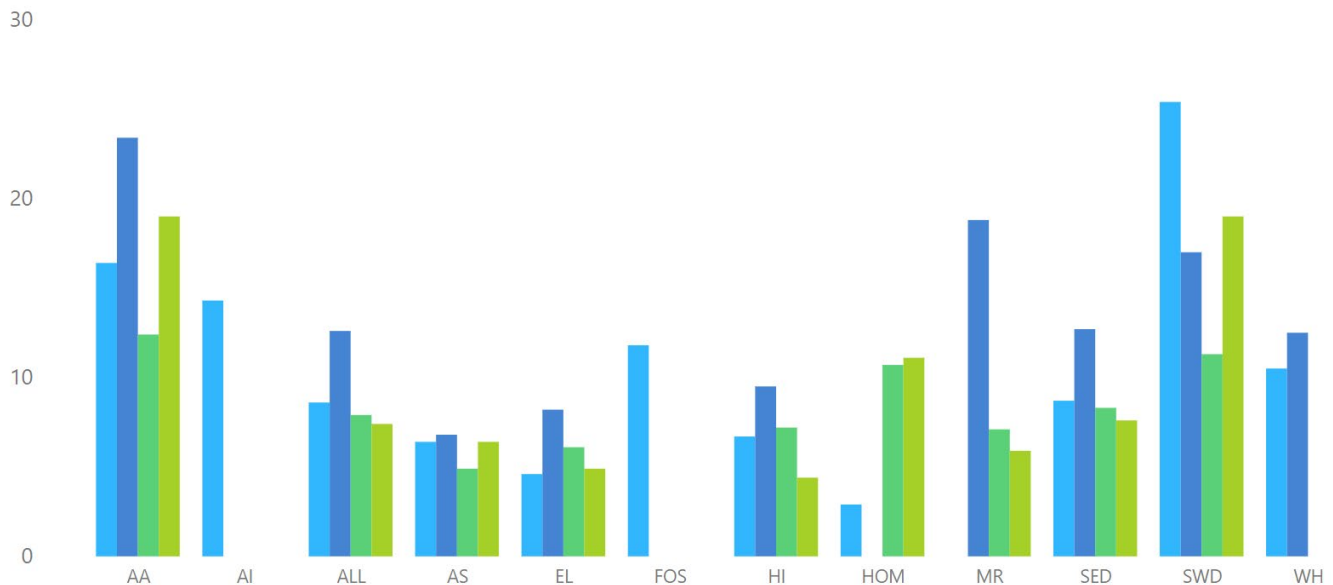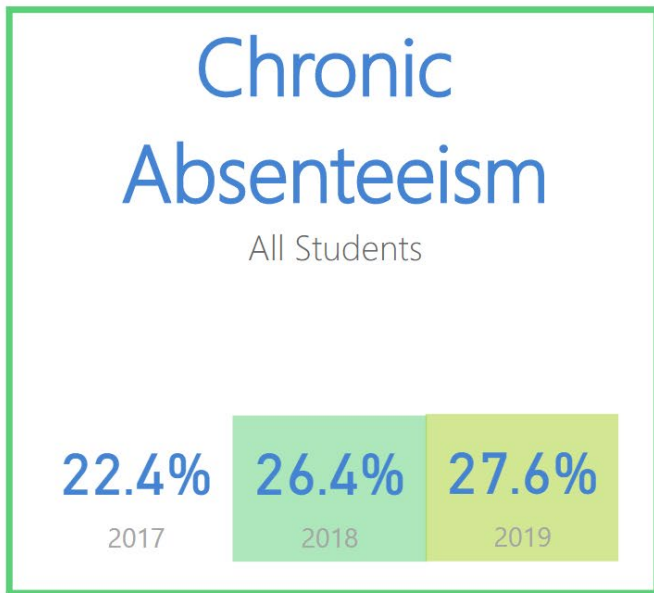
Chronic Absenteeism Rate by Student Group and Year

Year ● 2017 ● 2018 ● 2019

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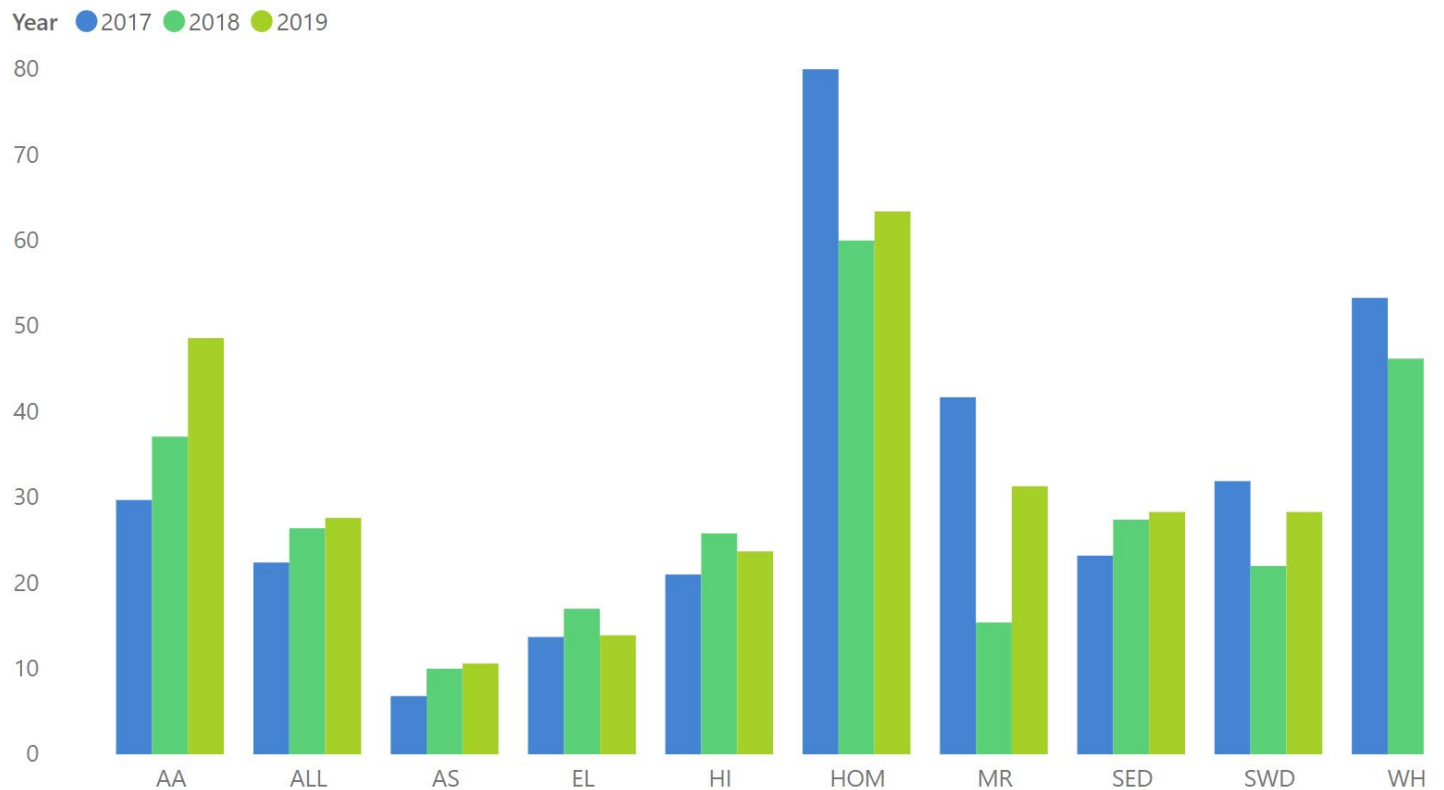
Annual Measurable Outcomes

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 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

				TITLE I					
Object	Description	FTE	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		TOTAL BUDGET
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 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	23035 GOAL #3 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

Amendments

Version 2

The purpose of this amendment incorporates minor changes and budgets transfers for the period of July 1, 2020 through December 31, 2020. In addition, the amendments will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Van Buren's School Site Council (SSC) reviewed and approved the changes which have been detailed in their October 21, 2020 minutes.

7. School Plan for Student Achievement – Goal 1, 2, and 3 Strategies and Activities
  a. Status of 2020-2021 Implementation, Effectiveness (supported by data)
  b. Obtain input on parent involvement and professional development
  c. Proposed Adjustments to 2020-2021 Strategy/Activity/Allocation
	The principal provided an overview of the 2020-2021 SPSA, which was approved by the Board of Education on 7/28/2020.
	
	b. At this time there was no member input.
	
	c. Mrs. Arellano proposed some revisions to the SPSA.
	1- Move $3,000 from licensing agreements and put it into teacher salaries. This would be used for after school tutoring. We had over budgeted for the licensing. The tutoring will be for 4th – 8th grade, we will teach Read180. Reading is where our school is struggling. (Goal 1 Strategy 2 – no change)
	2-Move $10,000 that was budgeted for substitute teachers and move to instructional supplies. With distance learning teachers are not utilizing substitutes. (Goal 2 Strategy 1 to Goal 1 Strategy 2)
	3-Move $8,000 from transportation (field trips) to buy equipment ($4,000 for items < $500 and $4,000 to items > $400. We would like to purchase a laminator for the teachers to help preserve the curriculum resources (this was approved last school year but because of Covid the purchase was canceled. We would like extra laptops for the parents to use on campus, upgrade to interactive projectors for the upper grade teachers, etc. Mrs. Allotey asked if we could purchase microphones for students.
	Motion to approve by D. Kobayashi and second by Detra Payne. Unanimous approval by a "aye" voice vote.

SPSA changes detailed below include a summary with additional changes that are proposed for SSC approval on January 14, 2021.

Furthermore, Van Buren's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

SPSA: Goal 1, Strategy 2:

	Amount	-Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
1.	$3,000	23030	58450-License fees	23030	11500-Teacher Salaries	Over budgeted funds for license fees. Place in teacher additional salary for Leadership meetings. Goal 1/Strategy 2 – No change on goal or strategy.	10/21/2020 *this transfer already took place.
2.	$1,360	23030	56590-Maintenance Agreements	23030	11500-Teacher Salaries	Over budgeted funds for maintenance agreements and due to RTS planning will need to have additional leadership meetings. Goal 1/Strategy 2 – no change to goal or strategies.	
3.	$11,000	23030	58100-Consultant Fees	23030	*44000-Non Capital Equipment	Due to Covid-19 we were not able to use Sports for Learning for lunch time activities Will be purchasing interactive white boards for teachers. Goal 2/Strategy 1 – applying funds to Goal 1/Strategy 2.	
4.	$10,000	50643	11700-Substitutes	50643	43110-Instructional Supplies	With distance learning we have not had a need for substitutes. Will purchase instructional supplies for student distribution. Goal 2/Strategy 1 – applying funds to Goal 1 – Strategy 2	10/21/2020
5.	$8,000	50643	58720-Transportation	50643	43200-Non Capital Equipment >$500 ($4,000) *44000-Non Capital Equipment <$500 ($4,000)	Due to COVID-19 crisis we will not be traveling for field trips. Goal 1 Strategy 4 – applying funds to Goal 1 – Strategy 2 & Goal 3/Strategy 1 Would like to purchase: • Laminator/supplies • extra laptops for parent use during workshops.	10/21/2020

						• Interactive white boards for teachers • Cameras & Projectors	
6.	$5,000	50643	58720-Transportation	50643	43200-Non Instructional Supplies	Due to Covid-19 we were not able to travel for field trips. We will be buying toner and ink for all equipment that teachers use. Goal 1/Strategy 4 – applying funds to Goal 1/Strategy 2	
7.	$5,000	50643	11500-Teacher Additional Comp	50643	*44000- Non Capital Equipment	Due to the district office paying for after school tutoring, we will not need those funds for teachers. Will be purchasing interactive white boards for teachers. Goal 1/Strategy 2 - there is no change to goal or strategy .	
8.	$11,000	50643	52150-Conf/Workshop	50643	*44000-Non Capital Equipment	Due to Covid-19 we were unable to travel or attend any conferences. We will be purchasing interactive white boards for teachers. Goal 1/Strategy 3 – applying funds to Goal 1/Strategy 2	

SPSA: Goal 1, Strategy 3:

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
8.	$11,000	50643	52150-Conf/Workshop	50643	*44000-Non Capital Equipment	Due to Covid-19 we were unable to travel or attend any conferences. We will be purchasing interactive white boards for teachers. *44000 - Interactive Projectors: $1820 x 17 ea = 30,940 (Transferring $31,000) Goal 1/Strategy 3 – applying funds to Goal 1/Strategy 2	

SPSA: Goal 1, Strategy 4 reallocate funding budgeted for student fields will not be scheduled due to travel and distancing restrictions associated with COVID-19 and the change of the educational setting to distance learning.

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
5.	$8,000	50643	58720-Transportation	50643	43200-Non Capital Equipment >$500 ($4,000) *44000-Non Capital Equipment <$500 ($4,000)	Due to COVID-19 crisis we will not be traveling for field trips. Goal 1 Strategy 4 – applying funds to Goal 1 – Strategy 2 & Goal 3/Strategy 1 Would like to purchase: • Laminator/supplies (LCFF only) • extra laptops for parent use during workshops. • Interactive white boards for teachers*44000 - Interactive Projectors: $1820 x 17 ea = 30,940 (Transferring $31,000) • Doc Cameras & Projectors	10/21/2020
6.	$5,000	50643	58720-Transportation	50643	43200-Non Instructional Supplies	Due to Covid-19 we were not able to travel for field trips. We will be buying toner and ink for all equipment that teachers use. Goal 1/Strategy 4 – applying funds to Goal 1/Strategy 2	

SPSA: Goal 2, Strategy 1:

	Amount	-Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
3.	$11,000	23030	58100-Consultant Fees	23030	*44000-Non Capital Equipment	Due to Covid-19 we were not able to use Sports for Learning for lunch time activities Will be purchasing interactive white boards for teachers. *44000 - Interactive Projectors: $1820 x 17 ea = 30,940 (Transferring $31,000) Goal 2/Strategy 1 – applying funds to Goal 1/Strategy 2.	
4.	$10,000	50643	11700-Substitutes	50643	43110-Instructional Supplies	With distance learning we have not had a need for substitutes. Will purchase instructional supplies for student distribution. Goal 2/Strategy 1 – applying funds to Goal 1 – Strategy 2	10/21/2020

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Van Buren is receiving additional monies in Parent Involvement (Cost Center: 50647). Van Buren's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
VAN BUREN	561	521	92.9%	$ 142,186	$ 3,165	$ 145,351	$ 2,834.00	$ 331.00

In addition, these changes have been identified:

	Amount	- Fund	Object Code	+Fund	Object Code	Justification	SSC Approval Date
5.	$8,000	50643	58720-Transportation	50643	43200-Non Capital Equipment >$500 ($4,000) *44000-Non Capital Equipment <$500 ($4,000)	Due to COVID-19 crisis we will not be traveling for field trips. Goal 1 Strategy 4 – applying funds to Goal 1 – Strategy 2 & Goal 3/Strategy 1 Would like to purchase: • Laminator/supplies (LCFF only) • extra laptops for parent use during workshops. • Interactive white boards for teachers *44000 - Interactive Projectors: $1820 x 17 ea = 30,940 (Transferring $31,000) • Doc Cameras & Projectors	10/21/2020
9.	$1,000	50647	43400-Meeting expenses	50647	43200-Non instructional materials	Due to Covid-19 we were unable to hold parent meetings in person. We will be purchasing materials for parents to pick up after participating in a parent coffee hours training. Goal 3/Strategy 1– no change	

VAN BUREN 291

		7/28/2020	INITIAL BUDGET/DATE		1/26/2021	REVISED BUDGET/DATE	50647 - inc by $331

TITLE I	TOTAL ALLOCATION	$ 142,186	LCFF	TOTAL ALLOCATION	$ 166,720	TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 3,165
	TOTAL BUDGET DISTRIBUTED BELOW	$ 142,186		TOTAL BUDGET DISTRIBUTED BELOW	$ 166,720		TOTAL BUDGET DISTRIBUTED BELOW	$ 3,165
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

Column key (each goal column has an FTE sub-column and a $ sub-column):

- **ACHIEVEMENT** — 50643 GOAL #1 STUDENT ACHIEVEMENT / LOW INCOME; 23030 GOAL #1 STUDENT ACHIEVEMENT / LOW INCOME; 50650 GOAL #1 STUDENT ACHIEVEMENT / ENGLISH LEARNERS; 23020 GOAL #1 STUDENT ACHIEVEMENT / ENGLISH LEARNERS
- **LEARNING ENVIRONMENT** — 50671 GOAL #2 LEARNING ENVIRONMENT / SCHOOL CLIMATE; 23034 GOAL #2 LEARNING ENVIRONMENT / SCHOOL CLIMATE
- **PARTNERSHIPS** — 50672 GOAL #3 MEANINGFUL PARTNERSHIPS / COMMUNITY/PARENTS; 23035 GOAL #3 MEANINGFUL PARTNERSHIPS / COMMUNITY/PARENTS; 50647 GOAL #3 MEANINGFUL PARTNERSHIPS / PARENTS

Personnel Cost-Including Benefits

Object	Description	50643 FTE	50643 $	23030 FTE	23030 $	50650 FTE	50650 $	23020 FTE	23020 $	50671 FTE	50671 $	23034 FTE	23034 $	50672 FTE	50672 $	23035 FTE	23035 $	50647 FTE	50647 $	TOTAL FTE	TOTAL BUDGET
11500	Teacher - Add Comp (incl benefits)	0.000	$3,000	0.000	$12,860	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$15,860
11700	Teacher Substitute (incl benefits)	0.000	$9,000	0.000	$3,501	0.000	$-	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$12,501
12151	Counselor	0.000	`	0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000	$500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$-
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.700	$63,164	0.300	$27,070	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$90,234
30000	Statutory Benefits	0.000	$17,654	0.000	$7,560	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$-	0.000		0.000	$-	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$-
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$-
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$-
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.500	$17,790	0.000		0.000		0.000		0.000		0.000		0.500	$17,791
30000	Statutory Benefits	0.000		0.000		0.000		0.000	$20,413	0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.438	$13,971	0.000		0.000	$-	0.000		0.000		0.000		0.000		0.000		0.438	$13,971
30000	Statutory Benefits	0.000		0.000	$2,304	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	$-	0.000		0.000		0.000		0.438	$13,492	0.000		0.438	$13,492
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$4,003	0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000	$500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$-
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$-	0.000	$-	0.000		0.000	$-	0.000		0.000		0.000		0.000		0.000		0.000	$-
	Sub Total - Personnel/Benefits		$92,818		$68,266		$-		$38,203		$-		$-		$-		$17,495		$-		$163,850

Books & Supplies

Object	Description	50643	23030	50650	23020	50671	23034	50672	23035	50647	TOTAL BUDGET
42000	Books	$2,000	$2,000		$-						$4,000
43110	Instructional Materials	$10,000	$3,189	$-	$-		$-		$-		$13,189
43200	Non-Instructional Materials	$13,168	$1,427	$-	$-		$-			$3,165	$17,760
43400	Parent Meeting						$-	$-		$-	$-
44000	Equipment	$19,000	$13,806								$32,806
	Sub Total - Books & Supplies	$44,168	$20,422	$-	$-	$-	$-	$-	$-	$3,165	$67,755

Services

Object	Description	50643	23030	50650	23020	50671	23034	50672	23035	50647	TOTAL BUDGET
57150	Duplicating		$1,500								$1,500
57250	Field Trip-District Trans										$-
56590	Maintenance Agreement	$-	$2,640	$-							$2,640
52150	Conference	$200	$4,194								$4,394
58450	License Agreement	$-	$14,000	$-							$14,000
58720	Field Trip-Non-District Trans	$5,000									$5,000
58920	Pupil Fees										$-
58100	Consultants-Instructional						$-				$-
58320	Consultants-Noninstructional										$-
	Sub Total - Services	$5,200	$22,334	$-	$-	$-	$-	$-	$-	$-	$27,534

| | **GRAND TOTAL** | $142,186 | $111,022 | $- | $38,203 | $- | $- | $- | $17,495 | $3,165 | |

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD:

By EOY 2022, the percentage of students meeting/exceeding ELA standards will increase by 5% as measured by iReady Diagnostic 3 Report.

By EOY 2022, the total number of students performing 2 or more grade levels below will decrease by 5 students as measured by iReady Diagnostic 3 Reports.

By EOY 2022, the percentage of EL students meeting/exceeding standards in ELA will increase by 3% as measured by iReady Diagnostic 3 Reports.

By EOY 2022, the number of students who reclassify will increase by 3 students as measured by ELPAC.

School Goal for Math:

By EOY 2022, the percentage of students in meeting/exceeding math standards will increase by 5% as measured by IReady Diagnostic 3 Report.

By EOY 2022, the number of students that achieve IReady annual typical growth will increase by 10% as measured by IReady Diagnostic 3 Growth Report.

By June of 2022, the percentage of EL students meeting/exceeding standards in math will increase by 3% as measured by IReady Diagnostic 3 report.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None

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 (85% Title 1 & 15% 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, Systems 44, SIPPS and after school tutoring programs. (Title 1 = $82,500 & LCFF = $18,000)

Additional Compensation for Program Specialist for collaboration with Admin to address the learning needs of students, intervention blocks, after school tutoring and other student and staff needs. 1 PS x 20 hours x $70 = 1,400 (Title 1)

Sub Pay for Collaboration

*One time per semester we provide teachers with collaboration time 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.

*Once a month the Leadership team will conduct Instructional Rounds to enhance teachers' pedagogical skills and develop a culture of collaboration.

*Substitute Pay Calculation: • 18 days x 200 rate of pay = 3,600 (Title 1)

*10 teachers x 3 days x 200 rate of pay = $6,000 (Title 1)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
93,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
18,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None

2021-2022 Strategy Adjustment

Provide students with opportunities to increase reading proficiency and math fluency through literacy programs (e.g. Read 180, System 44, Sipps, Seesaw, etc.), level books (in classroom and at home), class set of novels, small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. Estimated costs = ($30,000 LCFF) ($9,810 – Title 1)

Bilingual Assist – By having a 4-hour bilingual aide that 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. (LCFF - $25,850)

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. (LCFF - $22,850)

Applicable supplemental instructional materials to include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, binders, planners, paper, highlighters, dividers, post-its, pencil pouches, index cards, rulers, sentence strips, graph paper, headphones, dry erase boards, notebooks, composition books, 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. Estimated Cost = $13,530 ($8,100 – Title 1) ($4,370 – LCFF)

****General supplies are unallowable using State & Federal funds.****

Non Instructional Materials: materials such as toner, ink, poster paper, laminator rolls, and other supplies may need to be purchased to provide a print rich environment. ($2,500 Title 1) ($2,000 LCFF)

****General supplies are unallowable using State & Federal funds.****

Maintenance Agreements - 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 = $3,500 - LCFF)

New equipment may need to be purchased such as: Chrome Books, projectors, calculators, classroom printers, keyboards, speakers, IPads, headphones, doc cameras, and all accessories for these items such as screens, light bulbs, etc. Estimated Costs = ($2,000 – Title 1) ($1,000 – LCFF)

Duplicating - School/Teachers will use duplicating services for Planners, banners, and curriculum implementation. (Estimated cost = $3,000 – LCFF)

Teacher additional pay for collaboration time and to hold after school tutoring that will focus on learning gaps in literacy and math fundamentals for grades 4-8.

(2hrs/wk X 21 weeks and 1 hr. x 21weeks) 5 (Teachers) x (42+21) (hours) x 70 (Rate) = $22,050 (Budgeted $23,000 – Title 1)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
23,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
10,100	4000 Series	Books & Supplies
9,810	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
48,700	2000 Series	Classified Personnel Costs (including benefits)
5,370	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
36,500	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional compensation for teachers to engage in collaboration to address learning loss and strategies learned in AVID Summer Institute. PBIS and Leadership teams will also collaborate.

(16 hrs x $60 x 8) = $7,974

Additional compensation for counselors to engage in collaboration to address learning loss and strategies learned in AVID institute. PBIS and Leadership teams will also collaborate.

(16 hrs x $60 x 1) = $1,000

Additional compensation for administrators to engage in collaboration to address learning loss and strategies learned in AVID Training. PBIS and Leadership teams will also collaborate.

(18 hrs x $80 x 2) = $3,000

Additional Compensation for Leadership team to engage in collaboration to address learning loss.

(8 hrs x $60 x 8) (Teachers) = $4,000

Additional Compensation for Leadership team to engage in collaboration to address learning loss.

(8 hrs x $60 x 1) (Program Specialist) = $500

Additional Compensation for Leadership team to engage in collaboration to address learning loss.

(8 hrs x $60 x 1) (Counselor) = $500

Additional compensation for Program Specialist to engage in collaboration to address learning loss and strategies learned in AVID institute. PBIS and Leadership teams will also collaborate.

(16 hrs x $60 x 1) = $1,000

Avid Summer Institute Registration Fees for 8 teachers and 1 counselor (9 x $850) = $7,650

2021-2022 Strategy Adjustment

Provide teachers with professional learning opportunities to supplement core instruction and gain strategies that will address the learning loss of students.

Additional Pay Calculation for collaboration for leadership/AVID/PBIS:

(9 teachers X 15 hours X $70 rate of pay) + (1 program Specialist x 15 hrs. x $70 rate of pay) = $10,950 (Budget 11,000 – LCFF)

Staff (counselor) Additional Pay Calculation for collaboration:

1 staff X 15 hrs. X $50 rate = $750 (LCFF)

Substitute Pay for PD Collaboration:

30 days x $200 rate = $6,000 (Budgeted $6,400 – Title 1)

4 subs x 4 days x $200 rate = $3,200 (budgeted $4,000) – ELD (LCFF)

Conferences: To include AVID, PLC, Literacy, Math, ELD, Social Emotional, and other like type conferences.

*4 subs x 4 days x $200 rate = $3,200 (budgeted $4,000) - ELD Conferences/PD (LCFF)

*School Climate Conference – AP, Counselor, and 1 teacher (3 staff x 1800=5,400) (Budgeted $4000 – Title 1)

*ELD Training – (No cost-only substitutes)

*AVID – Principal, AP, program specialist and 4 teachers (5 staff x 1,800 = $9000) ($8000-Title 1) ($1,000 – LCFF)

*PLC Institute – Leadership Team (5 staff x 1800 = $9000) (LCFF)

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
6,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
12,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
15,750	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Field Trips Non-District/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 2021-2022 school year by grade levels.

May include: Exploratorium Zoos Parks Museums Theater Other educational settings (Budgeted $13,000 – Title 1)

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
13,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 2:

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

By the end of the 2021-2022 academic school year, Van Buren will decrease the overall suspension rate by 5% for all students as measured by SUSD's end of the year suspension reports.

By the end of the 2021-2022 academic school year, Van Buren will decrease the sub-group for African Americans by 3% as measured by SUSD's end of the year suspension reports.

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

By the end of the 2021-2022 academic school year, Buren will decrease our chronic absenteeism by 2.5% for all students as measured by SUSD's end of the year attendance reports.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Post suspension conferences – every student who receives a suspension will meet with a counselor upon their return.

PBIS – Restorative Circles - referral process has been updated and students will participate in a restorative activity with the counselors as an intervention step before being sent to admin for discipline.

Conflict Resolution - counselors will hold necessary small group sessions to resolve conflicts amongst students.

Structured student engagement activities - during non-instructional time (lunch recess)-i.e. Sports for Learning will hold structured activities with our (10,000 – Consultants- Instruction - LCFF)

Counseling – counselors will hold small groups and individual counseling sessions based on student need. We will continue to work with our Mental Health Clinician to offer therapy sessions with qualifying students based on need.

BIP-Behavior Support Plans – we will develop tailored BIPs to support our student's needs.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

School Wide Attendance Incentives - Van Buren will hold monthly Panther Attendance Challenge, Monthly Individual Perfect Attendance Recognition, and random attendance drawings for prizes

Check-in system – a check in system will be in place for students who are tagged habitual truants

Monthly Team Home Visits – Our counselors will conduct home visits one a month to follow up with our students who are struggling with marinating good attendance status

Collaboration Meetings – Counselors, SST, and CWA will hold weekly attendance collaboration meetings to develop a plan of action that may include Attendance Contracts tailored to student's needs

***Incentives/gifts/appreciation "events"/entertainment are unallowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 3:

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

By the end of the 2021-2021 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, Back to School Night or any other parent involvement activities.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is $3,127.

2021-2022 Strategy Adjustment

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

Parent Conferences

*Hold parent teacher conferences as needed based on students' needs

*Hold CARE or SST meetings as needed based on students' needs

Parent Coffee Hours

*Hold monthly Parent Coffee Hours where we will offer a variety of information to our parents from our community and district office.

*Goal setting for parents

Movie Nights

*Hold one movie night per trimester

PD opportunities for Parents

*How to workshops: reading to your child; Fun math games; art projects, etc.

*ESL parent classes

*Technology classes

*Parenting classes

Purchase materials/books

*Supplemental supplies for our parents to take home after participating in parent PD opportunities. Books, materials, and resources (flash cards, manipulatives, site words, etc).

Maintaining a Community Assistant

*This will allow for recruitment of new parents to volunteer, attend coffee hours, SSC & ELAC meetings, and other parent involvement events. $16,000 - LCFF

****General supplies are unallowable using State & Federal funds.****

***Incentives/gifts/appreciation "events"/entertainment are unallowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,127	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
16,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

2020-2021 Budget Spreadsheet

VAN BUREN 291

				7/28/2020	INITIAL BUDGET/DATE		1/26/2021	REVISED BUDGET/DATE	50647 - inc by $331

TITLE I	TOTAL ALLOCATION	$ 167,810	LCFF	TOTAL ALLOCATION	$ 166,720	TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 3,127
	TOTAL BUDGET DISTRIBUTED BELOW	$ 167,810		TOTAL BUDGET DISTRIBUTED BELOW	$ 166,720		TOTAL BUDGET DISTRIBUTED BELOW	$ 3,127
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

			ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				

Columns:
- 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME
- 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME
- 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS
- 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS
- 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE
- 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE
- 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS
- 23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS
- 50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
- TOTAL FTE
- TOTAL BUDGET

Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher – Add Comp (incl benefits)	0.000	$ 14,972	0.000	$ 12,860	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 27,832
11700	Teacher Substitute (incl benefits)	0.000	$ 7,664	0.000	$ 3,501	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 11,165
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000	$ 1,500	0.000	$ 500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
	Principal Add Comp		$ 1,500																			
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
	Assistant Principal - add Comp		$ 1,500																			
19101	Program Specialist	0.700	$ 63,164	0.300	$ 27,070	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 90,234
30000	Statutory Benefits	0.000	$ 17,654	0.000	$ 7,560	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000	$ 1,500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI –Add Comp(incl benefit	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.500	$ 17,790	0.000		0.000		0.000		0.000		0.000		0.500	$ 17,791
30000	Statutory Benefits	0.000		0.000		0.000		0.000	$ 20,413	0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.438	$ 13,971	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.438	$ 13,971
30000	Statutory Benefits	0.000		0.000	$ 2,304	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.438	$ 13,492	0.000		0.438	$ 13,492		
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 4,003	0.000		0.000			
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000	$ 500	0.000		0.000		0.000		0.000		0.000		0.000		0.000			
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 109,454		$ 68,266		$ -		$ 38,203		$ -		$ -		$ -		$ 17,495		$ -		$ 174,486
Books & Supplies																					
42000	Books		$ 2,000		$ 2,000				$ -													$ 4,000
43110	Instructional Materials		$ 16,506		$ 3,189		$ -		$ -				$ -				$ -					$ 19,695
43200	Non-Instructional Materials		$ 9,000		$ 1,427		$ -		$ -				$ -							$ 3,127		$ 13,554
43400	Parent Meeting												$ -		$ -				$ -		$ -
44000	Equipment		$ 19,000		$ 13,806										$ 4,000							$ 36,806
	Sub Total - Books & Supplies		$ 46,506		$ 20,422		$ -		$ -		$ -		$ -		$ 4,000		$ -		$ 3,127		$ 74,055
Services																					
57150	Duplicating				$ 1,500																	$ 1,500
57250	Field Trip-District Trans																					$ -
56590	Maintenance Agreement		$ -		$ 2,640		$ -															$ 2,640
52150	Conference		$ 7,850		$ 4,194																	$ 12,044
58450	License Agreement		$ -		$ 14,000		$ -															$ 14,000
58720	Field Trip-Non-District Trans		$ -																			$ -
58920	Pupil Fees																					$ -
58100	Consultants-Instructional												$ -									$ -
58320	Consultants-Noninstructional																					$ -
	Sub Total - Services		$ 7,850		$ 22,334		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 30,184
	GRAND TOTAL		$ 163,810		$ 111,022		$ -		$ 38,203		$ -		$ -		$ 4,000		$ 17,495		$ 3,127		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
VAN BUREN - 291 - V3
PRELIMINARY - 04/16/2021

TITLE I	TOTAL ALLOCATION	$ 167,810	LCFF TOTAL ALLOCATION	$ 160,320
	TOTAL BUDGET DISTRIBUTED BELOW	$ 167,810	TOTAL BUDGET DISTRIBUTED BELOW	$ 160,320
	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 3,114		
	TOTAL BUDGET DISTRIBUTED BELOW	$ 3,114		
	TO BE BUDGETED (Should be $0.)	0		

Column headers (all FTE values shown as 0.000):

- **ACHIEVEMENT**
  - 50643 — GOAL #1 STUDENT ACHIEVEMENT LOW INCOME
  - 23030 — GOAL #1 STUDENT ACHIEVEMENT LOW INCOME
  - 50650 — GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS
  - 23020 — GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS
- **LEARNING ENVIRONMENT**
  - 50671 — GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE
  - 23034 — GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE
- **PARTNERSHIPS**
  - 50672 — GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS
  - 23035 — GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS
  - 50647 — GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS

Object	Description	50643	23030	50650	23020	50671	23034	50672	23035	50647	TOTAL BUDGET
	Personnel Cost-Including Benefits										
* 11500	Teacher - Add Comp (incl benefits)	$ 23,000	$ 11,000								$ 34,000
11700	Teacher Substitute (incl benefits)	$ 16,000	$ 4,000								$ 20,000
12151	Counselor (incl benefits)		$ 750								$ 750
12500	Counselor-add Comp (incl benefits)										$ -
13201	Assistant Principal (incl benefits)										$ -
13201	Assistant Principal-add Comp (incl benefits)										$ -
19101	Program Specialist (incl benefits)	$ 82,500	$ 18,000								$ 100,500
19500	Prog Spec-Add Comp (incl benefits)	$ 1,400									$ 1,400
19101	Instructional Coach (incl benefits)										$ -
19500	Instr Coach-Add Comp (incl benefits)										$ -
21101	Instructional Asst/CAI (incl benefits)										$ -
21500	Inst Asst/CAI –Add Comp(incl benefits)										$ -
21101	Bilingual Assistant (incl benefits)				$ 25,850						$ 25,850
21500	Bil Asst-Add Comp (incl benefits)										$ -
22601	Library Media Assistant (incl benefits)		$ 22,850								$ 22,850
22500	Lib Med Asst-Addl Comp (incl benefits)										$ -
22901	Community Assistant (incl benefits)								$ 16,000		$ 16,000
22500	Comm Asst-Add Comp (incl benefits)										$ -
29101	Parent Liaison (incl benefits)										$ -
29500	Parent Liaison-Add Comp (incl benefits)										$ -
	Sub Total - Personnel/Benefits	$ 122,900	$ 56,600	$ -	$ 25,850	$ -	$ -	$ -	$ 16,000	$ -	$ 221,350
	Books & Supplies										
** 43110	Books/Supplies/Materials (less than $500 per item)	$ 5,600	$ 2,370								$ 34,000
43200	Non-Instructional Materiasl	$ 2,500	$ 2,000							$ 2,114	
43400	Parent Meeting									$ 1,000	$ -
44000	Equipment ($500 – $4999.99 per item)	$ 2,000	$ 1,000								$ -
	Sub Total - Books & Supplies	$ 10,100	$ 5,370	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,114	$ 34,000
	Services										
57150	Duplicating		$ 3,000								$ 34,000
*** 57250	Field Trip-District/Non-District Trans	$ 13,000									$ 20,000
56590	Maintenance Agreement		$ 3,500								$ 750
**** 52150	Conference	$ 12,000	$ 10,000								$ -
58450	License Agreement	$ 9,810	$ 30,000								$ -
58920	Pupil Fees										$ 1,400
***** 58100	Consultants-Instructional/Non-Instructional				$ 10,000						$ -
	Sub Total - Services	$ 34,810	$ 46,500	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -
	GRAND TOTAL	$ 167,810	$ 108,470	$ -	$ 35,850	$ -	$ -	$ -	$ 16,000	$ 3,114	

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: V3   VAN BUREN K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
x		x			27208555	PROGRAM SPEC	0090	12303021V3	19101	0.3000	0.3000
x		x			27208555	PROGRAM SPEC	3010	15064321V3	19101	0.7000	0.7000
x					64168586	LIBRARY MEDIA ASSISTANT	0090	12303024V3	22601	0.4375	1.0000
x					70505566	COMMUNITY ASST	0090	12303526V3	22901	0.4375	1.0000
x					71256111	BILINGUAL ASST/SPANISH	0091	12302010V3	21101	0.5000	1.0000
								TOTALS, THIS LOCATION: 291			2.3750

RETAIN = No changes / Personnel Authorization not needed.
ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.
FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN 2303021V3 (30%)   New Fund 2303021V3 (15%)
Fund Change for PCN 5064321V3 (70%   New Fund 5064321V3 (85 %)
Fund Change for PCN _____   New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 2/12/2021 _____ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-22 _____ school year.

Site Administrator's Approval: _Isabel Arellano_   DATE: 2/12/2021 _____

Report ID:	Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca	Current Date: 12/14/2020
Report Location:	CDD \ Accounting\ State and Federal	Current Time: 04:05:14
User ID:	TOWNLEY, KELLY LEIGH	Page #: 35

2020-2021 SPSA Evaluation

School Plan for Student Achievement (SPSA)
Evidence-Based Title I Funded Program Evaluation

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal #1-Student Achievement School Goal for ELA/ELD: 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).	**STRATEGY #1** *Full time program Specialist *Teacher collaboration-sub pay one per semester. *Instructional Coaches	**STRATEGY #1** The program specialist has been extremely busy during distant learning. She has been meeting the teachers' need for materials, curriculum, I Ready, and supplemental programs. She worked collaboratively with the coaches in arranging, goal setting, and participating in academic conferences. The program specialist created the master schedule, monitored participation of students remotely, and helped facilitate makeup sessions for students who were at risk of not completing the	**STRATEGY #1** Due to Covid teachers were not able to take advantage of all day collaboration with our instructional coaches and PS.	**STRATEGY #1** No Modifications

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
School Goal for Math: 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).		diagnostic. The PS works to completed reclassification forms for the students who reclassified after the winter I Ready diagnostic. She participates and is our AVID coordinator for K-6. She participates in our leadership meetings, Parent Coffee Hours, ELAC, and SSC. The PS is currently in the process of coordinating the SBAC which will occur remotely this year. She is currently in the process of testing 158 EI on ELPAC. PS was in charge of technology and 549/574 students were able to check out a Chrome book for DL. Program Specialists ran the AmeriCorps tutoring program and was able to coordinate the servicing of 109		

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
		students in math and ELA. I-Ready Assessment showed an increase of student scoring proficient in both ELA and Math ELA Proficient Fall 10% - Winter 15% Diagnostic #1 vs #2 Tier 1-#1 11% - #2 16% Tier 2-#1 32% - #2 32% Tier 3-#1 58% - #2 56% Math Proficient Fall 7% - Winter 15%. Diagnostic #1 vs #2 Tier 1-#1 7% - #2 15% Tier 2-#1 38% - #2 36% Tier 3-#1 55% - #2 48% Coaches are readily available as needed for the new and veteran teachers to assist with distance learning, virtual curriculum implementation, and other support. They		

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	STRATEGY #2 *Bilingual Assist-4 hrs. *Library Media Clerk – 3.5 hrs. *Instructional Supplies *Duplicating Services *Equipment *Teacher Additional Pay – Tutoring	work closely with the PS on Iready pathway progress and academic conferences. **STRATEGY #2** Our Bilingual assistant has been able to service 54 students daily. Our bilingual assistant pushes into classrooms throughout the day. She provides front loading, guided reading, RACE strategy and extra support. Teachers were given all materials needed to perform their jobs. All equipment was available and used to provide our students with an equitable DL education. 5 Teachers are offering tutoring after school where the focus is reading comprehension.	**STRATEGY #2** Due to Covid our vacancy for a Library Media Clerk was frozen and we were not allowed to hire.	**STRATEGY #2** No Modifications

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	STRATEGY #3 *Teacher/Staff additional pay for Collaboration-Leadership Meetings *Conferences-Expenses or Sub Pay; PBIS, PLC, ELD, AVID	**STRATEGY 3** Grade level leaders, PS and one counselor met once a month to discuss student achievement, instructional strategies and practices, school culture and AVID implementation.	**STRATEGY 3** There were no ineffective indicators. Due to COVID staff was not able to attend any conferences.	**STRATEGY 3** No Modifications
	STRATEGY #4 *Field Trips, Traveling Exhibits	**STRATEGY #4** Due to COVID, none of these activities were able to take place this year	**STRATEGY #4** Due to COVID, none of these activities were able to take place this year	**STRATEGY #4** No Modifications
	STRATEGY #5 TK & Preschool Subgroups *Interact with their peers from kindergarten classes promoting social skills *Establish a connection between the kindergarten teachers, preschoolers and TK students	**STRATEGY #5** Due to COVID, none of these activities were able to take place this year	**STRATEGY #5** Due to COVID, none of these activities were able to take place this year	**STRATEGY #5** We now have Headstart instead of Pre-school. No other modifications.

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	*Practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the big playground *Attending the district's Summer Bridge Program			
GOAL #2 – SCHOOL CLIMATE School Goal for **Suspension**: 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	**STRATEGY #1** *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)	**STRATEGY #1** Due to COVID, none of these activities were necessary as we did not suspend any students. However, our counselors did hold restorative circles, student and parent conferences, many CARE and SST meetings. They also implemented Lunch Bunch where students were able to zoom during their lunch time.	**STRATEGY #1** There were not ineffective indicators	**STRATEGY #1** Motivational Speakers PD for staff – building relationships and trauma informed practices. Restorative Practices.

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
sub-group for African Americans by 1%. School Goal for **Attendance-Chronic Truancy**: By the end of the 2020-2021 academic school year, Van Buren will decrease our chronic absenteeism by 2.5% for all students.	*Counseling (small groups/individual) and Mental Health Clinician *BIP-Behavior Support Plans tailored to student's needs **STRATEGY #2** *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	**STRATEGY #2** We were able to hold monthly PBIS assemblies where we celebrated students with perfect ASY and SYN attendance. We presented students with individual certificates and also awarded classes that won the monthly attendance challenge with a prize. Bi-weekly attendance meetings were held to discuss habitual truants and strategies to improve their attendance. This was a collaborative effort	**STRATEGY #2** Due to the challenges that our community faced during the COVID crisis and remote learning our habitual truancy rate was very high. We reached our highest percentage in November with 37.94 (214 students) and currently we are at 36.73% (209 students)	**STRATEGY #2** No Modifications *When working with counselors/CWA/Admin there needs to be goal setting process for attendance.

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
		between counselors, CWA, admin and SST. Home visits and over 100 CARE meetings were held this year so far.		
Goal # 3- Meaningful Partnerships 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	**STRATEGY #1** *Community Assistant *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.	**STRATEGY #1** Our community assist has been working hard communicating with parents regarding technology, connection, and materials needs throughout distance learning. She develops and distributes a monthly parent newsletter, maintains Parent portion of our Webpage. She translates for parent conferences, Advertises our ELAC, SSC, and Parent Coffee Hour meetings. She recruits new parents and community members to support our community. During DL she has	**STRATEGY #1** Due to COVID our parents struggles to become familiar with technology to attend many of these meetings. Our average of parent participation has dropped from 11 to 6. We have seen a slight increase in the last 2 months with 11 parents attending our Parent Coffee Hour this month. Due to COVID Movie Nights were not allowed to be held.	**STRATEGY #1** Increase the number of Parenting Classes. No other modifications.

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
other parent involvement activities.		played a huge role in supporting our parents in person and remotely. We held Monthly Virtual Parent Coffee Hours where we provided our parents with resources, updates, trainings and materials to use with their children at home to support DL.		

Comprehensive School Profile Data:

Progress

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

549
Enrollment

EL	FOS	HOM	SED	SWD	UPC
27.9%	0.7%	6.2%	91.6%	10.0%	93.4%

December

CWA

29
Parent Outreach

Engagement

36.46%
0.0% — 100.0%
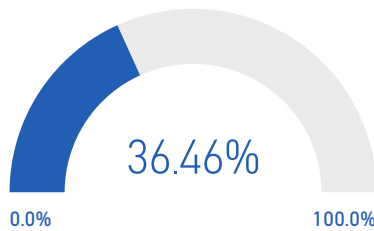
Chronic Absenteeism

Academics

Winter

Participation
99%
ELA: K-11
On-Track
18%
Percent

Participation
99%
Math: K-8
On-Track
16%
Percent
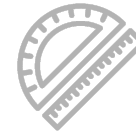
Participation
(Blank)
MDTP-Fall
Nearly + Ready
(Blank)
Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA
83%
Percent GL Tested

ELPAC IA
10
Total Tested

Reclassification
5

RFEP ● Eligible

Curriculum:
Tests Administered Through January

Benchmark
774
Total Test Count

Ready Class
1199
Total Test Count

Saavas
113
Total Test Count

School Climate
Plus Survey

Enrollment

2020-2021

Change: All Enrollment
(current-previous month)

2↑

Dec-Jan change

01-Aug	06-Jan
538	551
Enrollment	Enrollment

02-Sep
527
Enrollment

03-Oct
531
Enrollment

04-Nov
547
Enrollment

05-Dec
549
Enrollment

SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

Grade Level: Student Count

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec ●06-Jan
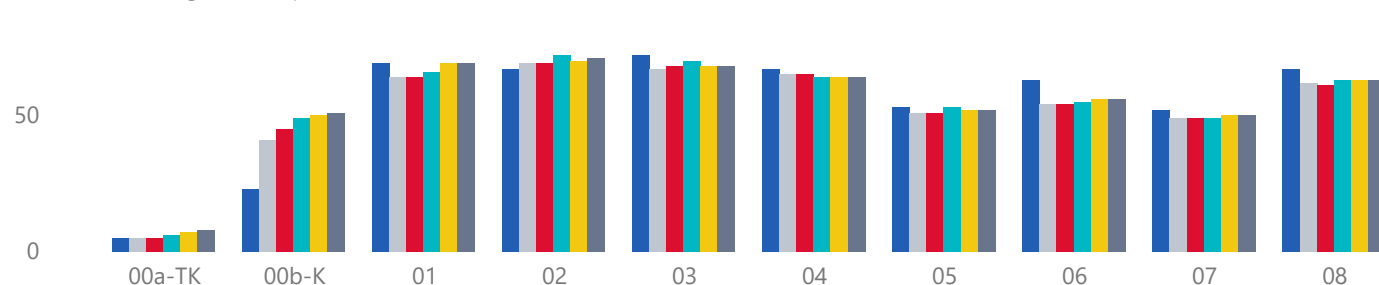
Race/Ethnicity: Percent

Student Group ●AA ●AI ●AS ●FI ●HI ●PI ●WH

Student Groups: Percent

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ▶

school search

Van Buren Elementary

Month

All

2020-2021

Rate Change: Chronic Abs

0

Nov - Dec change

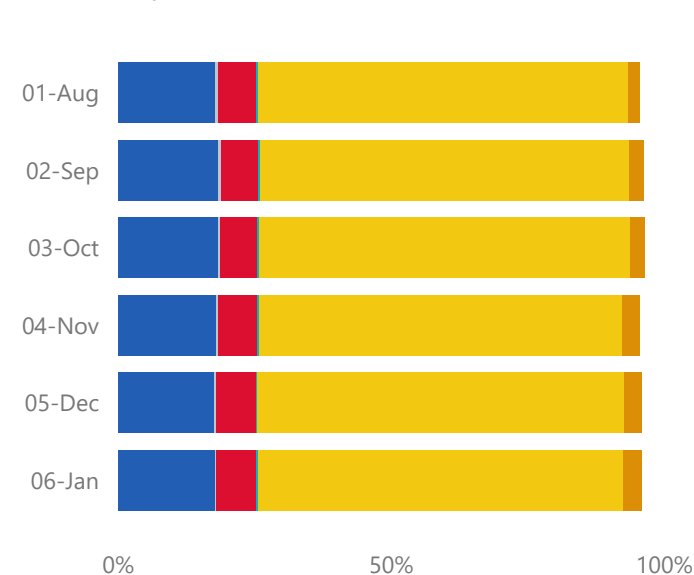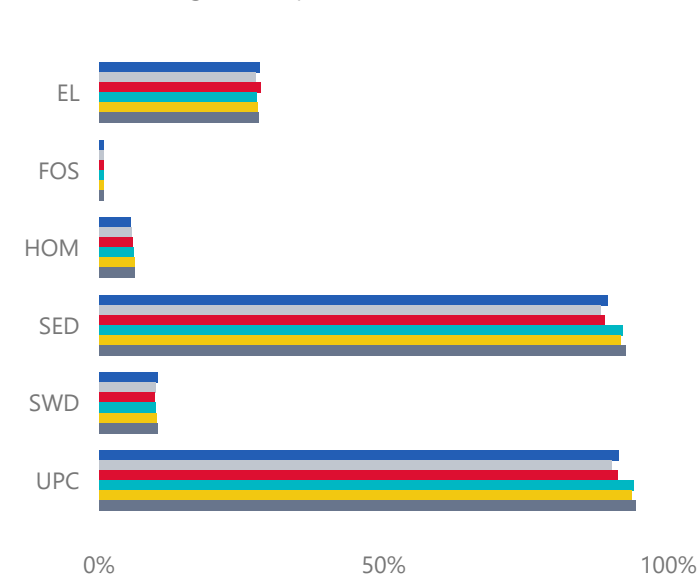**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

CWA Connections

SubCategory ● Parent Outreach ● Tier 2

Month	Rate		Count
01-Aug	23.43%	**01-Aug**	123
02-Sep	29.42%	**02-Sep**	158
03-Oct	35.68%	**03-Oct**	198
04-Nov	36.01%	**04-Nov**	202
05-Dec	36.46%	**05-Dec**	206

SUSD RA v1.1

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

counselors : coming soon!

iReady

Participation

96% Fall	99% Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
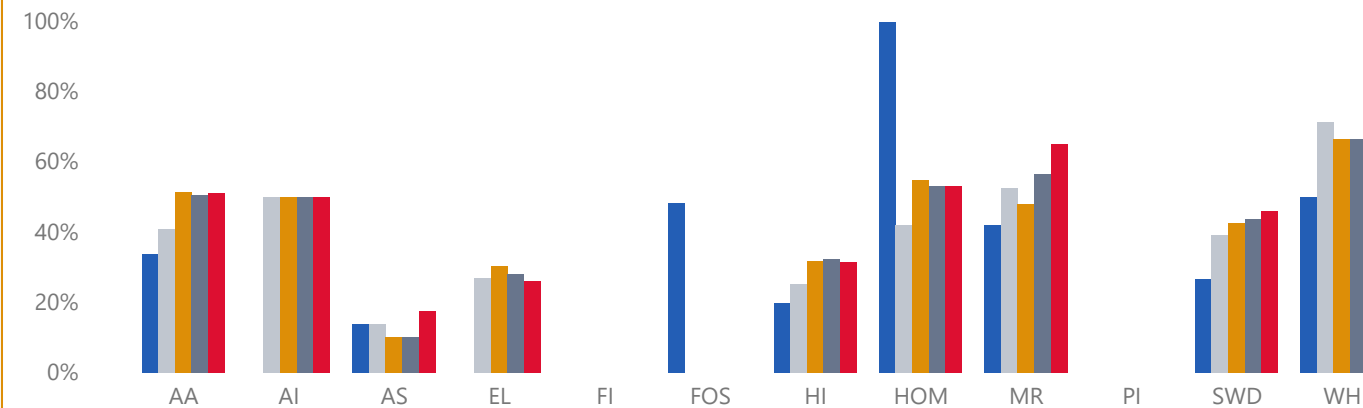
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

SUSD RA v1.1

On Track
22% Fall	18% Winter	Spring

2+ Below
58% Fall	56% Winter	Spring

No Gro...
35% All	37% Winter	Spring

iReady Percent On-Track

Diagnostic: 01-Fall, 02-Winter

Group	01-Fall	02-Winter
00	28%	39%
01	44%	16%
02	18%	14%
03	15%	15%
04	20%	16%
05	17%	15%
06	13%	15%
07	20%	16%
08	17%	35%
AA	26%	15%
AI		
ALL	22%	18%
AS	19%	16%
EL	15%	15%
FI	50%	
HI	21%	19%
MR	22%	18%
SBAC	17%	16%
SED	21%	17%
SWD		
WH	15%	17%

iReady Percent Two or More Years Below Grade Level

Diagnostic: 01-Fall, 02-Winter

Group	01-Fall	02-Winter
01		
02	58%	56%
03	68%	64%
04	57%	68%
05	78%	86%
06	87%	80%
07	78%	80%
08	83%	65%
AA	54%	55%
AI	100%	100%
ALL	58%	56%
AS	58%	53%
EL	68%	63%
FI	50%	50%
HI	58%	56%
MR	72%	59%
SBAC	74%	73%
SED	58%	56%
SWD	77%	77%
WH	46%	61%

iReady Percent No Growth (since Winter 2019)

Diagnostic: 01-Fall, 02-Winter

Group	01-Fall	02-Winter
01		
02	23%	23%
03	30%	33%
04	36%	47%
05	44%	50%
06	43%	42%
07	55%	60%
08	50%	33%
AA	34%	38%
AI	100%	50%
ALL	35%	37%
AS	33%	39%
EL	32%	31%
FI	100%	100%
HI	34%	35%
MR	46%	46%
SBAC	42%	44%
SED	34%	36%
SWD	33%	40%
WH	33%	46%

F-W Growth | F-S Growth
44% All

iReady F-W Typical Growth

Group	F-W Typical Growth
00	58%
01	37%
02	42%
03	38%
04	36%
05	39%
06	48%
07	43%
08	58%
AA	43%
AI	100%
ALL	44%
AS	31%
EL	48%
FI	0%
HI	45%
MR	57%
SBAC	44%
SED	44%
SWD	40%
WH	31%

Curriculum

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count**: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered**: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency**: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021
Curriculum Assessments

Ready Class	Saavas	Benchmark
1199	**113**	**774**
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Grade	Benchmark	Ready Class Math	Saavas
00		17	
01	35	160	
02		87	
03	516	516	
04	158	237	
05	26	134	
06	39		
07	40		113

Curriculum ● Benchmark ● Ready Class Math ● Saavas
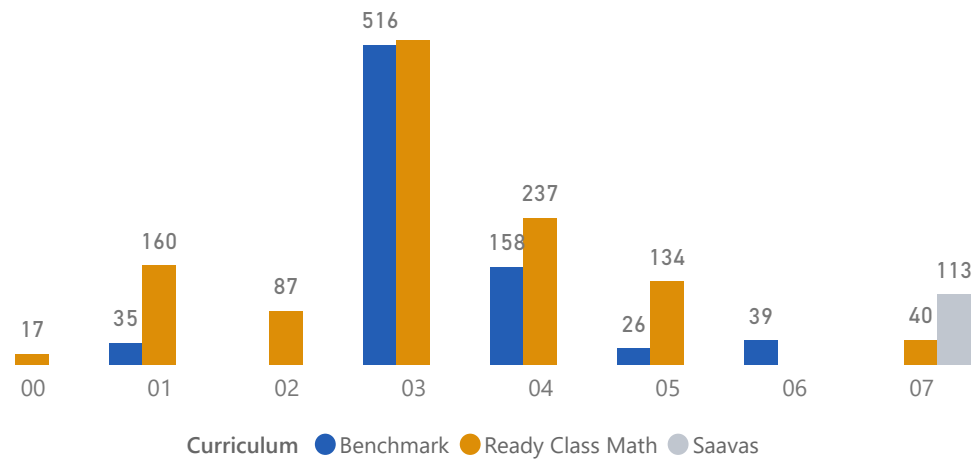
Curriculum: Average Test Count

Grade	Benchmark	Ready Class Math	Saavas
00		2.8	
01	2.1	5.9	
02		2.9	
03	7.9	11.6	
04	3.3	10.8	
05	1.4	4.3	
06	1.0		
07	1.6		3.1

Curriculum ● Benchmark ● Ready Class Math ● Saavas
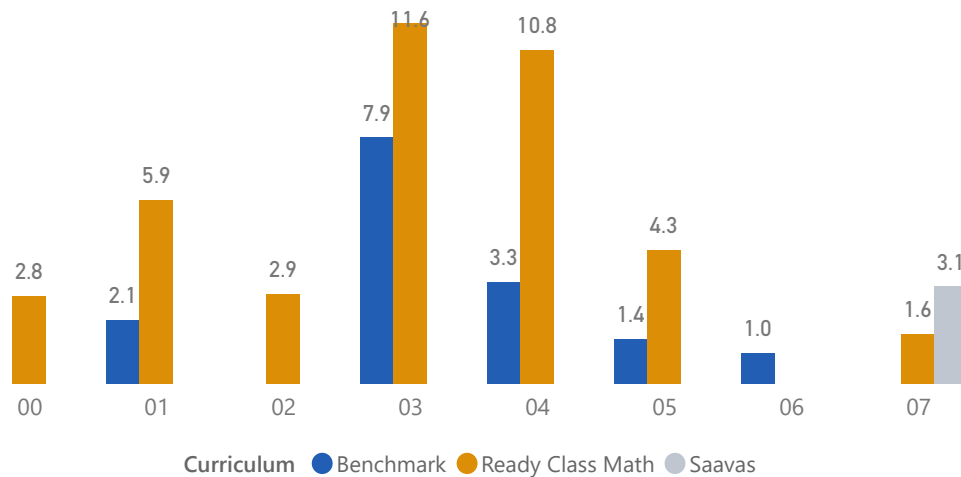
Online Instruction: 30+ minutes

	Sequence 1	Sequence 2	Sequence 3
Math	52.1%	43.0%	41.3%
ELA	20.1%	41.0%	38.7%
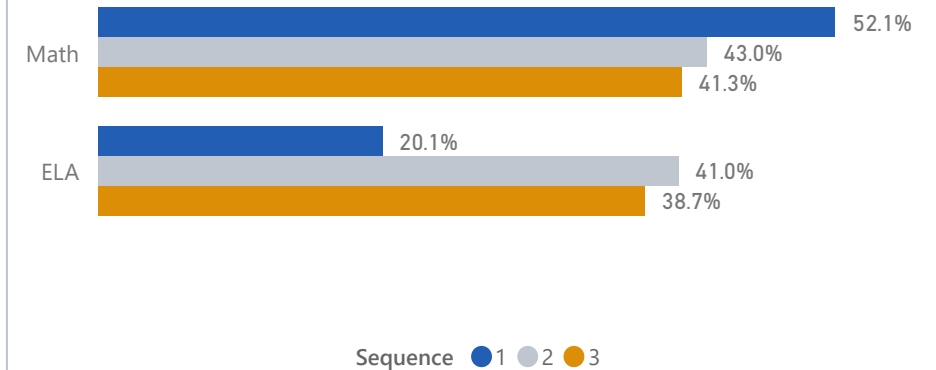
Sequence ●1 ●2 ●3

Online Instruction: Passed Lessons 70%+

	Sequence 1	Sequence 2	Sequence 3
Math	69.0%	75.0%	74.0%
ELA	60.0%	64.0%	63.0%
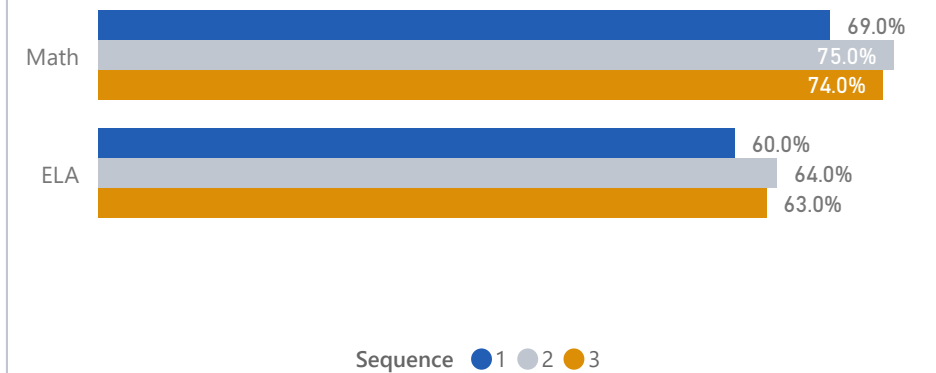
Sequence ●1 ●2 ●3

Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

SUSD RA v1.1

ELs & RFEPs

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
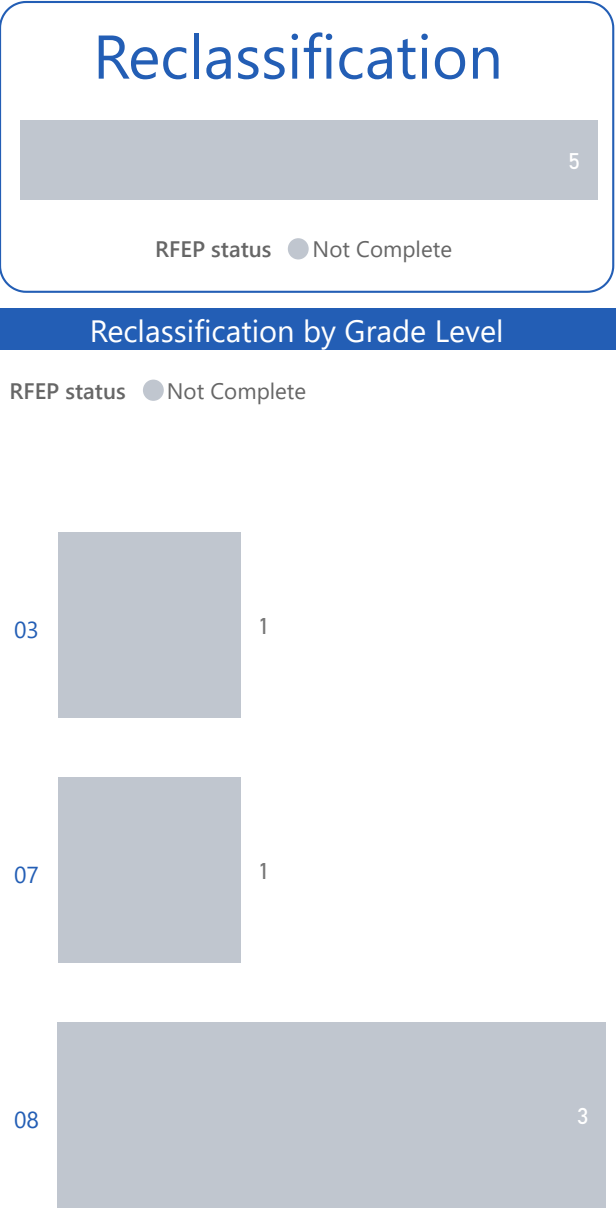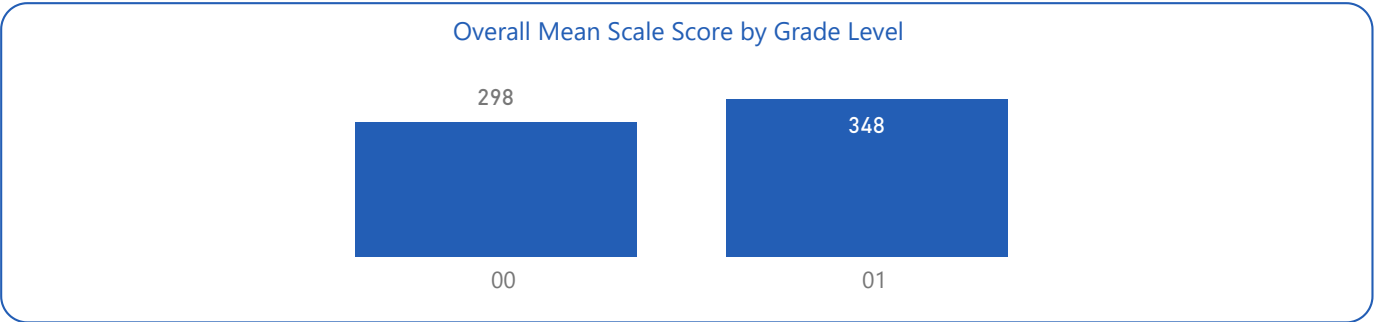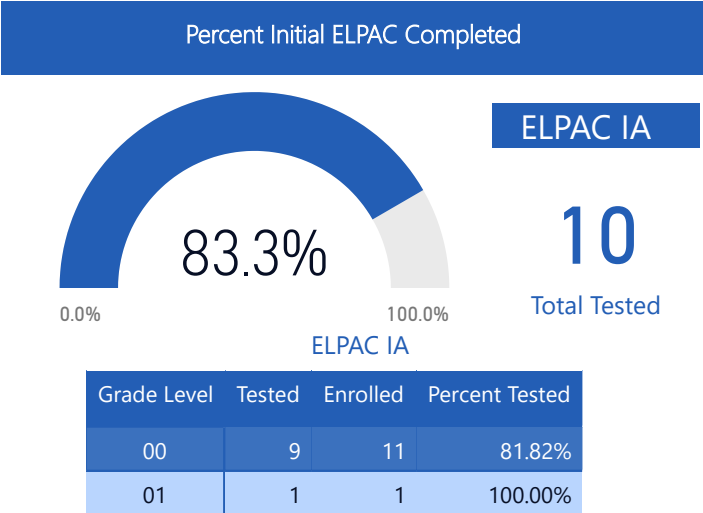
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

83.3%

0.0%   100.0%

10
Total Tested

ELPAC IA

Grade Level	Tested	Enrolled	Percent Tested
00	9	11	81.82%
01	1	1	100.00%

Overall Performance

● IFEP ● Intermediate ● Novice

1	9

Oral Language Performance

● Well ● Moderate ● Minimally

1	1	8

Written Language Performance

● Well ● Moderate ● Minimally

2	8

Overall Mean Scale Score by Grade Level

298	348
00	01

Reclassification

5

RFEP status ● Not Complete

Reclassification by Grade Level

RFEP status ● Not Complete

03   1

07   1

08   3

SUSD RA v1.1

School Climate

school search
Van Buren Elementary

Grade Span
All

2020-2021

Question Priority
All

Term
1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

Count	Count	Count
(Bla...	(Bla...	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

At my school, there is a teacher or other adult who believes that I will be a success.

At my school, there is a teacher or other adult who really cares about me.

I feel safe in my school.

There is a lot of tension at my school between different cultures, races, or ethnicities.

Van Buren Elementary

All

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready:** Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10	
8	
6	
4	
2	
0	
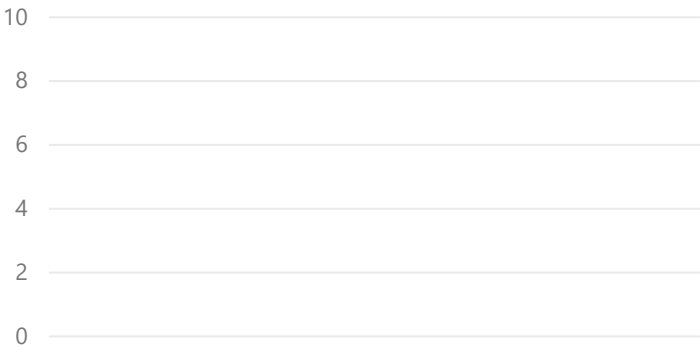
Credits Earned (December)
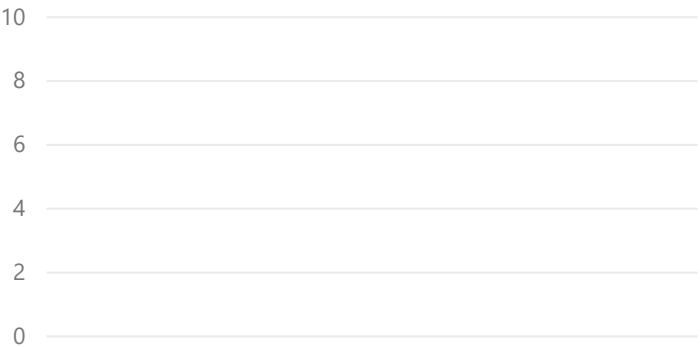
10	
8	
6	
4	
2	
0	

Reference and Updates

2020-2021

Report Log

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

Participation

97%	99%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
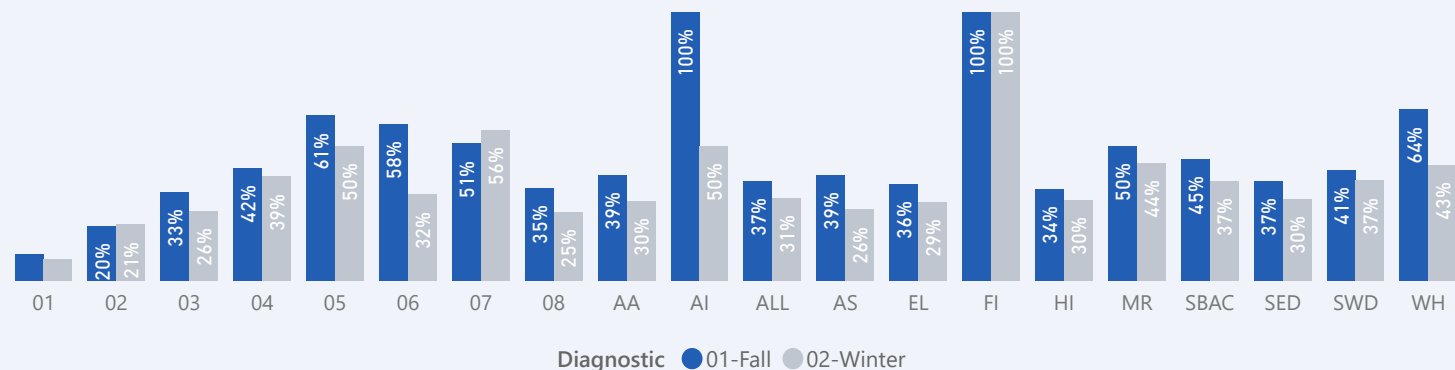
High School Data Currently Not Reported

SUSD RA v1.1

On Track

15%	16%	
Fall	Winter	Spring

2+ Below

55%	49%	
Fall	Winter	Spring

No Gro...

37%	31%	
All	Winter	Spring

iReady Percent On-Track

Diagnostic: ● 01-Fall ● 02-Winter

	00	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	SBAC	SED	SWD	WH
01-Fall	35%	34%	15%	17%					14%	14%		15%	19%		50%	14%	16%		13%	15%	14%
02-Winter	47%	28%	14%		13%				14%	14%		16%	13%		50%	16%	13%		16%	13%	22%

iReady Percent Two or More Years Below Grade Level

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	SBAC	SED	SWD	WH
01-Fall	20%	48%	60%	67%	70%	75%	65%	75%	58%	100%	55%	61%	63%	50%	52%	58%	69%	57%	81%	71%
02-Winter		42%	61%	64%	75%	65%	68%	54%	55%	100%	49%	41%	53%	50%	48%	48%	64%	49%	72%	56%

iReady Percent No Growth (since Winter 2019)

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	SBAC	SED	SWD	WH
01-Fall		20%	33%	42%	61%	58%	51%	35%	39%	100%	37%	39%	36%	100%	34%	50%	45%	37%	41%	64%
02-Winter		21%	26%	39%	50%	32%	56%	25%	30%	50%	31%	26%	29%	100%	30%	44%	37%	30%	37%	43%

iReady F-W Typical Growth

F-W Growth	F-S Growth
46% (All)	

Group	Growth
00	60%
01	47%
02	42%
03	38%
04	33%
05	48%
06	55%
07	42%
08	57%
AA	42%
AI	100%
ALL	46%
AS	49%
EL	44%
FI	50%
HI	47%
MR	36%
SBAC	45%
SED	47%
SWD	47%
WH	61%

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan.*

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the ELSB Grant Resources Padlet for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

LEA/District: Stockton Unified

LEA/District Contact/Project Director:

Site(s): Van Buren

Site Administrator(s): Isabel Arellano, Principal & Rocio Villasenor, Assistant Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Isabel Arellano	Principal
Charlene Amarante	Program Specialist
Lori Morgan	Instructional Coach
Melissa Llamas	2nd grade Teacher
Peter Barosso	1st grade Teacher
Debbie Mingua	Kinder Teacher

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Curriculum, IReady	Benchmark-Foundational Fluency & Unit Assessments; IReady
	Language Comprehension	Benchmark Curriculum, IReady	Benchmark-Foundational Fluency & Unit Assessments; IReady
	English Language Development	Benchmark Curriculum, IReady, Flocabulary	Benchmark-Foundational Fluency & Unit Assessments; IReady
Tier 2: Targeted, Supplemental Supports	Foundational Skills	Small Group Instruction lead by teachers using Benchmark, SIPPS, and IReady	
	Literacy & Fluency	Reading Corps (K-3 only)	Reading Corps; IReady
Tier 3: Intensive, Individualized Supports	Reading Skills	Read 180; System 44 (6-8 only)	Reading Inventory; IReady
	Foundational Skills	Small Group Instruction lead by teachers	Benchmark-Foundational Fluency & Unit Assessments; IReady

Master Schedule

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**

1.1 STAKEHOLDER ENGAGEMENT	Since the beginning of the 2020-2021 school year, the	Artifacts:
The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	operations team (principal, vice-principal, coaches, counselors, and program specialist) and school leadership team have been engaged in conversation about school data and the need to not only address unfinished learning, but also to align school instructional practices to improve student outcomes, especially in the area of literacy. Traditionally, Van Buren's iReady scores have shown that 80% of students were reading below grade level. (Winter iReady Data). When looking specifically at the foundational skills, phonemic awareness (tested K-2) averaged 44% proficiency, and phonics in K-3rd averaged 28% proficiency. The need for foundational skills is urgent. Once the grant was announced to the staff, the principal solicited individuals to participate as team members. These included the program specialist, ELA instructional coach, and a teacher the K, 1, and 2nd grade. Information about the literacy needs of Van Buren and the ELSB grant was also shared with the greater community during School Site Council and ELAC meetings. During these meetings, the principal shared the process used to create a problem statement (brainstorming problems and potential solutions), what our problem statement is (80% of 1-3rd grade students are reading below grade level) and our SMARTe goals to address the problems as well as what resources will be needed to do so (see slideshow in evidence). She ended the presentation by encouraging stakeholders to share any questions or concerns they had about the plan, expenditures, and to share any ideas they might have to address the identified needs. The grant team met both during grant meetings/training and independently to continue the work started during the meetings/training. The team attended their first ELSB grant meeting on 1/28/2021. During these first three training/meetings (1/28, 2/11, 2/25) the team were led through	**Leadership Meeting 03/25** **Leadership Meeting 04/12** **Leadership Agenda** **Leadership Meeting 05/13** **ELAC Agenda 05/10** **Meeting sign in 05/10** **Stakeholders Presentation** **ELAC Meeting Minutes 05/10** **ELAC meeting sign in 05/10** **Coffee hour flyer 04/21/21** **Coffee hour sign in 04/21/21** **SSC 05/10 agenda** **SSC 05/10 minutes** **SSC 05/10 sign in**

	a training intended to help develop an understanding of evidence-based instruction and assessment practices and what key data was needed to complete a root cause analysis and needs assessment. During this time, K, 1, 2, and 3 (one class per grade) were given the Dibels assessments so our team could gain familiarity with the assessment tool and gain another point of data in addition to the iReady scores. We reviewed this data to ensure we had a collective understanding of the realities of our student's literacy skills.	
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive.	Van Buren School's fundamental root cause analysis shows that our students' lack of mastery of the reading foundational skills. We attributed this to the following; 1. Assessment Practices During our ELSB collaboration meeting we determined our site does not have a systematic screening, diagnostic, and monitoring processes in place to ensure students receive timely support when they are not meeting learning goals. Because of this weakness, we lack a systematic progress monitoring system with a flowchart to guide teachers with a protocol of how to assess students and provide additional support based on the data received from the monitoring. We also do not have a systematic tier 2 intervention prior to the referral to SPED testing. We also do not have a master schedule for intervention or a set intervention program (tier 2 instruction) 2. Quality First Instruction During our ELSB meetings (Problem Statement & Root Cause Analysis) we concluded that we lack common literacy practices evident by our I-Ready Data. Teachers have not received sufficient in-depth focused training on teaching foundational	**Root Cause Analysis** **Note Catcher** **I-Ready Data Report - Winter**

The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	reading standards, or how to effectively implement our core curriculum, especially in the area of phonological awareness and phonics instruction. We also have limited knowledge of how to implement small group instruction to support the foundational skill deficient, not all teachers have the knowledge and capacity needed to use data to drive their small instructional groups. 3. PLC practices During our ELSB meetings (Problem Statement & Root Cause Analysis) we concluded that our teachers lack knowledge and training on how to effectively work as a PLC as it relates to data collection, data analysis, and collectively responding to the 4 essential questions. • What do we want students to know and be able to do? • How will we know when they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? This is evident per our PLC meeting notes.	**Root Cause** **PLC Meeting Notes**

1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in first instruction, lack of systems in place for kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	Although Van Buren's iReady historical data shows the root cause of 80% of our students in K-3 not reading at grade level is related to lack of effective common literacy practices, a lack of a systematic progress monitoring system, and insufficient knowledge of how to work together in the PLC model to meet all students needs. Our literacy team worked together to conduct a needs assessment to help generate a plan to move our school forward. Our teachers have a desire to be a part of the change which gives Van Buren a positive outlook for increasing student achievement. We considered our problem statement and the factors listed previously to generate SMARTe goals. Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data. We came up with this goal by going through the process of our root cause analysis. Plus, we knew that our iready historical data shows that the root cause of being behind is due to the lack of inadequate first instruction of phonics, phonemic awareness, phonological skills and a progress monitoring system. Goal #2 By June 2024, we will improve in our K-3 literacy knowledge and instructional practices around foundational skills through LETRS training (years 2,3) , OERA (year1), and ELD strategies (year 1-2)	**Van Buren's needs assessment** **iReady data** **Student Progress - One pager** **Root cause analysis** **PLC** **iReady year end data**

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related to foundational skills. We will also be adopting the SIPPS curriculum (year1). This will be measured through our Master PD calendar and a student assessment (i.e. DIBELS or CORE reading assessment).

Goal 3 -
By June 2024, we will improve our K-3 knowledge of implementation of trauma, informed practices through Angela Byer training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar.

To increase student achievement and help all of Van Buren's K-3 learners reach proficiency in reading, we need the following supports to meet our goals:

 High-Quality literacy teaching
* training for teachers as to what that looks like and how to implement the strategies for literacy teaching
* Lesson studies with teachers/students
*Collaboration time to review the two components above, progress monitoring, data, etc.
  - release time for teachers
* literacy materials and assessments (tiers 1-3)
  - Benchmark Curriculum (district adopted)
  - CORE Reading Assessments/ Multiple Measures
  -SIPPS

- training on how to implement the assessments and how to analyze the data and use that information to inform instruction

	• Classroom libraries
	
	• Read Aloud books
	
	• CORE Sourcebooks and multiple measures for all teachers
	
	* Pupil supports
	  -Tutoring based on needs of K-3 students
	  - equitable learning environments and coordinating practices to enhance students' learning.	

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal *"Big Picture"* Focus of improvement centered on TK/K–3 literacy instruction • Site/LEA practices or issues • Evidence-based rigorous goal	2.1 Rationale *"Why you chose the goal"* Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence *"Artifacts that back up the rationale and support why you chose the goal"* Include links to supporting evidence.	2.1 Action Item(s) *"Specific, timebound actions that describe how the literacy instructional program will be improved"* • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal	2.2 Metrics *"How you will measure progress on actions (implementation) and/or growth (student data) and how often"* Articulate plan that includes: • Tool/Metric • Intervals • Monitoring and adjusting
Example: *Provide explicit, systematic phonics instruction*	*Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.*	*Screening data shows low student performance.* *[Insert Link] Link to needs assessment and root cause analysis provided*	• *By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions* • *By the first month of school, groups formed based on placement data*	• *PD Plan* • *Invoices* • *Placement assessment data* • *SIPPS Mastery test data* • *Classroom implementation observation data*

Example: *Provide explicit, academic vocabulary instruction.*	*Example:* *Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.*	*Example:* *Screening data revealed low student scores in vocabulary across K–3.* *[Insert Link] Link to needs assessment and root cause analysis*	*Example:* ● *By August 2022 (Year 3), purchase Academic Vocabulary Toolkit* ● *By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions*	*Example:* ● *PD Plan* ● *Invoices* ● *iReady diagnostic data* ● *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* ● *ELPAC data*
Provide consistent collection and analysis of valid, predictive, and reliable data related to foundational skills	Root cause analysis and needs assessment revealed inconsistent delivery of foundational skills and PLC practices in collection of data and data analysis	Screening data revealed inconsistent data collection and analysis within **PLCs.** **Needs Assessment** **Root cause analysis**	Goal 1 : By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data	● Data cycle paperwork ● Curriculum-embedded formative assessment data (core curriculum) ● PLC training calendar ● Classroom implementation observation data ● Placement assessment data ● Sipps Mastery test data ● iReady data ● PD Calendar ● Invoices
Provide explicit systematic foundational skills instruction in TK-3rd grade	Root cause analysis and needs assessment revealed inconsistent and ineffective delivery of foundational skills.	Screening data revealed low student scores in foundational skills in TK–3. **Needs Assessment**	Goal 2: By June 2024, we will improve in our K-3 literacy knowledge and instructional practices around foundational skills through LETRS training	● i-Ready data ● Multiple Measure/Dibels Data ● Data conferences

		Root cause analysis **iReady Data Winter 21**	(years 2,3) , OERA (year1), and ELD strategies (year 1-2) related to foundational skills. We will also be adopting the SIPPS curriculum (year1). This will be measured through our Mater PD calendar and a student assessment (i.e. DIBELS or CORE reading assessment).	• SIPPS data • Implementation - PD calendar • coaching cycles/lesson studies • ELPAC data
We will provide trauma informed practice/training in support of effective foundational literacy instruction..	Root cause analysis and needs assessment revealed the need for trauma informed practices in support of literacy development.	As seen in our root cause analysis, and our needs assessment, a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities. We will have scheduled training with Angela Byer and restorative practices to help implement, support and monitor trauma-informed practices. **Needs Assessment** **Root cause analysis**	Goal 3 - By 2024, we will improve our K-3 knowledge of implementation of trauma, informed practices through Angela Byer training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar.	• Angela Byers Training • Master PD Calendar

2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	*Example (action item):* *By September 2021, we hired a bi-lingial assist to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	In support of goals 1-2, by September 2022 hire an instructional assistant to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.	As seen in our screening data iReady Winter data, our root cause analysis, and our needs assessment, plus our ELPAC testing increased student access to targeted, evidence based foundational reading skills instruction is an urgent need. We have a bi-lingual aid that helps in the K-3 classrooms to work individually with the students. Attached is our job description for the hiring of our Instructional assistant that will provide individual and small group reading instruction for identified students in grades K-3. They will	A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, and fluency) according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. An instructional aid will be utilized to help the teachers differentiate their instruction based on the data.

		maintain and communicate high expectations and a belief that students will become literate with quality classroom and reading specialist instruction.	
	In support of goals 1 and 2, we will continue to fund our Bi-lingual aid for the 2021-2022, 2022-2023, and the 2023-2024 school years. He/She will support the teachers by pulling small groups of students to focus on SIPPS (goal2) instruction to K-3 students, to improve foundational skills and to help implement ongoing assessments. (goal 1)	As indicated in our needs assessment and our root cause, Van Buren needs our bi-lingual aid to be on site to assist in helping students become literate.	A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, and fluency) according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Our bi-lingual aid will be utilized to help the teachers differentiate their instruction based on the data
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link] Link to needs assessment indicating not a priority*	*Example (rationale):* *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No action - Social Studies Weekly	Social Studies Weekly is the state approved core curriculum website.	*Our school already has a state-approved core curriculum that includes culturally responsive*

			curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
	No action - Benchmark	Benchmark is the state approved core curriculum website.	*Our school already has a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	In support of goals 1 and 2 for the years 2021-2022, 2022-2023, and 2023- 2024 we will fund collaboration and release time for the teachers to collaborate around the data, their instruction as well as attend training, lesson studies, etc. as it relates to literacy instruction and achievement. We will use (LETRS, OERS). By 2022 K-3rd teachers will receive training in LETRS and/or OERA as it relates to literacy instruction.

For Goal 1 and 2 teachers will be receiving training for LETRS. There are 4 units.. 1 unit every 2 months. There are 13 teachers per 1 unit. 5 hours long per unit. | As indicated in our root cause analysis and our needs assessment, Van Buren teachers need to be released from their classrooms to receive professional development on literacy instruction, data training, plus access to targeted, evidence-based foundational reading skills instruction in order for them to effectively accomplish goals 1 and 2 by June of 2024. | A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, fluency) according to our screening data. We need to become more effective in our instruction of foundational skills by giving teachers time to be trained in methods that will improve their instruction which will result in our students mastering the skills.   We also need time to teach the teachers how to collect and analyze the data that's been collected to drive their instruction so all students' needs are met. We will all work together to make sure that all goals are met by 2024. |

	Collaboration for LETRS will be 1 day X 13 staff per unit. For Goal 1 and 2 teachers will be receiving training for OERS. There are 7 modules for each teacher. They are 6 hours long for all 12 staff members. SIPPs - 12 staff for 1 day training.		
	In support of goal 2, for the 2021-2022, 2022-2023, and 2023-2024 school years we will purchase and provide SIPPS training for the teachers.	As seen in our screening data IREADY our root cause analysis and our needs assessment we selected SIPPS as a tool to help accomplish goals 1-2. Teachers will receive training in order to implement the program correctly. This will help increase student access to targeted, evidence-based foundational reading skills.	A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, fluency) according to our screening data. We plan to provide reading foundational skills training to all K-3 teachers to help improve their first instruction which will result in our school meeting our 1 and 2 goals by June of 2024.
	In support of goal 2 , for the year 2021-2023, 2022-2023, and 2023-2024 school years we will provide Pivot and core training using the Reading Source Book for teachers.	As indicated in our needs assessment and our root cause, we will provide lesson studies and professional development using the Pivot & Core Reading SourceBook for teachers. This support will be provided by the literacy coach who is certified to provide Pivot & Core training on the Reading Sourcebook.	A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, fluency) according to our screening data. We plan to provide reading foundational skills training to all K-3 teachers to help improve their first instruction which will result in our school meeting our 1 and 2 goals by June of 2024.

| 3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction. | No action | ELD effective strategies and implementation training will be ongoing and funded through state and federal funds. | Our school is currently implementing a state-approved core curriculum (Benchmark) that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, having an adopted curriculum was of high importance and an area of strength. Therefore, we are not including it in this action plan. |

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and	*Example (action item):* ● *By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By August 2021, develop a monitoring plan to include data collection to assess*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.*	*Example (action item):* *Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in*

instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	*implementation of a professional learning plan as well as cycles of improvement.* ● *By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	*Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.*	*differentiated groups based on the ongoing SIPPS placement and mastery assessments.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.*
	Example (action item): ● *By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.*	***Example (action item):*** *Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.*
	In support of goal 2, for the 2021-2022, school year we will purchase and provide SIPPS training for the teachers.	As seen in our screening data IREADY our root cause analysis and our needs assessment over 80 % of our K-3 students are not reading at grade level. We selected SIPPS as a tool to	In support of goal 2, for the 2021-2022, school year we will purchase and provide SIPPS training for the teachers.

		help accomplish goals 1-2. Teachers will receive training in order to implement the program correctly. This will help increase student access to targeted, evidence-based foundational reading skills.	
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.* *Or, [Insert Link] link to needs assessment indicating not a priority.*	*Example (rationale):* *Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.*
	In support of goal 1 by June 2024 we will have training and release time for foundational reading skills data analysis. We will develop an assessment and monitoring plan to include protocols and timelines for data collection, analysis, and implementation of intervention plans as part of cycles for improvement.	As seen in our screening data IREADY our root cause analysis and our needs assessment, a majority of our K-3 students are testing below proficiency in reading foundational skills.	*Initial training, ongoing professional learning, and administrative monitoring of the implementation of data analysis protocols, to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic PLC data analysis training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.* *...*
	In support of goal 1 by June 2024 we will have training on utilization and implementation of the multiple measure assessment tools. We will develop an assessment and monitoring plan to include protocols and timelines for data collection, analysis, and implementation of intervention plans as part of cycles for improvement.	As seen in our screening data IREADY our root cause analysis and our needs assessment, a majority of our K-3 students are testing below proficiency in reading foundational skills. Multiple Measures provides assessment tools so we can measure our students progress in mastering reading foundational skills.	Initial *training, ongoing professional learning, and administrative monitoring of the implementation of Multiple Measure assessment tools, to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic PLC data analysis training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.*

	There will be 6 substitutes 3 times a year for teacher PLC collaboration training.		

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 3 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	*Example (action item):* *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	After School Small & focused tutoring K-3 In support of goals 1 and 2 Targeted for students who need more time in Phonemic Awareness, Phonics and Vocabulary Development. The program will be taught by regular classroom teachers and the literacy coach working after school or during tutoring time.They will use the intervention program SIPPS. They will target the students	As seen in our screening data IREADY our root cause analysis and our needs assessment, a majority of our K-3 students are testing below proficiency in reading foundational	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative*

	who are at tier 2 and tier 3 to provide the additional support and practice these students need to make sufficient growth..	skills. Multiple Measures provides assessment tools so we can measure our students progress in mastering reading foundational skills.	*assessment data. A literacy coach will be utilized to coach teachers*
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*Example (rationale):* *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No Action	Our district already has a State funded after school program.	*Our school is currently implementing a state-approved after school program that includes culturally responsive curriculum and instruction during the academic hour. We have been focused on reinforcing the standards being taught by the classroom teacher using Benchmark and Ready Math. Therefore, we are not including it in this action plan.*
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	no action - PBIS	PBIS is the school's district approved classroom management system. Curriculum being used is Foundations "Safe & Civil School" which is a proactive and positive behavior support system.	*Our district already provides and collects data from the School Culture Survey conducted 3 times a year.* *End of year data here*

	no action - Second Step	Second Step *is the school's district approved core curriculum website. Restorative Practices are also used.*	*Our district already provides and collects data from the School Culture Survey conducted 3 times a year.* *End of year data here*
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	no action - Restorative Justice	Link to SUSD Restorative Justice - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held during school hours	*Our district already provides and collects data from the School Culture Survey conducted 3 times a year.* *End of year data here*
	no action - Unbound ED	Unbound Ed - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held after school hours	*Our district already provides training from UnBoundEd.*
3.3e EXPANDED ACCESS Expanded access to the school library.	To expand access to the school library and In support of goal 2, for the 2021-2022, school year we will fund our current Library media an additional 3 hours extra for 33 weeks to focus on K-2 students needing to have access to literature.. This will promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read.	As indicated in our needs assessment and our root cause, Van Birent needs our Library Media specialist to be on site for additional hours to assist in helping students become literate by having more time for students in grades K-2 library visits to check out materials.	A majority of our K-2 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the schools Library/Media center. The Library Media Center specialist will be utilized to support K-3 teachers in helping them maintain materials for the classroom, do read alouds with the students and story hour.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 4 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	*Example (action item):* ● *By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.* ● *By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform support available to pupils as well as families.*	*Example (action item):* *As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].*	*Example (action item):* *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
	As per goal #3 Angela Byer will train teachers In trauma informed practices, by June of 2024, we will provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Follow-up training will be provided.	As seen in our root cause analysis, and our needs assessment, a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities. We will have scheduled training with Angela Byer and restorative practices to help	Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.

		implement, support and monitor trauma-informed practices.	Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*Example (rationale):* *We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.*
	No action - Mental Health Clinician	Mental Health Clinician	We do not need to have an action item around the provision of Mental Health Support Services as these resources are provided through the district and our school.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No Action - Americorp	Americorp	We do not need to have an action item around the provision of Americorp because these resources are provided through the district and our school.
	No action..- After school tutoring.	After School tutoring	We do not need to have an action item around the provision of After school tutoring because these resources are provided through the district and our After School Program. .
	.No action ..- Summer school	Summer School	We do not need to have an action item around summer school as it is district funded.
3.4d LITERACY TRAINING AND EDUCATION FOR	No Action - Parent Involvement & Parent District Education	parent involvement 1 Parent involvement 2 and District PDs	We do not need to have an action item around the provision of parent literacy training as these

PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.			resources are provided through the district office and our school.
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	No Action - Parent Involvement Policies	Parent involvement 1 Parent Involvement 2 District PD's	We do not need to have an action item around the provision of parent literacy training as these resources are provided through the district office and our school.

Proposed Bugdet Summary (Revised 5/2021)
Early Literacy Support Block Grant
Educator Excellence and Equity Division
California Department of Education
Instructions:
Each grant recipient must submit this form to reflect proposed expenditures during the grant period of December 1, 2020, through June 30, 2024.
The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Total
1000	**Certified Salaries**	$ 8,988.00	$ 51,486.00	$ 85,619.00	$ 85,619.00	$ 231,712.00
2000	**Classified Salaries**	$ -	$ 22,791.00	$ 22,791.00	$ 22,791.00	$ 68,373.00
3000	**Employee Benefits**	$ 619.00	$ 10,903.00	$ 13,595.00	$ 13,595.00	$ 38,712.00
4000	**Books and Supplies**	$ -	$ 51,667.00	$ 12,642.00	$ 12,642.00	$ 76,951.00
5000	**Services and Other Operating Expenditures: excluding Subgreement for Services and Travel**	$ -	$ 42,700.00	$ 44,900.00	$ 44,900.00	$ 132,500.00
5200	**Participant Travel/Project Staff Travel**	$ -	$ -	$ -	$ -	$ -
7000	**Indirect Costs: must not exceed lead agency's negotiated rate**	$ 393.00	$ 8,166.00	$ 8,166.00	$ 8,166.00	$ 24,891.00
5100	**Subagreement for Services**	$ -	$ -	$ -	$ -	$ -
6000	**Capital Outlay**	$ -	$ -	$ -	$ -	$ -
Total		$ 10,000.00	$ 187,713.00	$ 187,713.00	$ 187,713.00	$ 573,139.00

Proposed Budget Narrative for Planning Year
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Additional hourly compensation for 6 teachers to determine root cause, prepare needs assessment, develop a three year Literacy Plan, participate in SCOE trainings (6 teachers x $56 dollars per hour x 26.75 hours	Van Buren-Stockton Unified	$ 8,988.00
2000	Classified Salaries	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
3000	Employee Benefits	Statutory Benefits	Van Buren-Stockton Unified	$ 619.00
4000	Books and Supplies	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	Other	Van Buren-Stockton Unified	$ 393.00
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 10,000.00

Proposed Budget Narrative for Year 1
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	(Data Collection and Analysis for 1 staff x 16.75 hrs x $56) (SIPPS Training-13 staff x 6 hrs x 78 hours) (OERA Training-11 teachers x 42 hrs x 462 hours) TOTAL ADDITIONAL TEACHER HOURS = 556.75 X 56 = 31,178 (PLC -6 subs x 3 days = 18 days) (Literacy Practices Ongoing Collaboration-11 teachers x 6 days = 66 days) (ELD Foundationa Skills Training-11 subs x 3 days= 33 days) TOTAL SUBSTITUTE DAYS = 117 x 173.57 = 20,308	Van Buren-Stockton Unified	$ 51,486.00
2000	Classified Salaries	Hire 1 .4375 - Instructional Assistant @ 20,092 Library Media Clerk extra hours (4 hrs/wk x 33 weeks) 132 hours x $20.45 = 2,699	Van Buren-Stockton Unified	$ 22,791.00
3000	Employee Benefits	Teacher additional hours = 556.75 x 4 = 2,227 Teacher Substitutes 117 days x 7.79 = 911 Instructional Assistant = 7,360 Lilbrary Media Asst 132 x 3.07 = 405	Van Buren-Stockton Unified	$ 10,903.00
4000	Books and Supplies	SIPPS Curriculum for K-3 11 teachers	Van Buren-Stockton Unified	$ 51,667.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	22,500 - Solution Tree - PLC Training (7500 day x 3 days)/58100 3,700 - SIPPS training ($3700 p/day x 1 day)/58100 15,000 - Angela Beyers Training (6 days x $2500 rate)/58100 1,500 - 3 additional teachers (OERA) x $500)/58100	[Insert Name of the School Site or LEA]	$ 42,700.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	[Insert Detail/Calculation/Breakdown Here]	Van Buren-Stockton Unified	$ 8,166.00
5100	Subagreement for Services		Van Buren-Stockton Unified	
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 187,713.00

Proposed Budget Narrative for Year 2
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Teacher Additional Hourly (Data collection and analysis x 1 staff x 16.75 hrs x $56) 1336.75 x 56 = 74,858 Substitue Teachers Literacy Practices ongoing collaboration - 11 teachers x 4 days = 44 days) (PLC-6 subsx 3 days = 18 days) 66 Total Sub Days x 173.57 = 10,761	Van Buren School-Stockton Unified	$ 85,619.00
2000	Classified Salaries	.4375 - Instructional Assistant @ 20,092 Library Media Clerk extra hours (4 hrs/wk x 33 weeks) 132 hours x $20.45 = 2,699	Van Buren School-Stockton Unified	$ 22,791.00
3000	Employee Benefits	Teacher additional hours = 1336.75 x 4 = 5,347 Teacher Substitutes 62 days x 7.79 = 483 Instructional Assistant = 7,360 Lilbrary Media Asst 132 x 3.07 = 405	Van Buren School-Stockton Unified	$ 13,595.00
4000	Books and Supplies	Instructional Supplies SIPPS / LETRS	[Insert Name of the School Site or LEA]	$ 12,642.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	22,500 - Solution Tree - PLC Training ($7,500 rate x 3 days) + 22,400 - Letrs Training Package	[Insert Name of the School Site or LEA]	$ 44,900.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	[Insert Detail/Calculation/Breakdown Here]	Van Buren School-Stockton Unified	$ 8,166.00
5100	Subagreement for Services		Van Buren School-Stockton Unified	
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 187,713.00

Proposed Budget Narrative for Year 3
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Teacher Additional Hourly 1336.75 x 56 = 74,858 Substitue Teachers Literacy Practices ongoing collaboration - 11 teachers x 4 days = 44 days) (PLC-6 subsx 3 days = 18 days) 66 Total Sub Days x 173.57 = 10,761	Van Buren - Stockton Unified	$ 85,619.00
2000	Classified Salaries	.4375 - Instructional Assistant @ 20,092 Library Media Clerk extra hours (4 hrs/wk x 33 weeks) 132 hours x $20.45 = 2,699	Van Buren - Stockton Unified	$ 22,791.00
3000	Employee Benefits	Teacher additional hours = 1336.75 x 4 = 5,347 Teacher Substitutes 62 days x 7.79 = 483 Instructional Assistant = 7,360 Lilbrary Media Asst 132 x 3.07 = 405	Van Buren - Stockton Unified	$ 13,595.00
4000	Books and Supplies	Instructional Supplies SIPPS / LETRS	[Insert Name of the School Site or LEA]	$ 12,642.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	22,500 - Solution Tree - PLC Training ($7,500 rate x 3 days) + 22,400 - Letrs Training Package	[Insert Name of the School Site or LEA]	$ 44,900.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	[Insert Detail/Calculation/Breakdown Here]	Van Buren - Stockton Unified	$ 8,166.00
5100	Subagreement for Services		Van Buren - Stockton Unified	
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 187,713.00

Recommendations and Assurances:

Site Name: _Van Buren_

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

   English Learner Parent Involvement Committee _4-6-2021_
   Date of Meeting

   Other committees established by the school or district (list): _1-13-21 & 4-12-2021_
   Date of Meeting

4. 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.

5. 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 _6-30-2021_
   Date of Meeting

Attested:

Isabel Arellano
Typed Named of School Principal

Isabel Arellano
Signature of School Principal

_6-30-2021_
Date