



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Van Buren Elementary	39686766042790	10/18/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Van Buren's approach to improving

student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSL's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Van Buren's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- November 27th, 2023
- January 29th, 2024
- February 26th, 2024
- March 25th, 2024
- September 30, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting hosted on 8/5/2024
- English Language Advisory Committee on December 11th, 2023
- English Language Advisory Committee on February 9th, 2024
- English Language Advisory Committee on April 12th, 2024
- English Language Advisory Committee on May 10th, 2024
- English Language Advisory Committee on September 13, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on October 1, 2024
- Leadership Meeting on August 22, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Van buren, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	107.9 points below standard (red)	126.5 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	12.2% suspended at least one day (red)	X	X	N/A
Students with Disabilities	134.6 points below standard (orange)	166.8 points below standard (red)	11% suspended at least one day (red)	X	N/A	N/A

American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A
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Comprehensive School Improvement(CSI): Van Buren has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Van Buren is part of the lowest performing 5% of Title I schools.

Van Buren has identified that the socioeconomic status, truancy rate, suspension rates, EL population and consistency in enrollment are the causes for student inequities. 25% of Van Buren students do not start and end the year at our school, causing a disconnect with our campus. Due to low socioeconomic status many of our students do not have the support needed at home to help them be successful in their education journey. Our teachers are not properly trained to deliver high quality EL strategies during designated time or integrated throughout all contents. As we reviewed the high number of suspensions for 23-24 school year it was identified that 35 students were being suspended, out of the 35 students only 8 students had more than 3 days suspension and out of those 8, 5 were homeless, foster or new to our school.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	98.3 points below standard (red)	118.1 points below standard (red)	5% suspended at least one day (orange)			
Foster Youth						
English Learner	107.9 points below standard (red)	126.5 points below standard (red)	3.4% suspended at least one day (red)			
Long Term English Learner						
Homeless Youth			12.2% suspended at least one day (red)	68.4% chronically absent (orange)		
Socioeconomically Disadvantaged	99.3 points below standard (red)	118.6 points below standard (red)	4.5% suspended at least one day (red)			
Student with Disabilities	134.6 points below standard (orange)	166.8 points below standard (red)	11% suspended at least one day (red)	44.7% chronically absent (orange)		
African American	119.4 points below standard (orange)	137.6 points below standard (orange)	8.2% suspended at least one day (red)	60% chronically absent (orange)		
American Indian/Alaskan Native						
Asian				29.2% chronically absent (red)		
Filipino						
Hispanic	89.6 points below standard (red)	114.4 points below standard (red)	3.9% suspended at least one day (red)			

Two or More Races						
Pacific Islander/ Native Hawaiian						
White						

Major gaps were observed between student groups on the CA Dashboard Indicators for Van Buren School. 12.2% of our homeless population was suspended at least once where

Trend data was also reviewed year over year which resulted in observing that our ELs progress declined by 17.5%. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified teacher training of effective EL strategies for designated and integrated times are a factor to this decline. When using the 5 Whys technique to analyze the high suspension rates, we also discovered that we need an onboarding system for new students where we will make sure they are set up for success as they transition to our school. The following strategies to support schoolwide improvement for the 2024-2025 school year are:

- Professional development for teachers on ELD strategies to use across content areas.
- WIN Power Hour will be implemented for all K-6 students
- Onboarding system will be developed to welcome any new students and set them up for success

Van Buren administrative team collaborated with educational partners through School Site Council, Leadership Team, ELAC, and Parent Coffee Hour. Stakeholders include parents, teachers, staff, and community members. We reviewed our 2023 I-Ready data, CAASPP data, and the root cause of our barriers for student achievement. Through the 5 why process we identified that we need to focus on our EL population as they are our most vulnerable.

- Daily WIN Power Hour - platooning
- EL instruction professional development for our teachers
- SIPPS for students in K-6
- Read 180 for students in 4-6 that do not need SIPPS but are not reading at grade level

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>School Goal for ELA/ELD: *By EOY 2025, the percentage of students meeting/exceeding ELA standards will increase by 5% as measured by iReady Diagnostic 3 Report. *By EOY 2025, the percentage of students meeting their typical growth will increase by 10% as measured by iReady Diagnostic 3 Report. *By EOY 2025, the percentage of EL students meeting/exceeding standards in ELA will increase by 5% as measured by iReady Diagnostic 3 Reports. *By EOY 2025, the number of students who reclassify will increase by 5% as measured by ELPAC & I-ready scores.</p> <p>School Goal for Math: *By EOY 2025, the percentage of students in meeting/exceeding math standards will increase by 5% as measured by IReady Diagnostic 3 Report. *By EOY 2025, the number of students that achieve IReady annual typical growth will increase by 10% as measured by IReady Diagnostic 3 Growth Report. *By EOY 2025, the percentage of EL students meeting/exceeding standards in math will increase by 5% as measured by IReady Diagnostic 3 report.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students meeting/exceeding grade level standards	Reading-31% Math-27% ELs - ELA- 6.8% ELs - Math - 5.8%	Reading-30.7% Math - 25.7% ELs -ELA - 11.8% ELs - Math - 10.8%
Percentage of students meetingTypical Growth goals	ELA- 52% Math- 58%	ELA -63.5% Math- 55.7%

Number of students reclassifying to Fluent English Proficient	Reclassified-16 students	Reclassified -19 students

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics and Arts (STEAM) projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, *STEAM specific materials including science specific project materials such as slides, 3D printers and plastic filament, Robotic materials, rocket kits and Project Lead the Way specific project materials. Equipment would include laptops that runs PLTW and STEM required software.</p> <p>Title I Funding Allocation: Instructional Materials: \$4,116</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$4,116	3010 - Title I

1.1.2	<p>College Readiness</p> <p>*Provide our students with exposure to our colleges and universities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Transportation - \$5,000 Pupil Fees - \$500</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$500</p> <p>\$5,000</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
1.1.4	<p>Bilingual Instructional Support</p> <p>*Bilingual Assist(Centralized Funding) - By having a 6-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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

1.1.5	<p>English Learner Professional Development</p> <p>Provide teachers with professional learning opportunities to supplement core instruction and gain strategies that will address the learning loss of EL students. Ongoing PD by TCM.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Professional Development @ \$5,500 x 6 days = \$33,000</p>	English Learners	\$33,000	3182 - CSI 2023/24
1.1.6	<p>English Learner Programs and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):</p>	English Learners	\$(Enter amount here]	[Specify the funding source(s)]

1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Professional Development, Collaboration, and Ongoing Instructional Support</p> <p>*Provide teachers with professional learning opportunities to supplement core instruction and gain strategies that will address the learning loss of students. Provide teachers with collaboration time to discuss student achievement, School Climate, and Meaningful Partnerships.</p> <p>*Twice a year we will 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 to collaborate.</p> <p>*Conferences to include any one of the following: PLC, AVID, School Culture, Trauma Informed Practices, Literacy, Math or other subjects to address the achievement gaps of our students.</p> <p>*Additional Compensation for Program Specialist and Instructional coach for collaboration with Admin and teachers to address the learning needs of students, intervention blocks, after school tutoring and other student and staff needs.</p> <p>Title I Funding Allocation:</p> <p>*Conferences - 3 teachers x \$1800 = \$5,400</p> <p>*Collaboration Time Substitutes - 30 days x 200 rate of pay = \$6,000</p> <p>*PS x \$86 x 10 hours = \$860</p> <p>*Instructional Coach x 10 hours x \$96 = \$960</p> <p>*Additional Pay Calculation for collaboration for student achievement Leadership, PBIS, AVID. (10 teachers X 20 hours X \$83 rate of pay) = \$16,600</p> <p>LCAP 1.7 - Teacher Collaboration, Professional Development, and Academic Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):</p> <p>*Staff (counselor) Additional Pay Calculation for collaboration: 1 staff X 20 hrs. X \$65 rate = \$1,300 (CSI)</p> <p>*Additional comp PS 10 hrs. x 86 = \$860 (CSI)</p> <p>*Additional comp Instructional Coach 10 hrs. x \$96 = 960 (CSI)</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$960</p> <p>\$960</p> <p>\$860</p> <p>\$860</p> <p>\$1,300</p> <p>\$6,000</p> <p>\$16,600</p> <p>\$5,400</p>	<p>3182 - CSI 2023/24</p> <p>3010 - Title I</p> <p>3182 - CSI 2023/24</p> <p>3010 - Title I</p> <p>3182 - CSI 2023/24</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Provide administrators with professional learning opportunities to supplement core instruction and gain strategies that will address the learning loss of students and/or their social emotional traumas.</p> <p>Title I Funding Allocation: Conferences - 2 admin x \$1800 = \$3,600</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$3,600	3010 - Title I
1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Additional Compensation for the guiding coalition team (3 teachers, PS, Inst. Coach) to collect data, CFA accountability and prepare Professional Development.</p> <p>Title I Funding Allocation: No additional site Title I is being allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Additional Compensation - 3 teachers x 5 hours x \$83 = \$1,245 (budgeted \$1,274) Additional Compensation - Program Specialist x \$86 x 4 hours = \$344 Additional Compensation - Instructional Coach x \$96 x 4 hours = \$384</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$1,274</p> <p>\$344</p> <p>\$384</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>

1.1.10	<p>Data Analysis and Evaluation</p> <p>*Provide teachers the opportunity to collaborate with our support team during academic conferences. Academic Conferences will include reviewing of data, create goals and have a data monitoring system in place for improved student achievement. Subs will be provided.</p> <p>*Provide teachers the opportunity to collaborate to discuss K-8 data of WIN Power Hour, I-ready, SIPPS, and CORE assessments addressing the achievement gap of our Tier 2 & 3 students. 24 teacher, Program Specialist, Instructional Coach, Intervention Teacher</p> <p>*Monthly admin meetings - suspension data analysis</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site fuds have been allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Substitutes - 24 teachers x \$200 = \$4,800 Additional Compensation - 24 teachers x 2 hours x 10 months x \$83 = 34,860 (budgeted \$35,000) Additional Compensation - Program Specialist x 2 hours x 10 months x \$86 = \$1,720 Additioanl Compensation - Instructional Coach x 2 hours x 10 months x \$96 = \$1,920 Additional Compensation - Intervention Teacher x 2 hours x10 months x \$83 = \$1,660</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$1,920</p> <p>\$1,720</p> <p>\$1,660</p> <p>\$4,800</p> <p>\$35,000</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

<p>1.1.12</p>	<p>Acceleration of Learning</p> <p>*Non Instructional Materials: materials such as toner, ink, poster paper, laminator rolls, Duplo supplies, and other supplies may need to be purchased to provide a print rich environment. Also projector bulbs to replace when needed so teachers can utilize their technology to provide equitable instruction.</p> <p>* Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include projectors, printers, copiers, laminators, poster makers, awards maker, screens, lightbulbs, SMART Boards.</p> <p>*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.</p> <p>Title I Funding Allocation: Equipment/Technology- \$10,000 Non-Instructional Supplies - \$4,707</p> <p>LCAP 1.12 Acceleration of Learning Non-Instructional Supplies - \$1,146 Maintenance Agreement -\$4,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,146</p> <p>\$4,707</p> <p>\$10,000</p> <p>\$4,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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1.1.13	<p>Literacy and Library Supports</p> <p>*Library Media Assistants (0.375 FTE Centralized Funding, 0.0625 FTE Site Funding) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement. 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.</p> <p>*Additional Compensation for Library Media Assistant to provide extended library hours and literacy opportunities for students and families.</p> <p>*Literacy Programs/Materials: Provide students with opportunities to increase reading proficiency and math fluency through literacy programs and foundational mathematics skills and math fluency. (i.e. Licenses - Read 180, System 44, SIPPS, Seesaw, Accelerated Reader, Lexia or other like programs).</p> <p>*Purchase level books to replenish our Library and classrooms: class set of novels, individual books, and/or other instructional materials to support and promote literacy skills. Books/Instructional Material</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports Library Media Assistant Salary and Benefits (0.0625 FTE) = \$1,685 Books \$3,936</p> <p>Comprehensive School Improvement (CSI): Additional Compensation-Library Media Assistant - 7 hours a week x 35 weeks x \$26 p/h = \$6,370 Licenses = Budgeted \$20,000</p>	English Learners, All Students, Foster Youth, Low Income, Students with Disabilities	<p>\$3,000</p> <p>\$1,685</p> <p>\$6,370</p> <p>\$936</p> <p>\$20,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>

1.1.14	<p>Advancement Via Individual Determination (AVID) - AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development</p> <p>*This team will consist of teachers, Program Specialist, instructional Coach, and Admin and will be paid additional comp before, during, and after the conference. The team will collaborate on implementation, PD for staff and sustainability of the AVID program.</p> <p>*Applicable supplemental instructional materials to include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, binders, planners, paper (various colors), highlighters, dividers, post-its, pencil pouches, index cards, rulers, sentence strips, graph paper, headphones, dry erase boards, notebooks, composition books, glue sticks, 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.</p> <p>*Duplicating - School/Teachers will use duplicating services for Planners, banners, and curriculum implementation.</p> <p>Title I Funding Allocation: Conferences: (Principal, AP, and staff): 4 staff x 1,500 = \$6,000 Duplicating - \$3,000 Teacher Add Comp-AVID Summer Institute: 4 Teachers x \$83 X 15 hours = \$4,980 (budgeted 5,000) Instructional Materials - \$3,963</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): Instructional Materials -\$5,172</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$3,963</p> <p>\$6,000</p> <p>\$5,000</p> <p>\$3,000</p> <p>\$5,172</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.16	<p>Outdoor Education/Science Camp</p> <p>*Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students (No cost - District Funded)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

1.1 - Professional Development, Collaboration, and Ongoing Instructional Support Plan & 1.2 - Support Staff Salary for Plan Implementation and Additional Instructional Supports. These strategies were implemented and have had a positive outcome on our I-Ready scores going from 11% proficient or advanced (D#1) to 19% (D#2) in Reading and from 4% to 11% in Math. ELs Reading D#1 was 4% at or above grade level D#2 was 10.2% . For Math D1-1.3% at or above and D2-8.8%. Support staff helped with the implementation of SIPPS and Read 180 (Intervention Power Hour). 1.3 - Supplemental Curriculum, Materials, and Programs to Support Improvement - this strategy was successful as it provided all instructional materials needed for plan implementation.

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

1.1 - Conferences: To include AVID, PLC, Literacy, Math, ELD, Social Emotional, Culture, Autism, Challenging Students, Writing, and other like type conferences. Since the district office offered on site training in some of these areas, we did not have to travel to attend the PLC conference, therefore we transferred 5,000 to technology so we may buy additional SMART boards. 1.4 - Other Services and Operational Costs Associated with Plan Implementation/Field trips. We transferred some of the funds allocated for field trip buses due to our site receiving lottery funds and one time ESSER funds that

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.

Due to ELSB grant ending this year we are transferring the Instructional assistant position to be paid out of Title 1 . Admin will not be paid additional compensation for attending conferences nor for collaboration time after the conferences in the summer. We will also be reducing the amount of funds towards fieldtrips as we will be receiving the lottery funds this upcoming year.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: By EOY 2024-25 academic school year, Van Buren will decrease the overall suspension for all students by 5% as measured by SUSD's EOY Suspension Report. School Goal for Attendance: By EOY 2024-25 academic school year, Van Buren will decrease the chronic absenteeism rate for all students by 3.5% as measured by SUSD's EOY Attendance Report.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EOY District Suspension Report	Total Suspension Days: 104	Total Suspension Days =99.3
Chronic Absenteeism	Pre-Covid -Truancy Rate = 35.61%	Truancy Rate = 37.6%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$(Enter amount here]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$(Enter amount here]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$(Enter amount here]	[Specify the funding source(s)]
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$(Enter amount here]	[Specify the funding source(s)]

2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>*Post suspension conferences - every student who receives a suspension will meet with a counselor upon their return.</p> <p>*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.</p> <p>*Check-in system - a check in system will be in place for students who are tagged habitual truants</p> <p>*Van Buren will have an onboarding system to welcome new students and make sure they are set up for success (expectations, technology, curriculum, school materials, support services)</p> <p>*Van Buren will pay duplicating costs associated with SEL development and PBIS implementation to improve school climate.</p> <p>Title I Funding Allocation: Duplicating: \$1,600</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,600	3010 - Title I
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>*Hold CARE or SST meetings as needed based on students' needs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.7	<p>Behavior Support Services</p> <p>*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.</p> <p>*BIP-Behavior Support Plans - we will develop tailored BIPs to support our student's needs.</p> <p>*Conflict Resolution - counselors will hold necessary small group sessions to resolve conflicts amongst students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]

2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]
2.1.11	<p>Student Attendance and Truancy:</p> <p>*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</p> <p>*Monthly Team Home Visits - Our counselors will conduct home visits one a month to follow up with our students who are struggling with maintaining good attendance status</p> <p>*Support staff will hold monthly attendance meetings to monitor chronic truancy and identify students who need support</p> <p>*Support staff will have check-ins with students who have been identified as habitual truants</p> <p>*School Wide Attendance Incentives - Van Buren will hold monthly Panther Attendance Challenge, Monthly Individual Perfect Attendance Recognition, and random attendance drawings for prizes (Funded with PBIS incentive and Lottery funds)</p> <p>*Super Duper Recess for students who have improved 10% on their attendance rates.</p> <p>*Purchase instructional materials such as SEL books, materials or subscriptions.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: Instructional Materials - \$1,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,000	0100 - LCFF/S&C (site)

2.1.12	<p>Health and Wellness Services and Supports</p> <p>*Van Buren will provide certificated staff additional compensation needed for SEL instruction and PBIS supports.</p> <p>Title I Funding Allocation: 2 counselors x 10 hrs. x \$50 = \$1,100</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site Title I funding has been allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,100	3010 - Title I
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>*Van Buren will hold Trauma Informed Practices training for staff to improve knowledge of implementation of trauma, informed practices through consultant training to increase student access to impactful literacy instruction.</p> <p>*Van Buren will pay additional compensation to allow teachers time to participate in Trauma Informed Practices training after school.</p> <p>*Van Buren will provide guest speakers (consultants) with emphasis on motivation, SE Learning, and academic growth.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools</p> <p>Consultants - \$3,000</p> <p>Comprehensive School Improvement (CSI): Consultant - \$4,000 20 teachers x \$83 x 8 hrs. = \$13,280</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$4,000</p> <p>\$13,280</p> <p>\$3,000</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>0100 - LCFF/S&C (site)</p>
2.1.15	<p>School Connectedness</p> <p>*Van Buren will provide classified staff additional compensation needed to support the onboarding system for new families. (Community Assistant)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: Community Assistant Additional Compensation: 20 hrs. x \$25 = \$500</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$500</p>	<p>0100 - LCFF/S&C (site)</p>

2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.17	<p>Additional School Site Support</p> <p>*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, Systems 44, SIPPS and after school tutoring programs.</p> <p>*Instructional Coach (1.0 FTE - District Funded) 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.</p> <p>Title I Funding Allocation: Program Specialist Salary and Benefits (0.70FTE): 70% - \$102,400</p> <p>LCAP 2.17 Additional School Site Support: Program Specialist Salary and Benefits (0.30 FTE): 30% - \$43,886</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$43,886</p> <p>\$102,400</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>

2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

2.1.20	<p>Instructional Technology</p> <p>* Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student chrome books, E-readers, calculators, keyboards, headphones, wireless audio components, speakers, or other instructional ancillary devices.</p> <p>Title I Funding Allocation: Technology - \$5,000</p> <p>LCAP 2.20 Instructional Technology: No additional site Title I funding has been allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000	3010 - Title I
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Instructional Assistant (0.675 FTE) - to collaborate with the classroom teachers to close the achievement gap. Conduct small group instruction using intervention strategies.</p> <p>Title I Funding Allocation: Instructional Assistant Salary and Benefits (0.675 FTE) - \$57, 812</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$57,812	3010 - Title I

2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategies 2.1, 2.2 & 2.3 were implemented and the data showed improvement with truancy, however we showed an increase in suspensions. On April 2023 we had 41.59% habitual truants and as of April 2024 our truancy rate is at 35.61%, a decline of 5.98%. Our monthly PBIS assemblies seem to motivate students which lead to improved attendance and parent participation.

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

Strategy 2.1, 2.2 & 2.3 did not show positive results for suspensions. Unfortunately, our suspension rates have gone up. April of 2023 we had 90.83 total suspension days and April of 2024 we have 102.67 days. This is an increase of 11.84 days. We believe our suspensions went up because we do not have an onboarding system for new students. 8/33 students that were suspended were new to our school. Their numbers combined equaled 44.5 days. Out of these 8 students 3 are foster students and 2 are adopted. We did not support our students that have repeated suspensions with BIP and or counseling/mental health on a timely manner and we did not hold as many small groups as we intended. We were not able to hire a vendor for structured lunch time activities as we under budgeted as well. We need a better system to follow through with our small groups and make sure they are applying with what they have learned.

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.

We will develop a system to review and monitor student discipline so we may intervene earlier in the year. We will hire a consultant to provide services during lunch time since this is the time and location that has the most incidents. We will develop an onboarding system for new students so we may support them and hold them accountable for our school wide expectations.

Goal 3.1

Goal #	Description
Goal 3.1	SMART Goal: (Update coming in Spring 2025)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>*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 2023-2024 school year by grade levels. May include - Exploratorium, Zoos, Parks, Museums, Theater Other educational settings.</p> <p>**Provide students opportunities to:</p> <p>*Interact with their peers who will attend their kindergarten class promoting social skills,</p> <p>*Establish a connection between the kindergarten teachers and our TK teacher.</p> <p>*Practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and other grade level activities.</p> <p>*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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Transportation: \$20,000 Student fees: \$4,500</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$20,000</p> <p>\$4,500</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

3.1 - 3.2 Professional Development, Collaboration, and Ongoing Instructional Support Plan by providing parents with support and resources that empowers them to

be engaged in their student's learning. This strategy showed positive results as we had an average of 20 parents attend our coffee hours; average of 10 parents for our ELAC meetings; average of 120 parents who attended our after hour events such as Back to School Night, Breakfast with Santa, trunk or treat, parades and movie nights. These events were coordinated mainly by our community assistant who collaborated with admin and support staff. Strategy 3.1 - Purchasing supplemental Curriculum, Materials, and Programs to Support Improvement was a success as well. We were able to train our parents on reading strategies and give away books and other materials to help them implement them at home. We also provided our parents with math manipulative and resources to have family games using math games such as Quizmo.

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

We were not able to provide ESL classes or technology classes due to lack of an instructor. We also did not attend conferences or off site trainings with our parents .

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.

There will not be any major changes to this goal or its strategies, we will continue to reach out to our parents, especially Tier 2 and 3 families.

Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships: By EOY 2024-2025 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Event Sign in Sheets	Average parent participation= 20	Average Parent Participation = 22

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Parent Conferences *Hold parent teacher conferences as needed based on students' needs</p> <p>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. \$1,000 Title 1 Parent</p> <p>*PD Opportunities for parents: *How to workshops: reading to your child; Fun math games; art projects *ESL parent classes *Technology classes *Parenting classes *Goal Setting *Van Buren will provide supplemental supplies for our parents to take home after participating in parent PD opportunities. Books, materials, and resources (flash cards, manipulatives, site words, etc). *Van Buren will bring a consultant to do a paint day with our parents as parent of meaningful partnerships.</p> <p>Title I Funding Allocation: Consultant: \$1,300 Title I Parent Meeting Expenses: \$1,000 Title I Parent Instructional Materials: \$1,459 Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$1,459</p> <p>\$1,300</p> <p>\$1,000</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
4.1.3	<p>Community Schools Supports and Resources</p> <p>Maintaining a Community Assistant (0.675 FTE) *This will allow for recruitment of new parents to volunteer, attend coffee hours, SSC & ELAC meetings, and other parent involvement events. *Additional Time for Community Assistant for building educational meaningful partnerships.</p> <p>Title I Funding Allocation: Community Assistant Additional Compensation: Classified (Community Assistant) 15 hrs. monthly x 10 months X \$25 = \$3,750 (budgeted \$4,000)</p> <p>LCAP 4.3 Community Schools Supports and Resources Community Assistant Salary and Benefits (0.675 FTE) - \$38,286</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, All Students, English Learners</p>	<p>\$38,286</p> <p>\$4,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	SMART Goal: (Update coming in Spring 2025)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	SMART Goal: (Update coming in Spring 2025)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

6.1.5	<p>BSAP Community Partnerships</p> <p>*IYT - Improve your Tomorrow offers our students of color mentoring and academic support through a program that follows the students for the course of their educational journey.</p> <p>*Collaboration time will provide for the mentors and classrooms teachers to discuss student behaviors, academics and overall supports.</p> <p>Title I Funding Allocation: Teacher Additional compensation - 4 teachers x \$83 x 10 hours = \$3,320 (budgeted \$3,500)</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	African American	\$3,500	3010 - Title I
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$249,377.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$508,860.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$245,618.00
3010 - Title I - Parent	\$3,759.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$407,185.00

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 (\$)
0100 - LCFF/S&C (site)	\$101,675.00

Subtotal of state or local funds included for this school: \$101,675.00

Total of federal, state, and/or local funds for this school: \$508,860.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Van Buren

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Feb 26 & March 25, 2024

Date of Meeting

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

English Learner Advisory Committee

4/12/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/18/24
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Leadership Team

Committee

August 22, 2024

Date of Meeting

Attested:

Isabel Arellano

Typed Name of School Principal



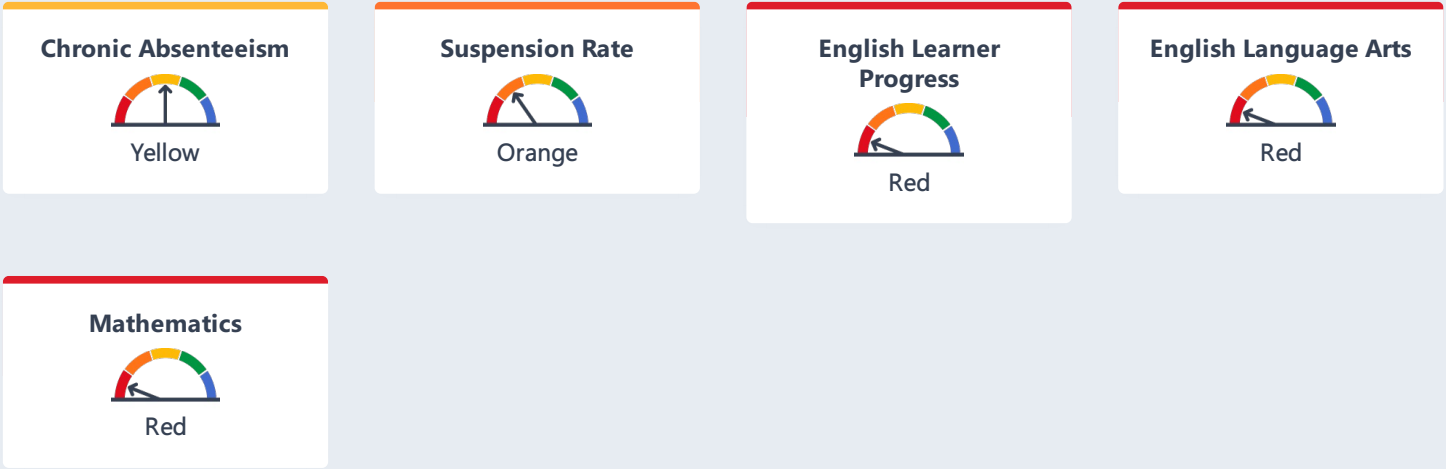
Signature of School Principal

10/21/2024

Date

Van Buren Elementary

Explore the performance of Van Buren Elementary under California's Accountability System.



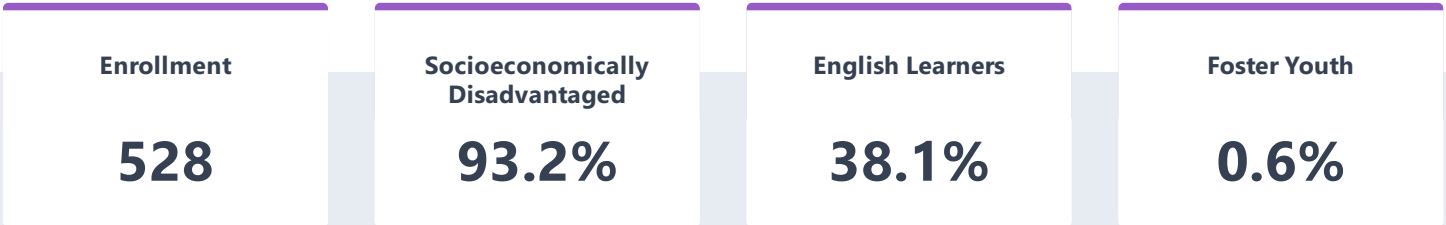
School Details

<div>NAME</div> <div>Van Buren Elementary</div>	<div>ADDRESS</div> <div>1628 East Tenth Street Stockton, CA 95206-3345</div>	<div>WEBSITE</div> <div>N/A</div>	<div>GRADES SERVED</div> <div>K-8</div>
<div>CHARTER</div> <div>No</div>	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> <div>No</div>		

VAN BUREN ELEMENTARY

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Red

98.3 points below standard

Maintained -1.8 Points

EQUITY REPORT

Number of Student Groups in Each Level

3

Red

2

Orange

0

Yellow

0


Green

0

Blue

LEARN MORE

Mathematics



Red

118.1 points below standard

Maintained -0.1 Points

EQUITY REPORT

Number of Student Groups in Each Level

4

Red

1

Orange

0

Yellow

0


Green

0

Blue

LEARN MORE

English Learner Progress



Red

33.8% making progress


Declined 17.5% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Yellow

45.5% chronically absent

Declined 12.9% ▼

EQUITY REPORT

Number of Student Groups in Each Level

1

Red

3

Orange

3

Yellow

0

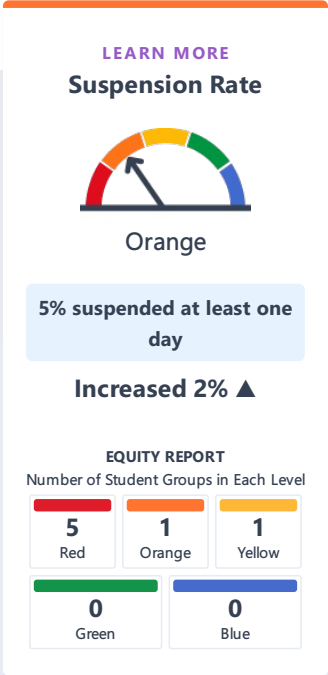
Green

0

Blue

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red

98.3 points below standard

Maintained - 1.8 Points

Number of Students: 294

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups




Red

English Learners

Hispanic


Socioeconomically Disadvantaged



Orange


African American

Students with Disabilities




Yellow

No Student Groups




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

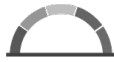


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

94.9 points below standard

Increased 4.1 Points ▲

Number of Students: 22

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

130.1 points below standard

Increased 22.1 Points ▲

Number of Students: 14

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



Red

107.9 points below standard

Declined 8.5 Points ▼

Number of Students: 105

Hispanic



Red

89.6 points below standard

Maintained 1.2 Points

Number of Students: 214

Socioeconomically Disadvantaged



Red

99.3 points below standard

Maintained -1.6 Points

Number of Students: 275

African American



Orange

119.4 points below standard

Increased 14.9 Points ▲

Number of Students: 44

Students with Disabilities



Orange

134.6 points below standard

Increased 22.7 Points ▲

Number of Students: 41

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

96.6 points below standard

98.3 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


Current English Learners	Recently Reclassified English Learners	English Only
130.6 points below standard Declined 12.9 Points ▼ Number of Students: 85	11.4 points below standard Increased 26.8 Points ▲ Number of Students: 20	110.8 points below standard Maintained 0.4 Points Number of Students: 150

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red







118.1 points below standard

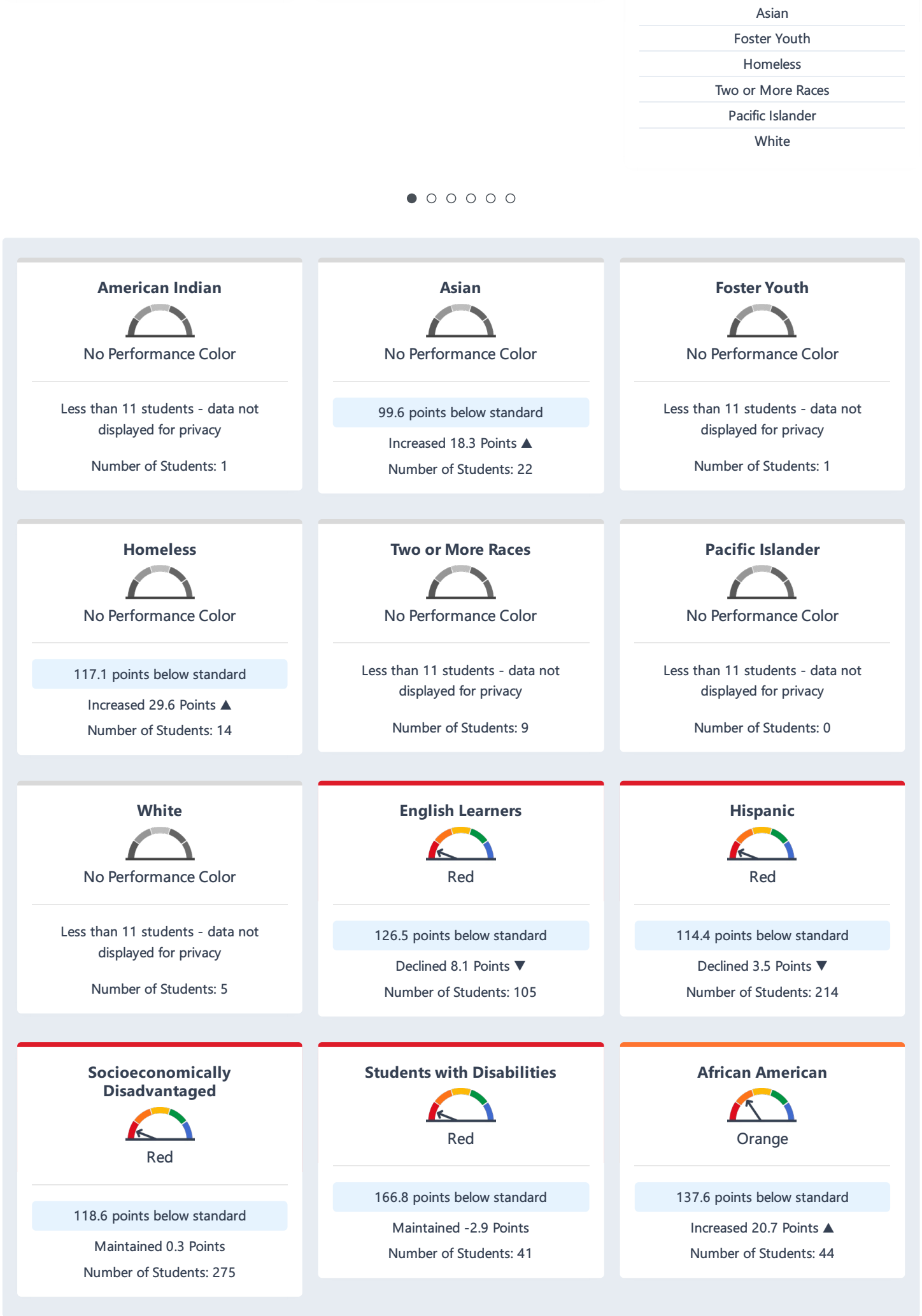
Maintained -0.1 Points

Number of Students: 294

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups		
 <p>Red</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>	 <p>Orange</p> <p>African American</p>	 <p>Yellow</p> <p>No Student Groups</p>
 <p>Green</p> <p>No Student Groups</p>	 <p>Blue</p> <p>No Student Groups</p>	 <p>No Performance Color</p> <p>American Indian</p>



Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	118 points below standard	118.1 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

144.9 points below standard

Declined 14.1 Points ▼

Number of Students: 85

Recently Reclassified English Learners

48.3 points below standard

Increased 28.8 Points ▲

Number of Students: 20

English Only

126.8 points below standard

Increased 4.4 Points ▲

Number of Students: 150


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE

English Learner Progress



Red

33.8% making progress towards English language proficiency

Declined 17.5% ▼

Number of EL Students: 145

Student English Language Acquisition Results
Summative ELPAC

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

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042790&year=2022-23>

All Students



Yellow

45.5% chronically absent


Declined 12.9% ▼

Number of Students: 602

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups



Red

Asian




Orange

African American

Homeless

Students with Disabilities




Yellow

English Learners


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

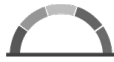


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Two or More Races



No Performance Color

60% chronically absent

Declined 16.9% ▼

Number of Students: 25

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian



Red

29.2% chronically absent

Increased 2.2% ▲

Number of Students: 48

African American



Orange

60% chronically absent

Declined 7% ▼

Number of Students: 90

Homeless



Orange

68.4% chronically absent

Declined 14.3% ▼

Number of Students: 38

Students with Disabilities



Orange

44.7% chronically absent

Declined 20.1% ▼

Number of Students: 76

English Learners



Yellow

33.5% chronically absent

Declined 12.2% ▼

Number of Students: 227

Hispanic



Yellow

43.4% chronically absent

Declined 15.1% ▼

Number of Students: 424

Socioeconomically Disadvantaged



Yellow

45.9% chronically absent

Declined 12.5% ▼

Number of Students: 555

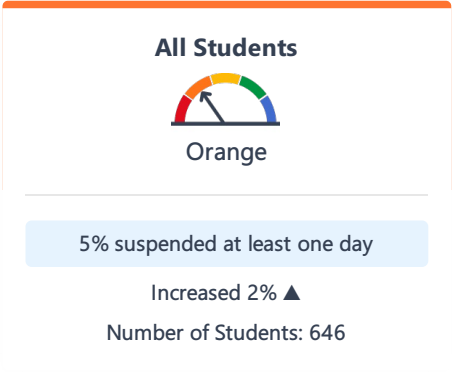
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

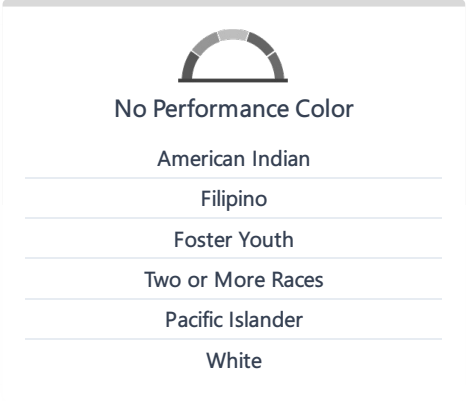
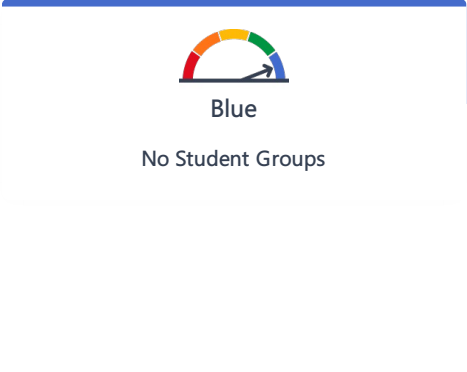
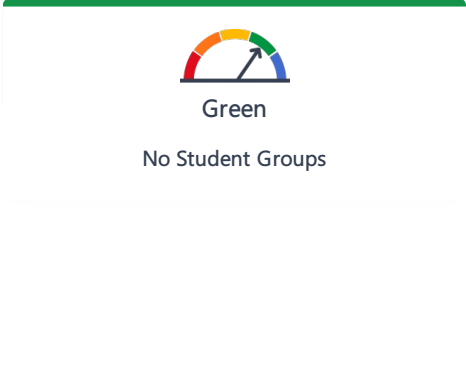
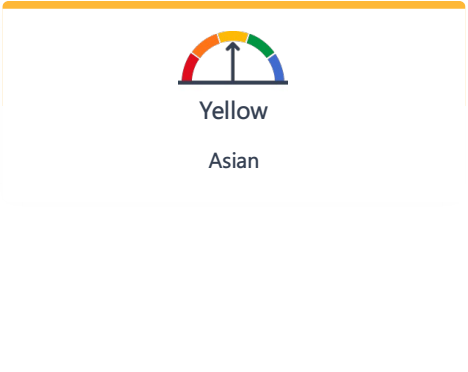
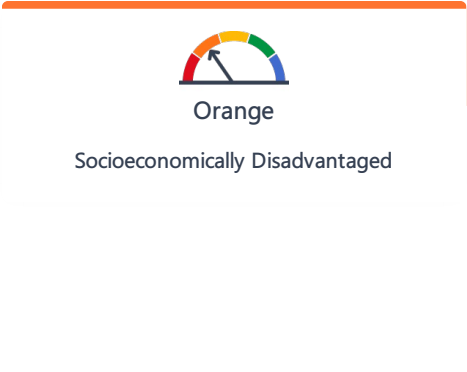
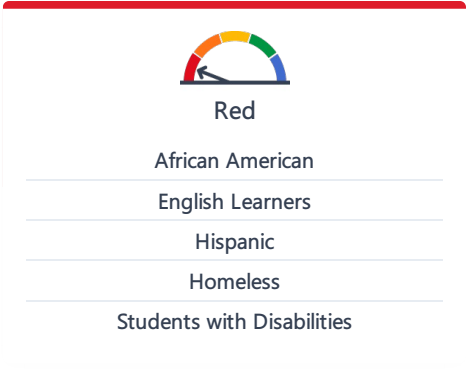
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian

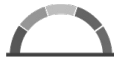


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races



No Performance Color

14.3% suspended at least one day

Increased 2.7% ▲

Number of Students: 28

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

African American



Red

8.2% suspended at least one day

Increased 0.7% ▲

Number of Students: 98

English Learners



Red

3.4% suspended at least one day

Increased 3.4% ▲

Number of Students: 235

Hispanic



Red

3.9% suspended at least one day

Increased 2.4% ▲

Number of Students: 457

Homeless



Red

12.2% suspended at least one day

Increased 12.2% ▲

Number of Students: 41

Students with Disabilities



Red

11% suspended at least one day

Increased 5.8% ▲

Number of Students: 82

Socioeconomically Disadvantaged



Orange

4.5% suspended at least one day

Increased 1.5% ▲

Number of Students: 595

Asian



Yellow

2.1% suspended at least one day

Maintained 0.2%

Number of Students: 48

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3%	5%

Van Buren Data Review

March 2024

Summary



Research and Accountability Department

Empowering with data.

Accountability

- Van Buren's current ESSA Status is **CSI** ([slide 10](#))
- Van Buren's State Indicators for **Chronic Absenteeism and Suspension** were the same as the district ([slide 11](#))
- Van Buren's State Indicators for **ELPI, ELA, and Math** were lower than the district ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year. Days absent this year continue to decrease ([slides 12 and 13](#))

Demographics

- Van Buren's demographics are highly **Hispanic** at 72.3% of the student population ([Slide 3](#))
- Van Buren has 43% of students as **Ever-ELs** (either English Learners currently or have been Reclassified) ([slide 8](#))

State Assessments

- Percent of students **meeting or exceeding** standards on ELA ([slide 14](#)) and Math ([slide 16](#)) increased versus prior year
- Number of **students tested with ELPAC** increased from 2022 to 2022 by 20 students ([slide 18](#))
- Percent of students scoring at **Level 1** increased by 2% ([slide 18](#))

Local Assessments

- i-Ready ([slides 2-25](#)): Van Buren's on grade level for **Reading and Math** is lower than the district, but increased end of year 2022-23 from prior year
- **Engagement in curriculum** (Benchmark, Ready Math) is mixed across the grade levels ([slides 26- 32](#))

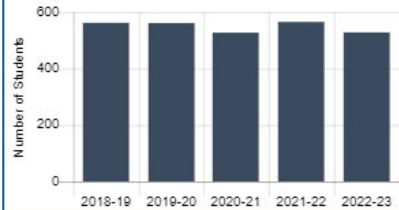
Grade Level Analysis

- Available for ELA and Math starting on [slide 39](#)

Demographics

Enrollment

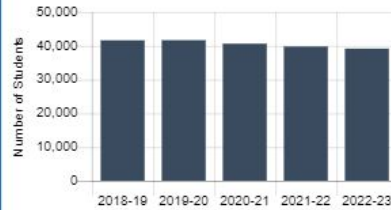
Van Buren



View Table Data ▼

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	562	561	527	565	528

SUSD



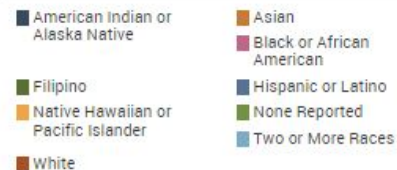
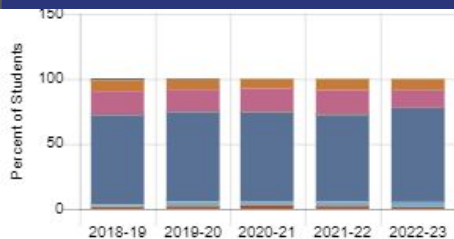
View Table Data ▼

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Van Buren's enrollment has averaged 549 students in the last 5 years, declining 37 students from 2021-22 to 2022-23
- Current enrollment (based on Synergy data as of 3/7/24 for TK - 8) was 498 students
- The district's enrollment has declined annually for the last 3 years as well
- Van Buren's **stability rate** (percent of students who start and end the school year at the school) is **72.4%**, 15% lower than the district (87%)

Demographics

Van Buren



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
American Indian or Alaska Native	1.2 %	0.7 %	0.4 %	0.2 %	0.2 %	0.7 %
Asian	8.4 %	7.7 %	7 %	8.5 %	8.1 %	8.8 %
Black or African American	18 %	16.9 %	18 %	18.6 %	14 %	9.2 %
Filipino	0.4 %	0.4 %	0.6 %	0.9 %	0.2 %	3.3 %
Hispanic or Latino	68.7 %	68.6 %	68.1 %	66.2 %	72.3 %	69.6 %
Native Hawaiian or Pacific Islander	0.2 %	0 %	0 %	0 %	0 %	0.5 %
None Reported	0.2 %	0.2 %	0 %	0 %	0 %	0.3 %
Two or More Races	1.6 %	3.6 %	3.2 %	3.5 %	3.8 %	3.5 %
White	1.4 %	2 %	2.7 %	2.1 %	1.3 %	4.1 %

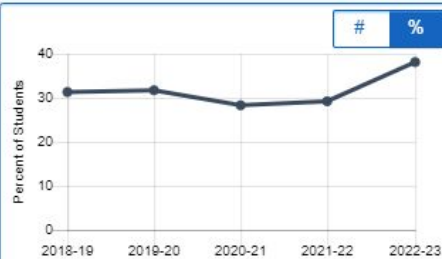
- Van Buren's population is highly Hispanic, with 72.3% of the student population
- This is slightly higher than the district, at 69.6%

English Learners

Van Buren

English Learners

Van Buren Elementary
CDS Code 39-68676-6042790



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	31.3 %	31.7 %	28.3 %	29.2 %	38.1 %

SUSD



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- Van Buren averaged 32% English Learners over the last 5 years
- This is **higher** than the district (between 21% and 25% over the last 5 years)

English Learners' Language

Van Buren

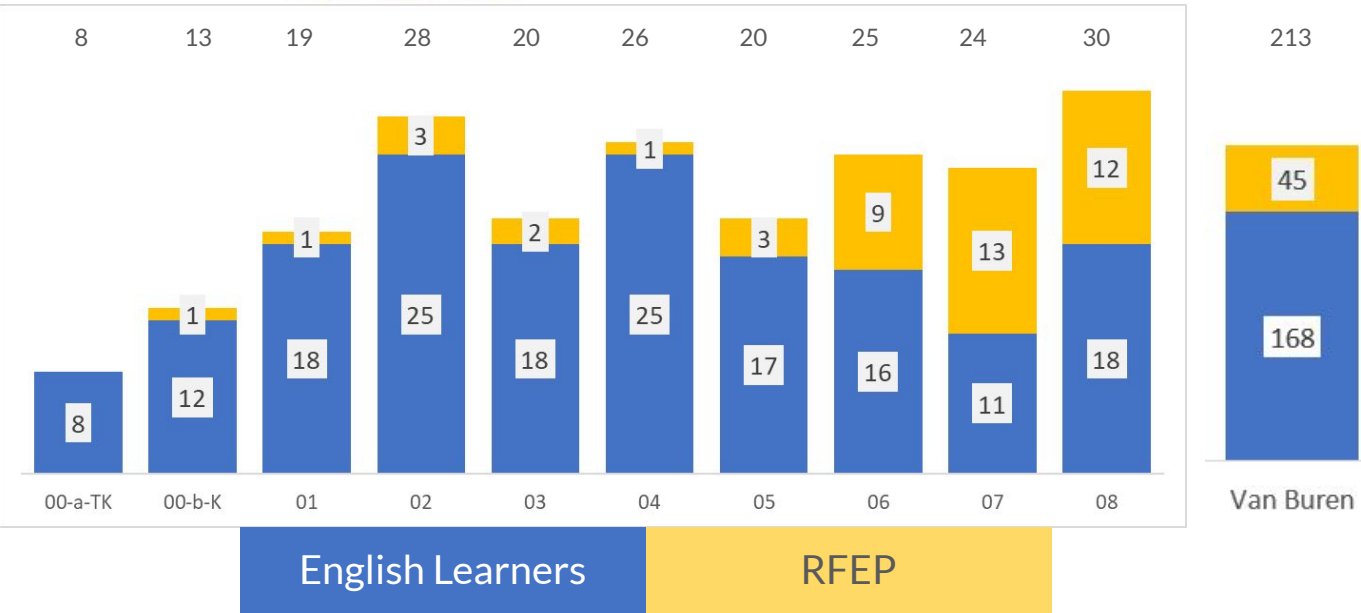
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other		0 %		0.4 %	
Arabic					0.2 %
Farsi (Persian)				0.2 %	0.2 %
Filipino (Pilipino or Tagalog)					0.4 %
German		0.2 %			
Hindi				0.2 %	
Hmong	4.1 %	3.7 %	3.4 %	3.2 %	2.3 %
Khmer (Cambodian)	0.2 %	0.2 %			
Lao	0.4 %	0.4 %			
Spanish	26.7 %	27.3 %	24.9 %	25 %	34.3 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

ELs and RFEPs by Grade Level



- Van Buren has 168 **English Learners** and 45 **RFEP** students*
- **22 RFEP students** are currently eligible for monitoring (RFEP within the last 4 years)
- **43% of Van Buren's student population** is currently or were at one time English Learners (Ever-EL's)
- **Eighth grade** has the highest number of English Learners

**Source: Synergy, local data as of 3/7/24*

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Van Buren's current status is CSI, exiting ATSI from previous year
- Van Buren was identified as CSI for having 3 out of the 5 areas (the majority) at the lowest level (ELA, Math, and ELPI)
- Van Buren increased Absenteeism from Red to Yellow
- ELA and Math remained unchanged

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	CSI	ELA	(1) Red	(1) Red
2022	ATSI	Math	(1) Red	(1) Red
2021	No Status	Absenteeism	(3) Yellow	(1) Red
2020	No Status	Suspension	(2) Orange	(3) Yellow
2019	No Status	ELPI	(1) Red	(3) Yellow
2018	ATSI			

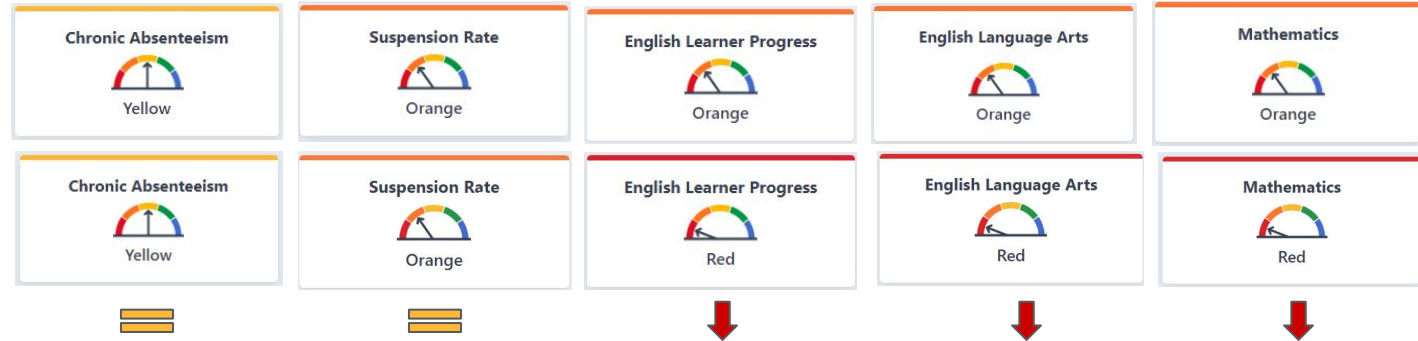


Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard

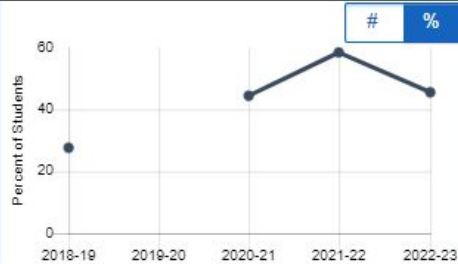
Stockton Unified



- **Absenteeism** was the highest indicator at Yellow matching the district
- **Suspension** matched the district at orange
- **The Academic Indicators (ELA and Math)** were lower than the district and both Red
- **English Learner Progress (ELPI)** was lower than the district

Chronic Absenteeism Historical

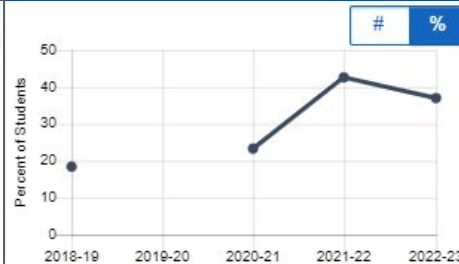
Van Buren



View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	27.6 %	N/A	44.4 %	58.4 %	45.5 %

SUSD



View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, Van Buren decreased the percent of Chronic Absenteeism from 58.4% to 45.5%
- This was higher than the district's absenteeism rate at 37%

Source: EdData, [Van Buren](#)

Chronic Absenteeism



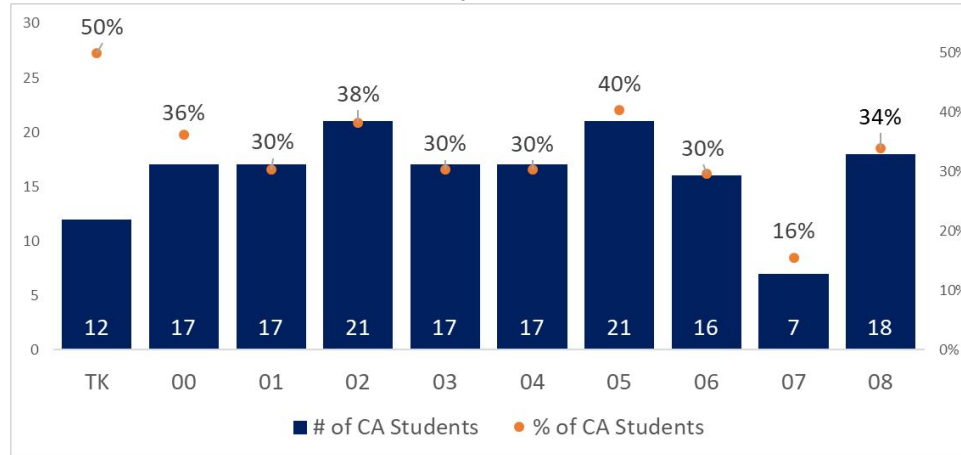
Yellow

Chronic Absenteeism

Current Year

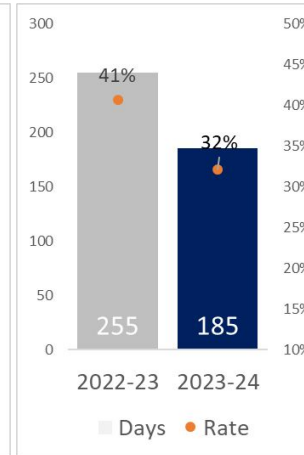
Van Buren Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)



CA= Chronically Absent

Days Absent



- The number of days absent decreased by 70 and percent of days absent from 41% to 32% (through February)
- TK has the highest chronically absent rate at 50%, but 2nd and 5th grades have the highest number of students at 21

Source: Synergy, local data provided by Student Support services, February

Chronic Absenteeism



CAASPP ELA

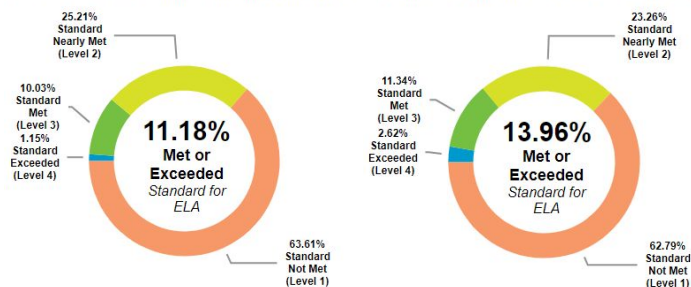
2 years

2022-2023

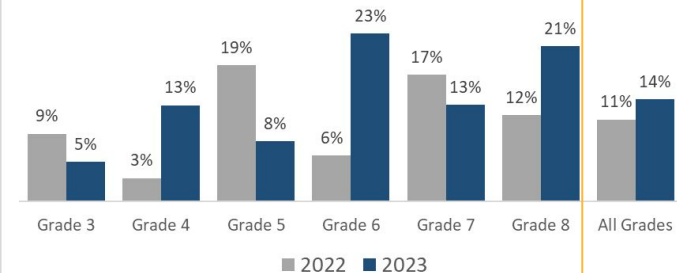
2021-2022

2022-2023

Percent of students within each achievement level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)

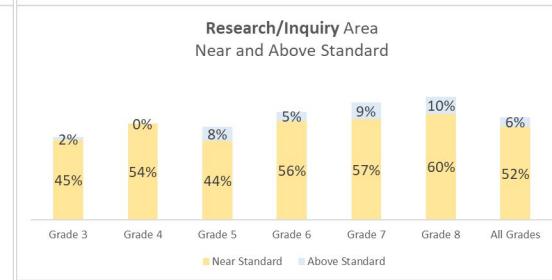
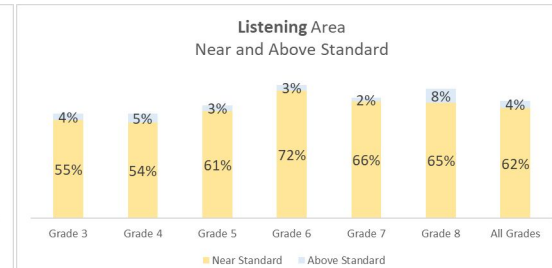
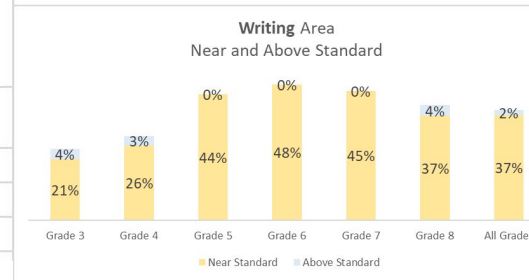
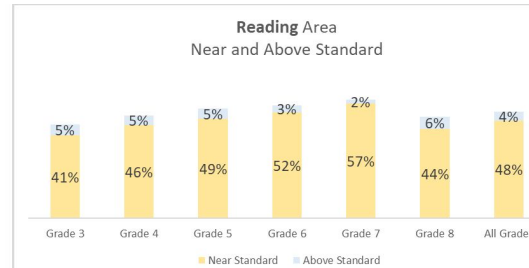
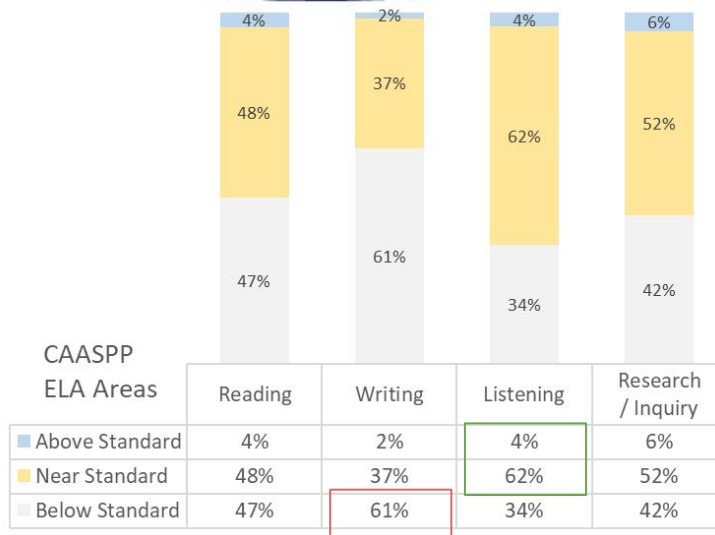
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	77%	75%	62%	48%	64%	50%	63%
Standard Nearly Met (Level 2)	18%	11%	30%	30%	23%	29%	23%
Standard Met (Level 3)	2%	11%	5%	20%	13%	17%	11%
Standard Exceeded (Level 4)	4%	2%	3%	3%	0%	4%	3%
Number of Students With Scores	56	61	61	61	53	52	344

- **13.96%** of students met or exceeded ELA standards (14% lower than the district at 27.78%)
- **6th grade** had the highest percent on grade level and the highest increase versus prior year
- **3rd grade** had the lowest percent on grade level and a decrease from prior year

Source: [Smarter Balanced Results, Van Buren](#)

CAASPP ELA 2022-2023

By Area



- **Listening** had the highest near and above standard at 66%
- **Writing** had the highest below standard at 62%, particularly low in 3rd grade with 4% above standard and only 21% near standard

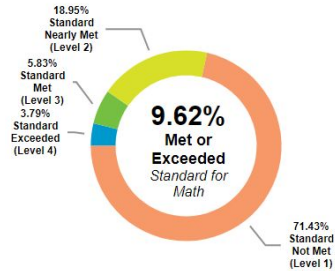
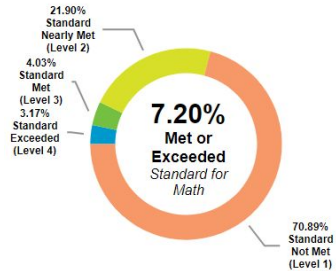
CAASPP Math

2 years

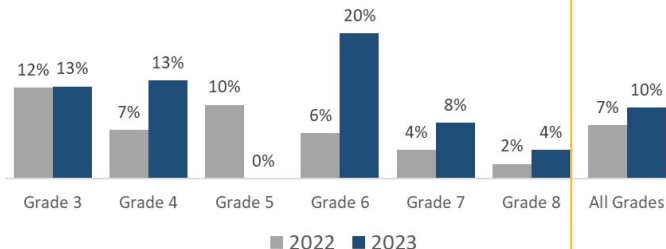
2021-2022

2022-2023

Percent of students within each achievement level



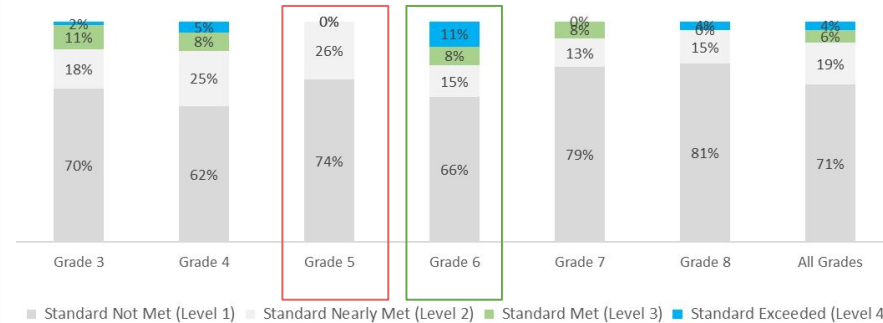
CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Source: [Smarter Balanced Results, Van Buren](#)

2022-2023

Percent Met or Exceeded Standards by Grade Level

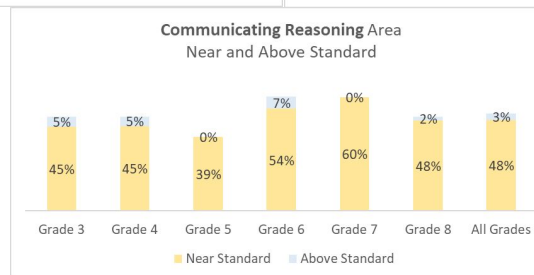
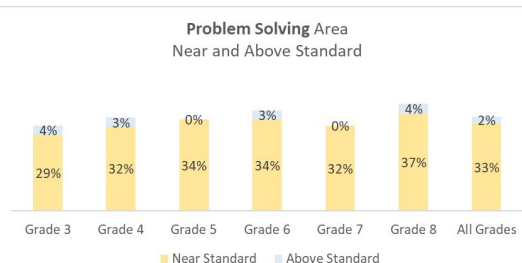
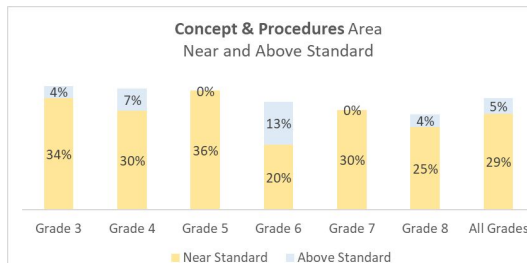
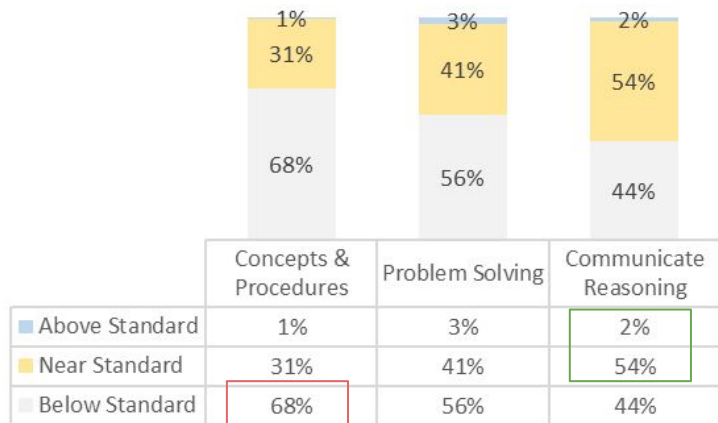


Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	70%	62%	74%	66%	79%	81%	71%
Standard Nearly Met (Level 2)	18%	25%	26%	15%	13%	15%	19%
Standard Met (Level 3)	11%	8%	0%	8%	8%	0%	6%
Standard Exceeded (Level 4)	2%	5%	0%	11%	0%	4%	4%
Number of Students With Scores	56	60	61	61	53	52	343

- **9.62%** of students met or exceeded Math standards (10% lower than the district at 16.76%)
- This was almost a 3% increase versus previous year
- **6th grade** was the highest at 20% met or exceeded standards
- **5th grade** was the lowest with no students on grade level

CAASPP Math 2022-2023

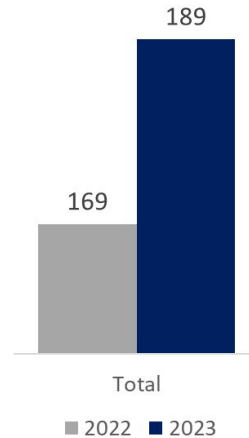
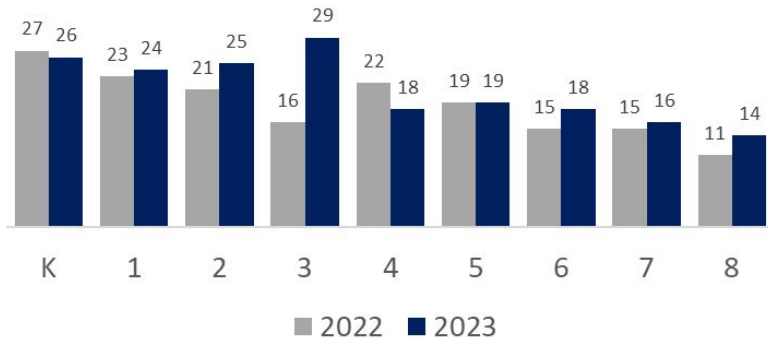
By Area



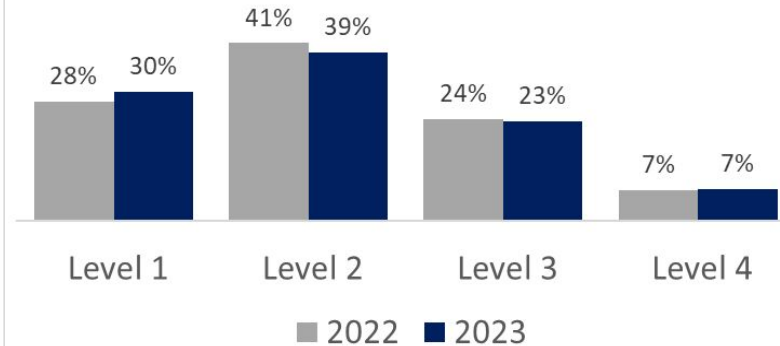
- Near/Above grade level, **Communicating Reasoning** was the strongest at 56%
- **Concepts & Procedures** had the highest percent below standard at 68%

ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023



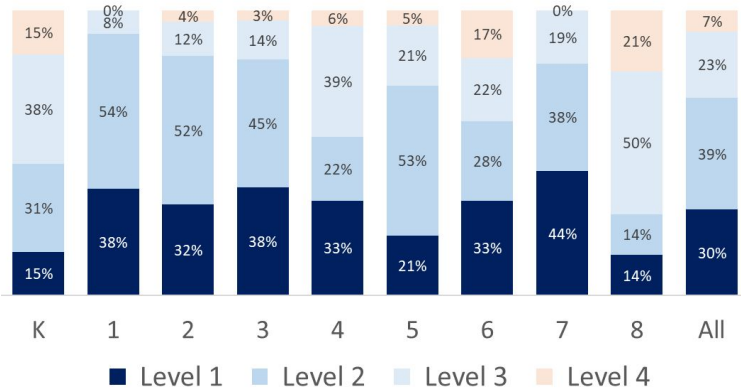
Percent of ELPAC Levels
2022 and 2023



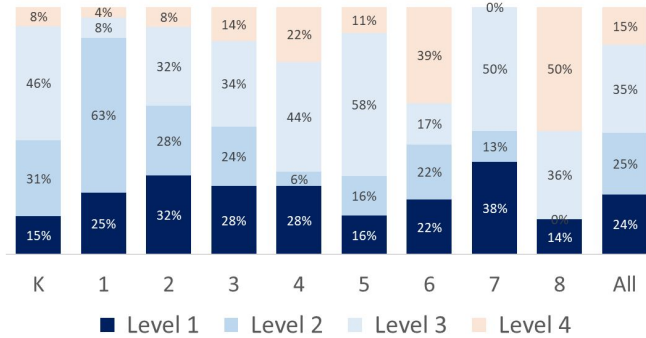
- Number of students taking the ELPAC **increased by 20** from 169 to 189
- The number of students increased significantly in **3rd grade**
- Percent of students at level 1 increased, decreased in Level 2 and Level 3

ELPAC 2022-2023 Overall Results

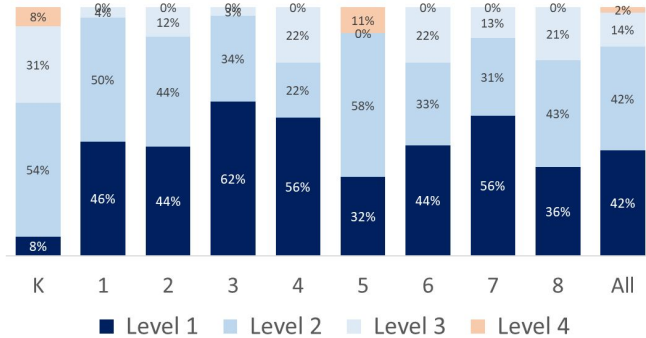
ELPAC 2022-2023 **Overall** Language Performance Levels



ELPAC 2022-2023 **Oral** Language Performance Levels



ELPAC 2022-2023 **Written** Language Performance Levels



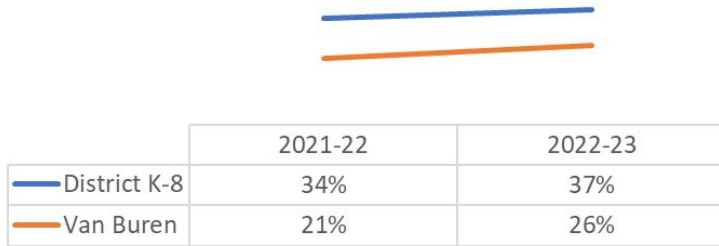
PL	K	1	2	3	4	5	6	7	8	All
Level 4	4	0	1	1	1	1	3	0	3	14
Level 3	10	2	3	4	7	4	4	3	7	44
Level 2	8	13	13	13	4	10	5	6	2	74
Level 1	4	9	8	11	6	4	6	7	2	57
Total	26	24	25	29	18	19	18	16	14	189

189 students took the ELPAC in 2022-2023
Third Grade had the highest number of students at 29
8th Grade had the lowest number of students at 14
 42% of students received a 1 in **Written** Language versus
 24% received a 1 in **Oral** Language

i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Van Buren increased the percent of students on grade level from the end of 2021-22 to 2022-23, ending the year with 26% of students on grade level

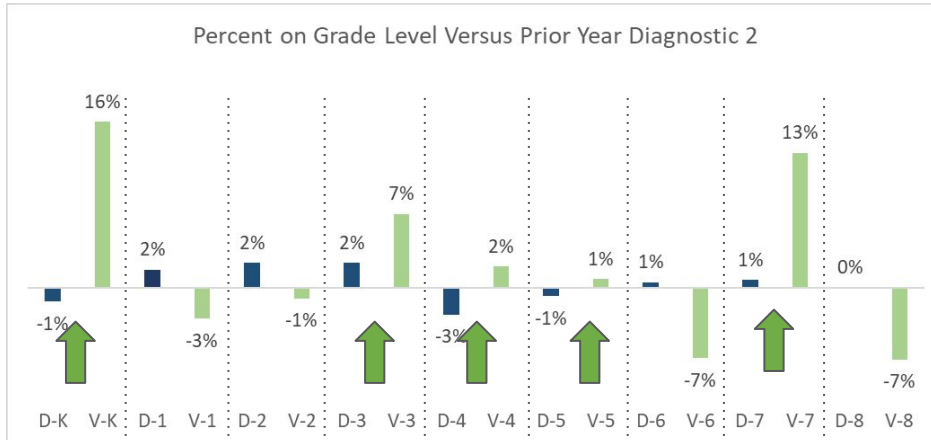
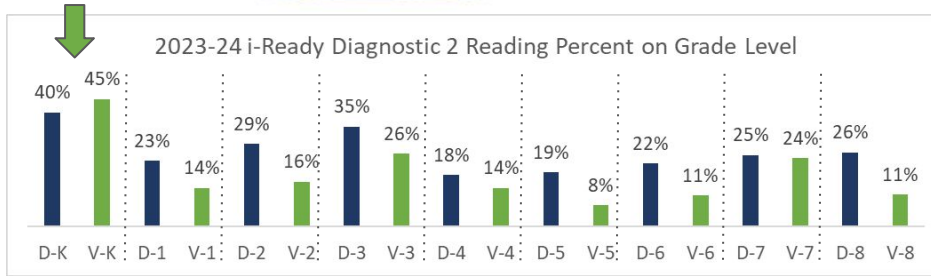
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter, Diagnostic 2), Van Buren increased 2% of students on grade level, closing the gap to the district from 10% to 8%

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- Kindergarten has a higher percent of students on grade level than the district
- Kinder, Third, Fourth, Fifth, and Seventh show an increase in students at grade level versus prior year

Opportunities

- Sixth and Eighth grade showed the highest decline in percent on grade level

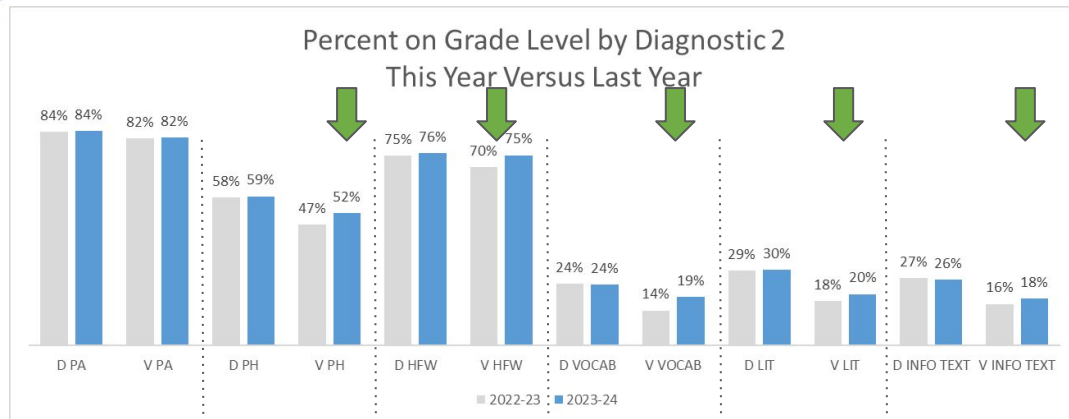
D = District

V = Van Buren

i-Ready Reading Domains Percent on Grade Level

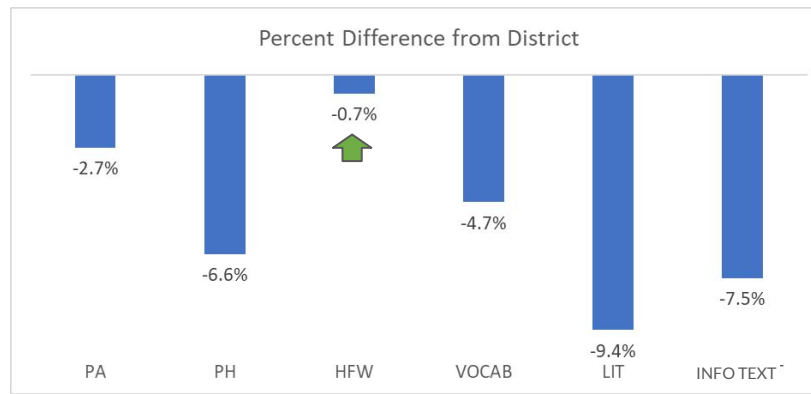
Strengths

- **Percent on grade level** increased for all domains versus prior year
- **High-Frequency Words** has closed the gap to the district for percent of students on grade level



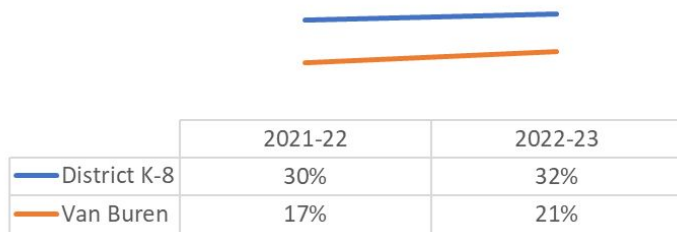
Opportunities

- **Literature** has the largest gap to the district for percent of students on grade level



D = District
V = Van Buren
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Last year, Van Buren ended the year with 21% of students on grade level, an increase of 4% from prior year

% on Grade Level Diagnostic 2



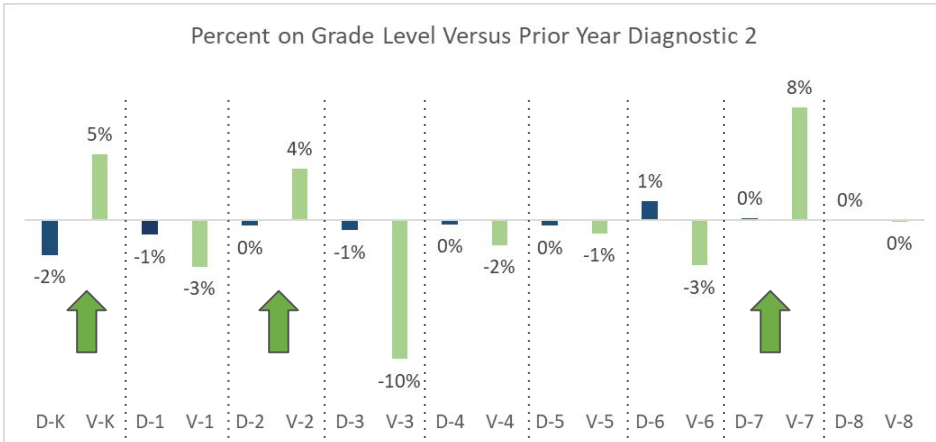
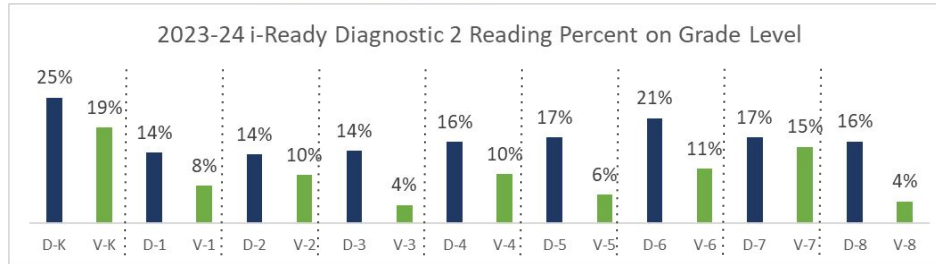
Diagnostic 2 - Most Current

- For the most current diagnostic, 9% of Van Buren's students were on grade level
- This was a slight decline of 1% on grade level versus prior year

i-Ready Diagnostic 2 Math On Grade Level



Research and Accountability Department
Empowering with data.



Strengths

- **Kinder, Second, and Seventh** grade showed an increase of percent on grade level versus prior year, outperforming the district

Opportunities

- **Third grade** had the largest decline and has a 10% gap to the district

D = District
V = Van Buren

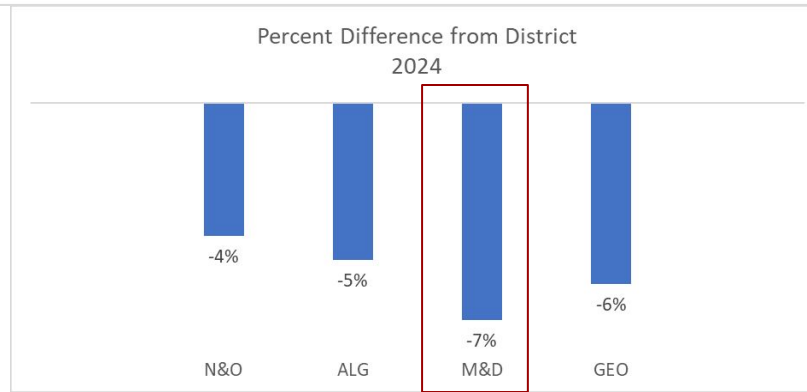
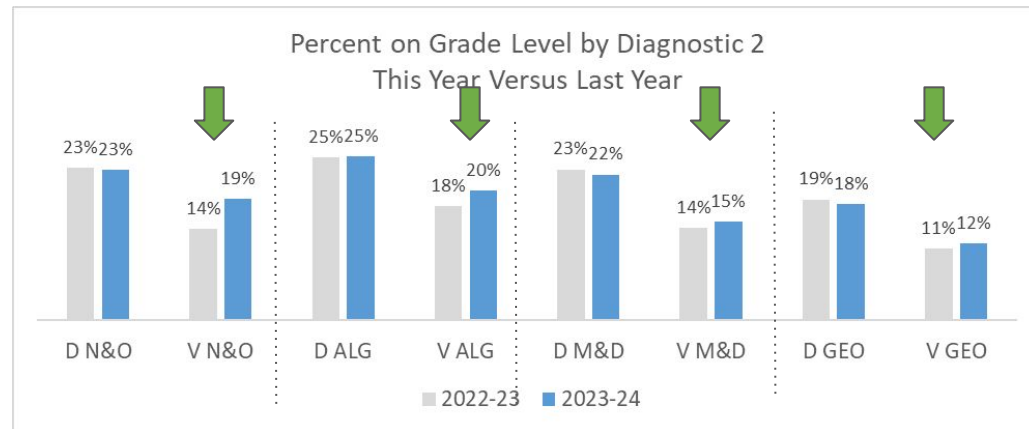
i-Ready Math Domains Percent on Grade Level

Strengths

- Percent of students on grade level increased in all domains for math

Opportunities

- All domains still show a percent of students on grade level gap to the district, with the largest being Measurement & Data



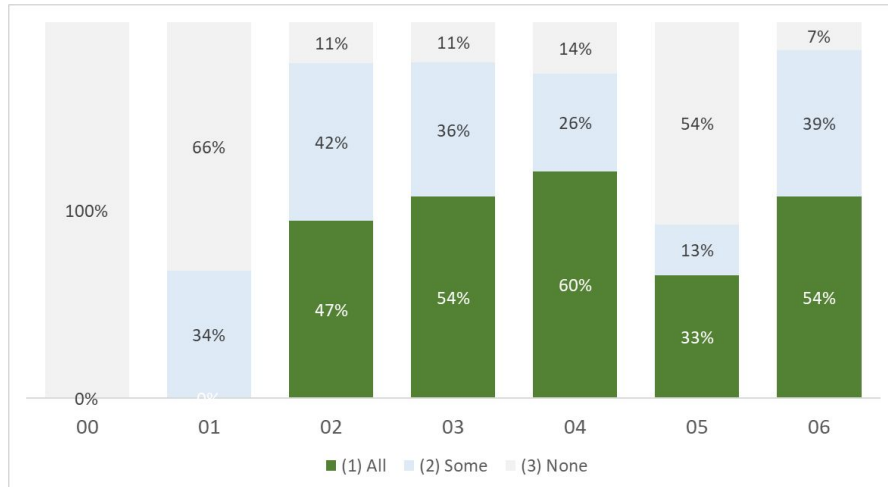
D = District
V = Van Buren
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

Van Buren
Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - ➔ **High Engagement (at least some students have all assessments)**
 - Second to Fifth grade have some students with all assessments
 - ➔ **Some Engagement (most students have at least one assessment)**
 - First grade has some unit assessments
 - ➔ **No Engagement (no unit assessment data available)**
 - **Kinder** has no unit assessments

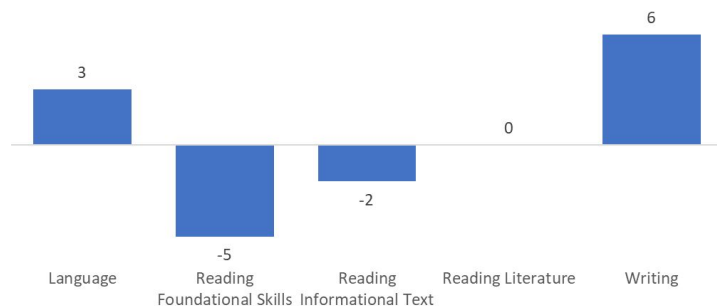
**Data included is for online administered assessments*

Benchmark Standards Performance Overall

Van Buren

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	55	59	41	50	52
Grade 1	68	70	49	70	83
Grade 2	50	54	48	47	50
Grade 3	44	55	32	39	46
Grade 4	46	54	33	39	43
Grade 5	55	56	38	56	59
Grade 6	71	74	58	70	59

Percent Difference From District



SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

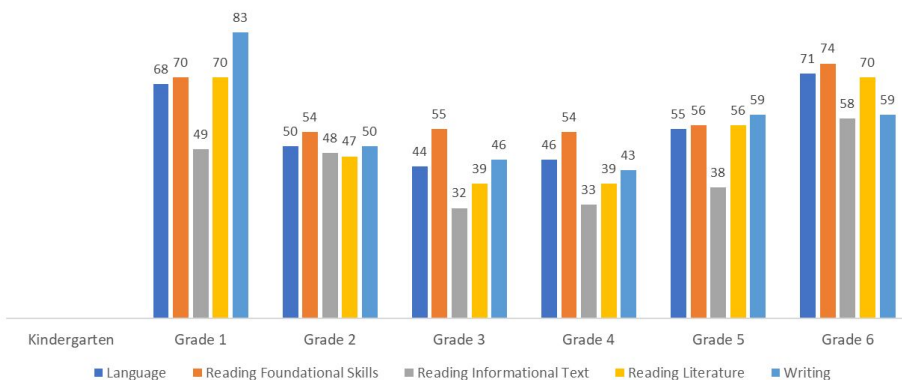
- **Reading foundational skills** has the highest percent correct at 59%, but is 5% below the district
- **Informational text** was the lowest for Van Buren as well as the district
- **Writing** is higher for Van Buren than the district +6%

Benchmark Standards Performance By Grade Level



Research and Accountability Department
Empowering with data.

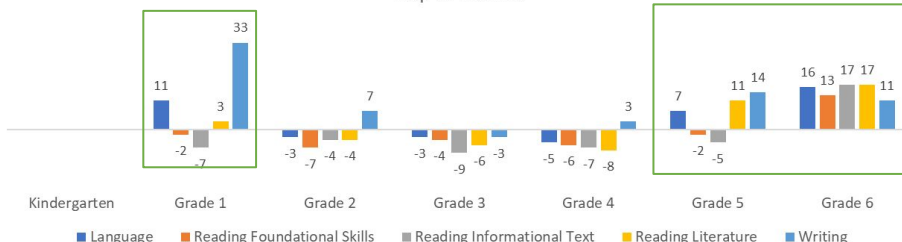
Average Percent Correct by Strand and Grade Level



Strengths

- **First grade** is outperforming the district in Language and Writing
- **Writing** is higher than the district in all grade levels except third
- **Fifth and Sixth grade** show a higher percent correct than the district

Gap to District



Opportunities

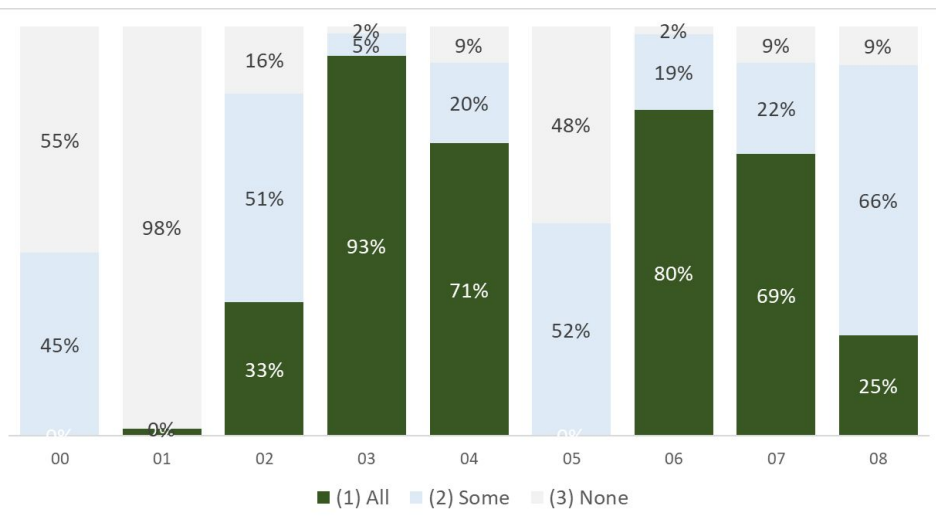
- **Second to Fourth grade** are slightly behind the district average
- **Reading Foundational skills** are slightly lower in most grades than the district

Curriculum Engagement and Results

Ready Math

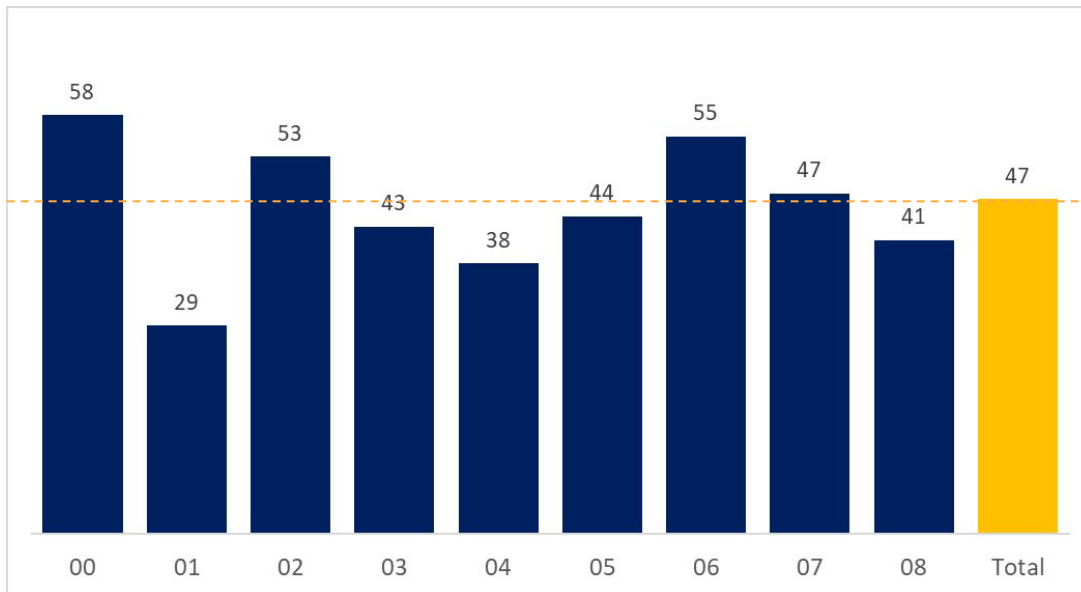
Ready Math Engagement

Van Buren
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **mixed**:
 - ➔ **High Engagement (have all assessments)**
 - Third, Fourth, Sixth, Seventh are highly engaged with most of their students have all assessments
 - ➔ **Some Engagement (most students have at least one assessment)**
 - Kinder and Fifth are somewhat engaged with students having at least one assessments
 - ➔ **No Engagement (no or very minimal unit assessment data available)**
 - First grade has very minimal assessments

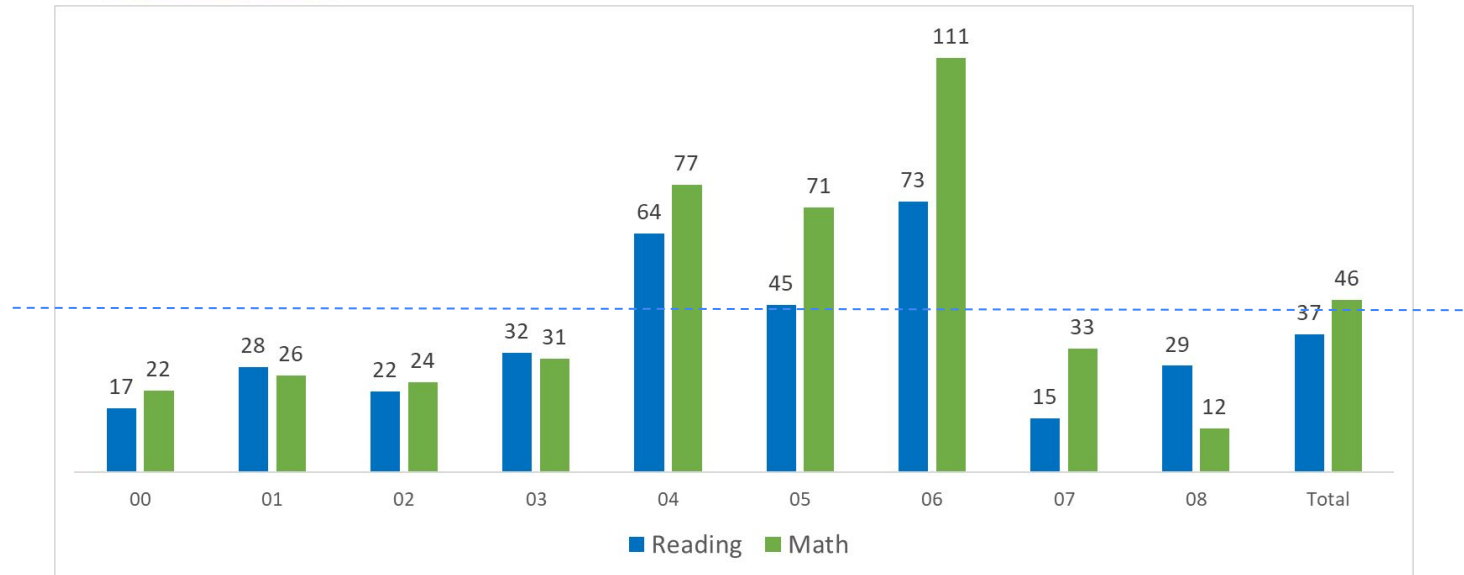
Ready Math By Grade



- Average percent correct for Ready Math Unit Assessments was **47%** for Van Buren (indicated by the orange line and column)
- **Kinder, Second, Sixth, and Seventh** are above this average

i-Ready Lessons

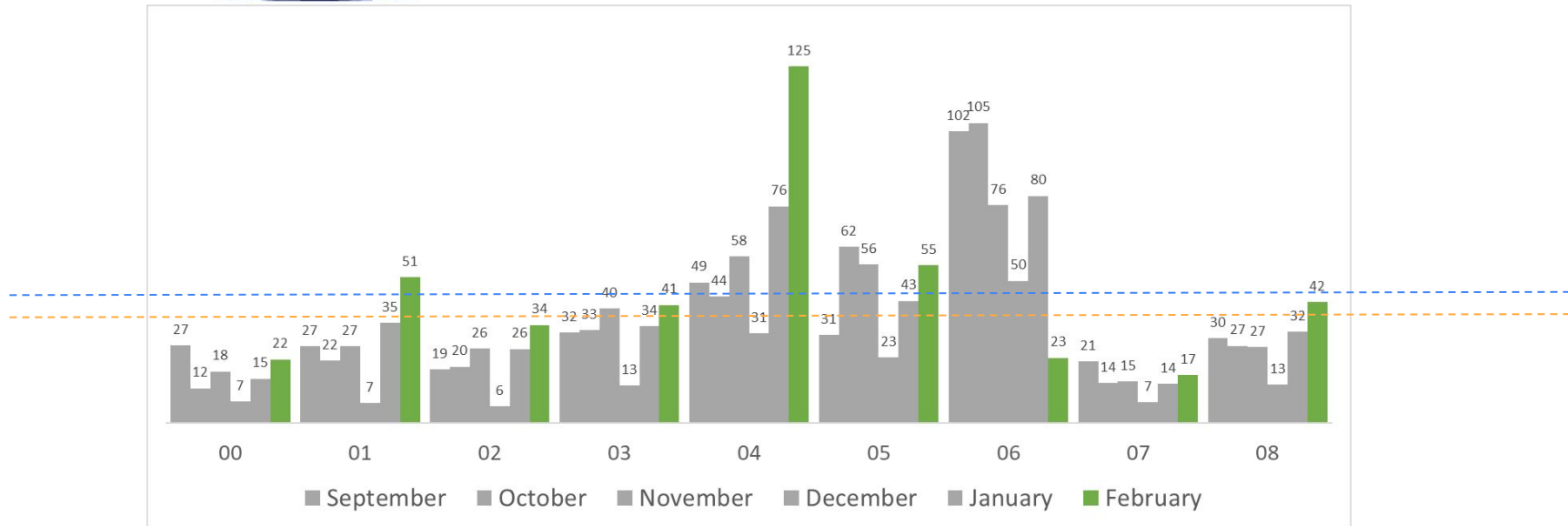
Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- **Overall**, the average year-to-date minutes 37 for reading and 46 for math
- Sixth has the highest average at a combined 184 minutes (73 for reading and 111 for math)
- Kinder has the lowest minutes on average at 17 minutes for Reading and 22 minutes for math

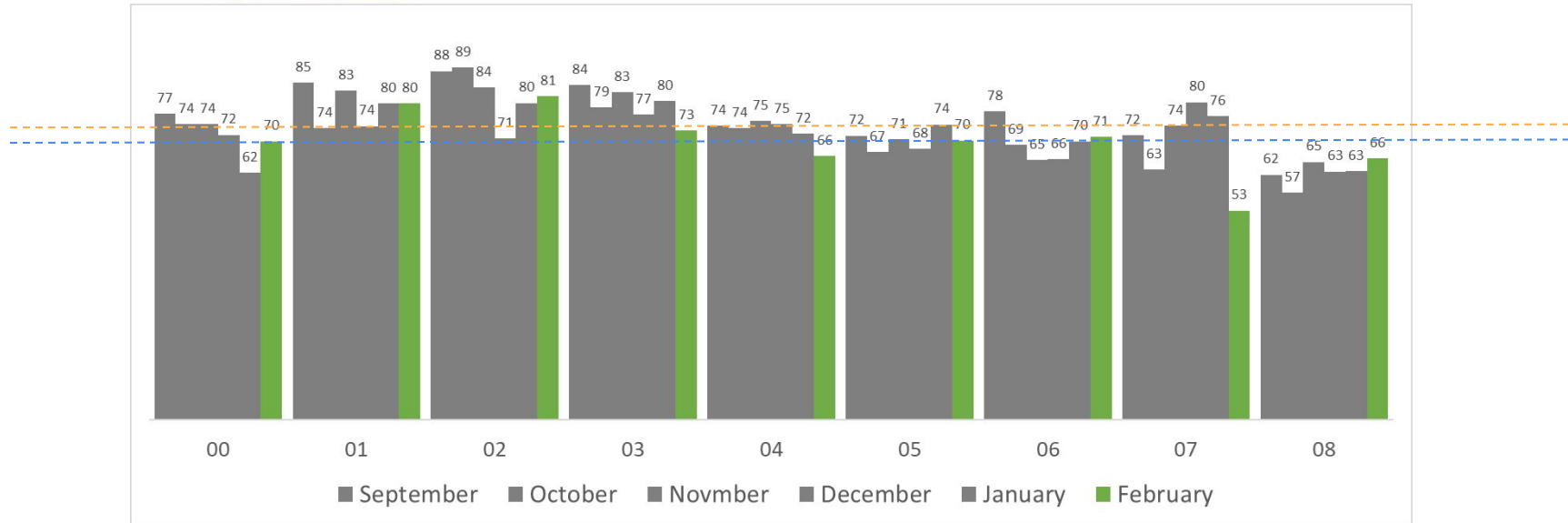
i-Ready Pathway Data- Avg Minutes Reading



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Van Buren, **37 minutes** were spent on average in i-Ready **Reading (orange line)**
- There is a high fluctuation in the number of minutes by grade level, in the latest month ranging from 17 minutes in Seventh grade to 125 minutes in Fourth grade

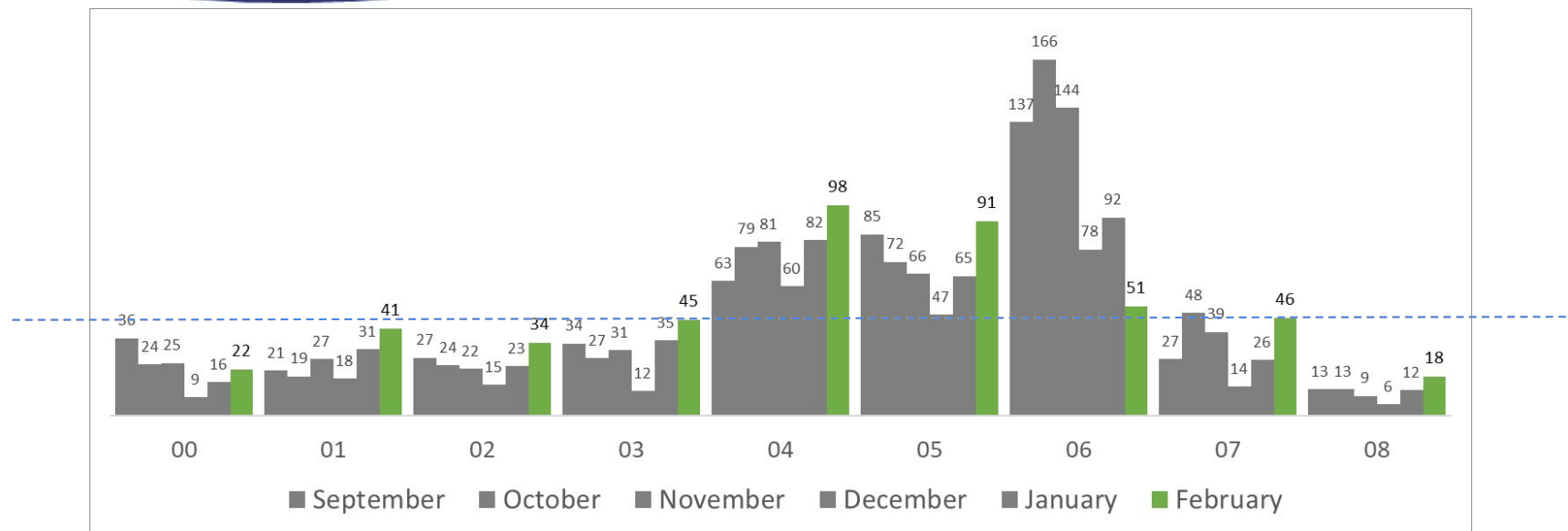
i-Ready Pathway Data- % Correct Reading



**i-Ready recommends 70% for passing lessons (blue line)*

- For Van Buren, **average was 73%, just above target**
- In the latest month, First, Second, Third, Fifth, and Sixth all met the target

i-Ready Pathway Data- Avg Minutes Math



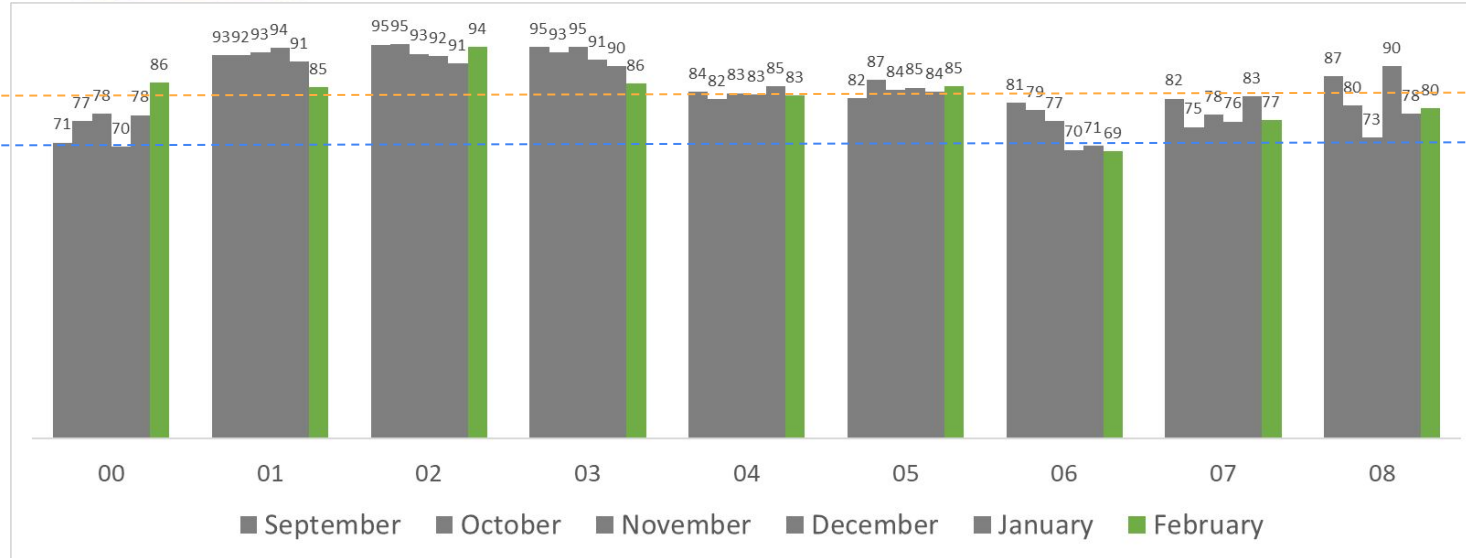
**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Van Buren, **46 minutes** were spent on average in i-Ready Math (right on target)
- As with Reading minutes, there is a high fluctuation in the number of minutes by grade level, in the latest month ranging from 18 minutes in Eight grade to 98 minutes in Fourth Grade

i-Ready Pathway Data- % Correct Math



Research and Accountability Department
Empowering with data.



**i-Ready recommends 70% for passing lessons (blue line)*

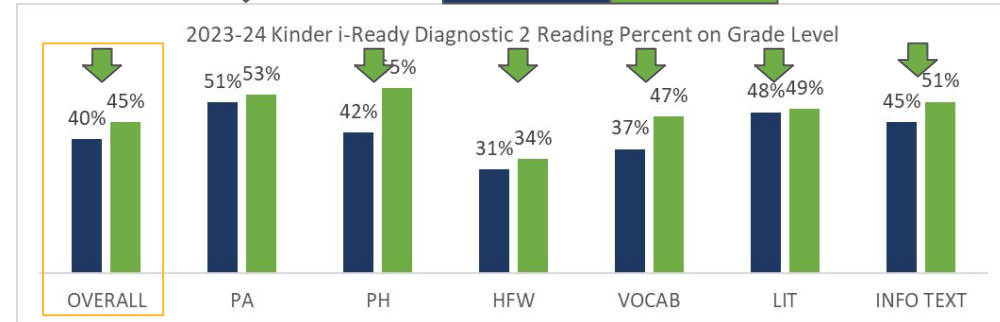
- For Van Buren, **average was 84% (orange line)**
- In the latest month available, all grades met (or were within a percent of) the 70% recommended passage rate on average except Kinder and Seventh

By Grade Level Data Review

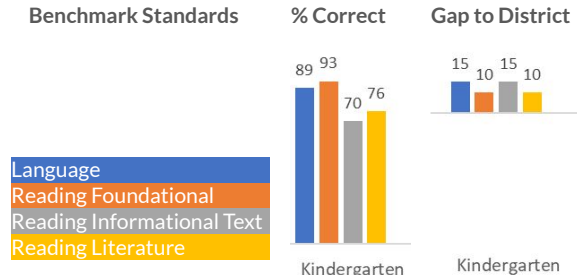
Kindergarten ELA



District
School



Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	7.7%	6.1%	13.3%
D2	43.6%	29.2%	44.7%
D3	63.0%	63.8%	
Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	92.3%	93.9%	86.7%
D2	56.4%	70.8%	55.3%
D3	37.0%	36.2%	
Reading Met Typical Growth			
	2021-22	2022-23	2023-24
D2	51.3%	43.5%	54.3%
D3	51.2%	41.3%	



Key Metrics

- **i-Ready 45%** on grade level reading (+5% gap to the district)
- **Curriculum Engagement:**
 - Benchmark: None ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))

- **12 English Learners**, 7 new this year

Strengths

- **Percent of students** on grade level was higher than the district
- Percent of students on grade level was higher in **all domains**
- Higher percent correct on **Benchmark** in all standards

Opportunities

- **Percent of students on grade level** was lower than the last 2 years

Kindergarten Math

Key Metrics

- i-Ready 19% on grade level reading (6% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- Average 58% Percent correct on Ready Math Unit Assessments

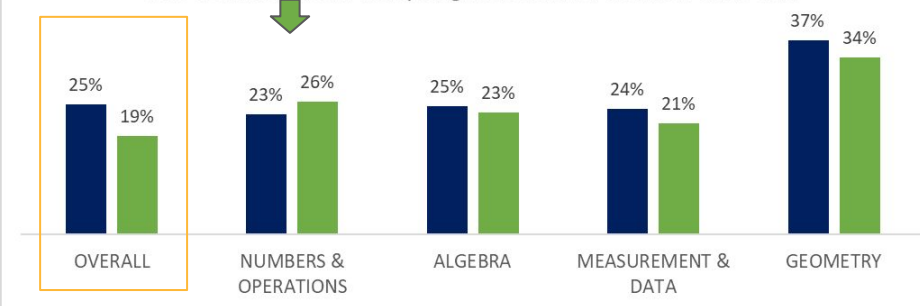
Strengths

- Numbers & Operations percent on grade level was higher than the district
- Percent of students on grade level was 5% higher than prior year

Opportunities

- Percent of students meeting typical growth was lower than last year

2023-24 Kindergarten i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level

	2021-22	2022-23	2023-24
D1	4.7%	10.2%	2.2%
D2	24.4%	14.6%	19.1%
D3	37.0%	40.4%	

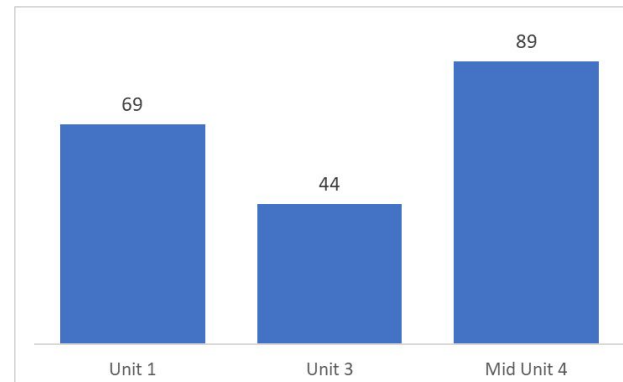
Math % 1 GL Below

	2021-22	2022-23	2023-24
D1	95.3%	89.8%	97.8%
D2	75.6%	85.4%	80.9%
D3	63.0%	59.6%	

Math Met Typical Growth

	2021-22	2022-23	2023-24
D2	62.5%	66.0%	53.2%
D3	43.2%	53.2%	

Ready Math
Average Percent Correct by Unit



1st Grade ELA

Key Metrics

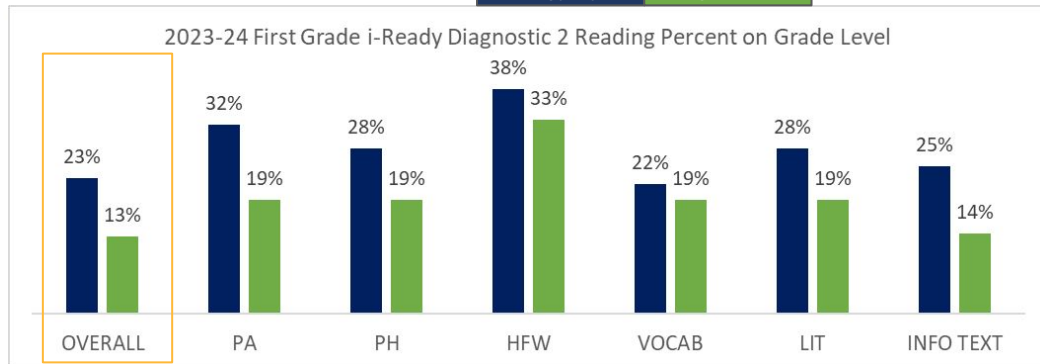
- i-Ready 13% on grade level reading (+10% gap to district)
- Curriculum Engagement:
 - Benchmark: Some ([slide 28](#))
 - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 36](#))
- 18 English Learners, 3 new this year

Strengths

- Percent of students 2+ below decreased from prior year
- Percent correct on Writing as higher than the district

Opportunities

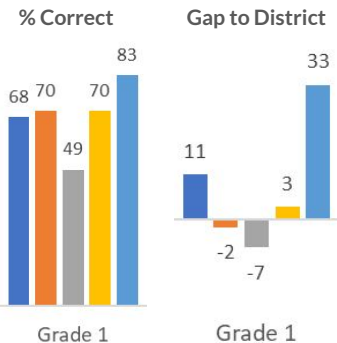
- Percent of students on grade level was lower than the district and was lower than the year prior



Reading On Grade Level				Reading % 1 GL Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	1.7%	1.8%	9.4%	D1	71.2%	70.9%	66.0%
D2	4.6%	16.4%	13.5%	D2	78.5%	65.5%	75.0%
D3	25.4%	30.5%		D3	63.5%	59.3%	
Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	27.1%	27.3%	24.5%	D2	35.9%	42.6%	51.0%
D2	16.9%	18.2%	11.5%	D3	38.1%	43.1%	
D3	11.1%	10.2%					

Language
 Reading Foundational
 Reading Informational Text
 Reading Literature
 Writing

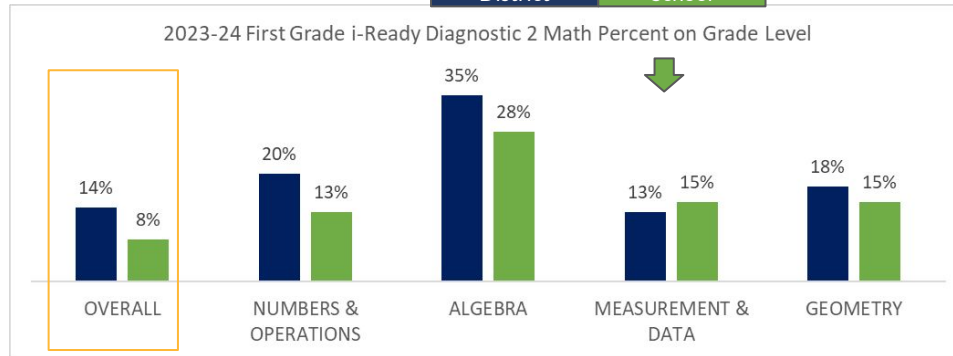
Benchmark Standards



1st Grade Math

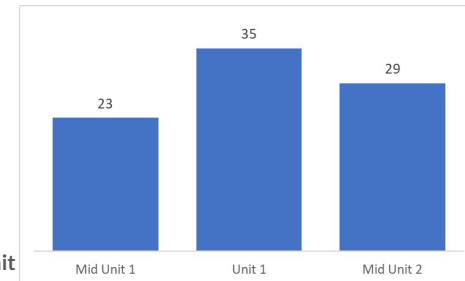
District School

2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level	Math % 1 GL Below				Math % 2 or More Below		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	1.6%	5.5%	(Blank)	D1	58.7%	49.1%	63.0%
D2	3.0%	10.7%	7.5%	D2	68.2%	66.1%	79.2%
D3	17.5%	22.8%		D3	71.4%	64.9%	

Math Met Typical Growth		
	2021-22	2022-23
D2	37.5%	61.8%
D3	47.6%	43.9%



Ready Math
Average Percent Correct by Unit

Key Metrics

- i-Ready 8% on grade level reading (6% gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- Average of 29% correct on Ready Math Unit Assessments

Strengths

- Percent of students on grade level increased 7.5% since the beginning of the year
- Percent of students 2+ below is 10% lower than prior year
- Percent of students on grade level for Measurement & Data was higher than the district

Opportunities

- Numbers & Operations and Algebra had the largest gap to the district at 7%

2nd Grade ELA

Key Metrics

- i-Ready 16% on grade level reading (13% gap to district)
- Curriculum Engagement:
 - Benchmark: High/Some ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- 25 English Learners, 1 new this year

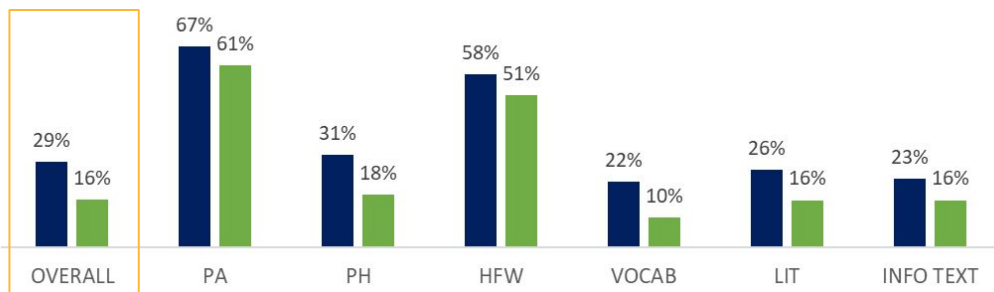
Strengths

- Percent of students meeting their **typical growth** increased 5% from prior year
- Percent of students **2+ below** decreased 12% from beginning of the year and 4% since prior year
- **Writing** had a higher percent correct on average than the district (Benchmark)

Opportunities

- **Overall** percent on grade level and **all domains** were lower than the district
- All other domains aside from writing in **Benchmark** were lower percent correct on average than the district

2023-24 Second Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

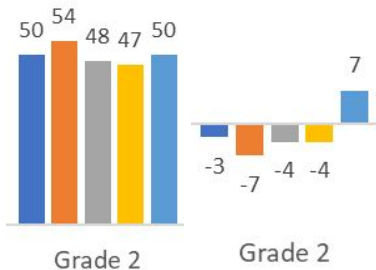


Reading On Grade Level				Reading % 1 GL Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	8.8%	6.8%	D1	19.0%	22.1%	33.9%
D2	1.8%	16.7%	15.7%	D2	29.8%	31.8%	37.3%
D3	11.3%	33.9%		D3	37.1%	43.5%	
Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	81.0%	69.1%	59.3%	D2	45.6%	47.7%	52.9%
D2	68.4%	51.5%	47.1%	D3	42.6%	58.1%	
D3	51.6%	22.6%					

Benchmark Standards

% Correct

Gap to District



Language
 Reading Foundational
 Reading Informational Text
 Reading Literature
 Writing

2nd Grade Math

Key Metrics

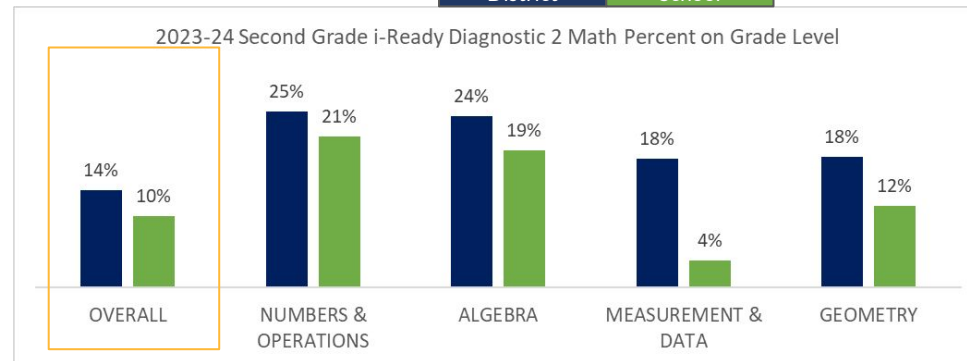
- i-Ready **10%** on grade level reading (6% gap to the district)
- **Curriculum Engagement:**
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))
- 43% Percent correct on Ready Math Unit Assessments

Strengths

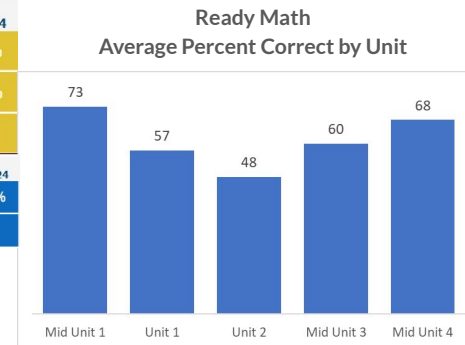
- Percent of students **on grade level** increased from prior year by 3% and from beginning of the year by 6%
- Percent of students **2+ below** decreased 5% from prior year and 35% from beginning of the year
- Percent of students meeting their **typical growth** increased by 21% versus prior year

Opportunities

- **Measurement & Data** has the largest gap for percent on grade level than the district

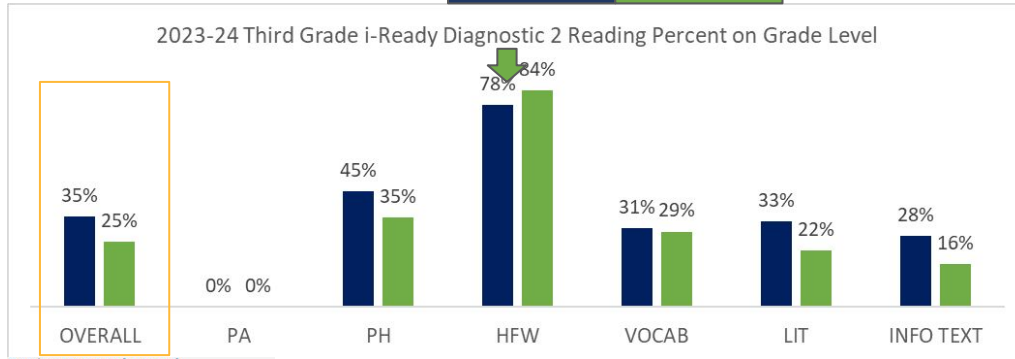


Math On Grade Level				Math % 1 GL Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	(Blank)	3.3%	D1	21.0%	27.9%	21.7%
D2	1.7%	6.1%	9.6%	D2	41.4%	48.5%	50.0%
D3	8.1%	16.4%		D3	54.8%	62.3%	
Math % 2 or More Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	79.0%	72.1%	75.0%	D2		40.0%	61.5%
D2	56.9%	45.5%	40.4%	D3	36.1%	45.9%	
D3	37.1%	21.3%					



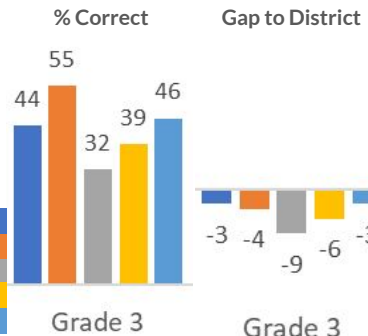
3rd Grade ELA

2023-24 Third Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



Reading On Grade Level				Reading % 1 GL Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	7.4%	9.2%	12.7%	D1	20.4%	7.7%	18.2%
D2	16.7%	18.6%	25.5%	D2	26.7%	13.6%	23.6%
D3	30.0%	22.8%		D3	23.3%	28.1%	
Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	72.2%	83.1%	69.1%	D2	52.6%	44.1%	52.7%
D2	56.7%	67.8%	50.9%	D3	59.3%	57.1%	
D3	46.7%	49.1%					

Benchmark Standards



Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

Grade 3

Grade 3

Key Metrics

- i-Ready 25% on grade level reading (10% gap to district)
- Curriculum Engagement:
 - Benchmark: High/Some ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- 18 English Learners, 3 new this year

Strengths

- Percent of students on grade level increased versus prior year AND percent of students 2+ below decreased
- Percent of students meeting **typical growth** increased from prior year
- **High Frequency Words** percent on grade level was higher than the district

Opportunities

- All domains in Benchmark showed a gap to the district, with **Informational Text** being the largest gap. **Informational Text** is also the lowest percent on grade level in i-Ready.

3rd Grade Math

Key Metrics

- i-Ready 4% on grade level reading (10% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 43% average correct on Ready Math unit assessments

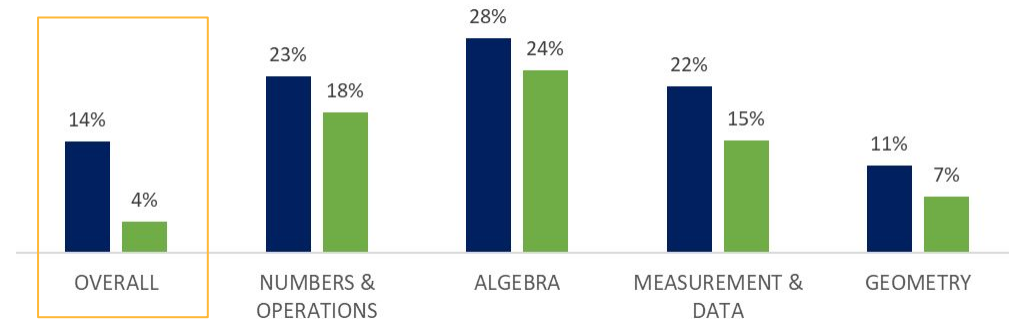
Strengths

- Percent of students **2+ below** decreased 22% from the beginning of the year

Opportunities

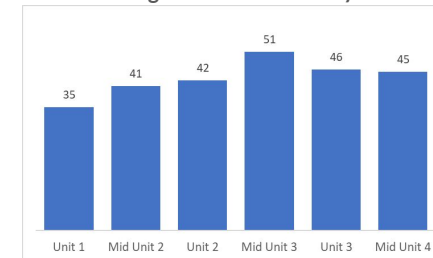
- Percent of students meeting their **typical growth** decreased from prior year

2023-24 Third Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math % 1 GL Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	1.5%	(Blank)	D1	30.6%	30.8%	30.4%
D2	1.7%	13.1%	3.6%	D2	53.3%	39.3%	49.1%
D3	18.3%	14.0%		D3	50.0%	38.6%	
Math % 2 or More Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	69.4%	67.7%	69.6%	D2	41.4%	49.2%	43.6%
D2	45.0%	47.5%	47.3%	D3	45.8%	30.9%	
D3	31.7%	47.4%					

Ready Math
Average Percent Correct by Unit



4th Grade ELA

District School

Key Metrics

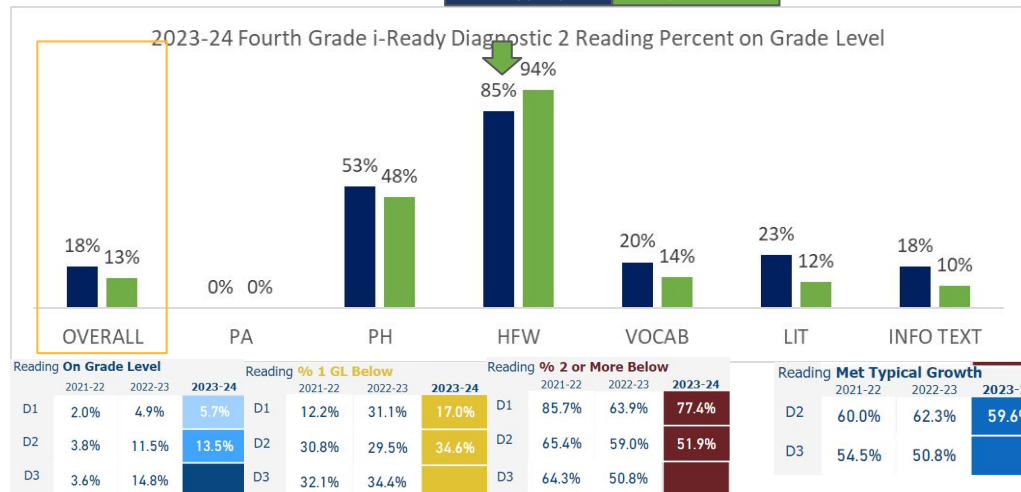
- **i-Ready 13%** on grade level reading (6% gap to district)
- **Curriculum Engagement:**
 - Benchmark: High ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Above target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- **25 English Learners**, 2 new this year

Strengths

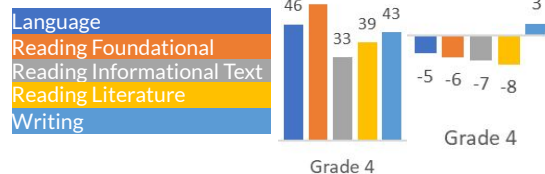
- **Percent of students on grade level** increased versus prior year
- Percent of students on grade level in **High-Frequency Words** was higher than the district

Opportunities

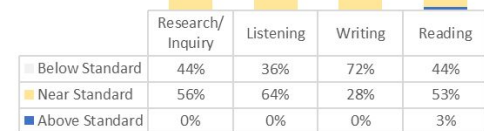
- **All domains in Benchmark**, with the exception of Writing, showed a gap to the district in average percent correct
- **Literature** showed the highest gap to the district for percent on grade level in i-Ready (23% versus 12%)
- **Writing** had the highest percent below standard at 72% in CAASPP (last year, 3rd grade)



Benchmark Standards % Correct Gap to District



CAASPP ELA Areas (prior year 3rd grade)



4th Grade Math

Key Metrics

- i-Ready 3% on grade level reading (13% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Above target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 38% average correct on Ready Math unit assessments

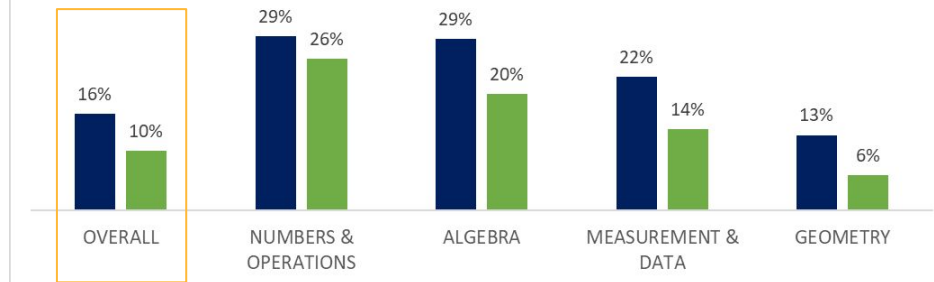
Strengths

- Percent of students meeting their **typical growth** goal increased versus prior year
- Percent of students **2+ below** decreased from the beginning of the year approximately 6%

Opportunities

- Percent of students on grade level is lower than prior year

2023-24 Fourth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

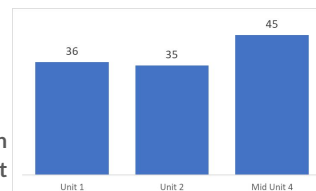


Math On Grade Level				Math % 1 GL Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	(Blank)	1.9%	D1	11.1%	36.1%	22.4%
D2	(Blank)	11.5%	9.8%	D2	37.7%	31.1%	29.4%
D3	12.5%	21.3%		D3	28.6%	29.5%	
Math % 2 or More Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	88.9%	63.9%	75.5%	D2	76.5%	42.6%	56.9%
D2	62.3%	57.4%	60.8%	D3	46.3%	27.9%	
D3	58.9%	49.2%					

CAASPP Math Areas (prior year 3rd grade)

	Communicate Reasoning	Problem Solving	Concepts & Procedures
Below Standard	38%	49%	59%
Near Standard	62%	43%	38%
Above Standard	0%	8%	3%

Ready Math Average Percent Correct by Unit



5th Grade ELA

District School

Key Metrics

- i-Ready 8% on grade level reading (11% gap to district)
- Curriculum Engagement:
 - Benchmark: High/Some ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Met target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- 17 English Learners, 2 new this year

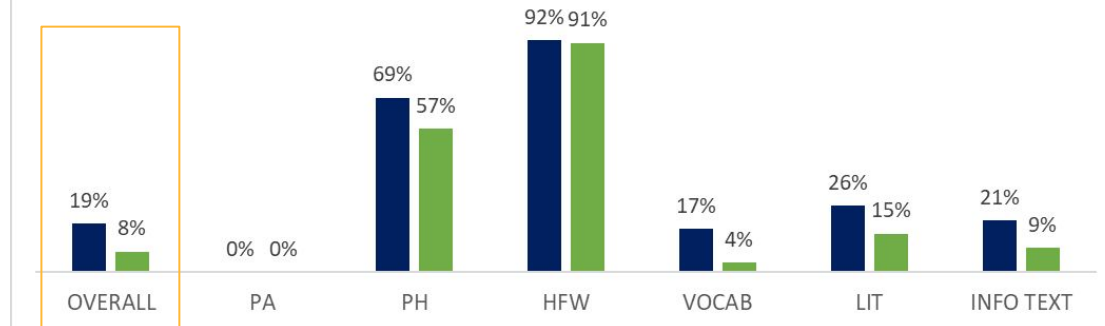
Strengths

- Percent of students **on grade level** increased slightly from prior year

Opportunities

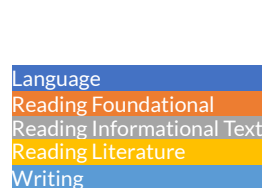
- Percent of students on grade level for **Vocabulary** was the lowest at 4%, a 13% gap to the district
- Percent of students meeting their **typical growth** was lowest than the 2 previous years
- **Writing** had the highest percent below standard at 70% in CAASPP (last year, 4th grade)

2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

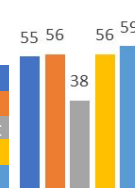


Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below			Reading Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	9.4%	4.8%	3.9%	D1	26.4%	12.9%	17.6%	D1	64.2%	82.3%	78.4%
D2	17.5%	6.7%	7.5%	D2	17.5%	21.7%	20.8%	D2	64.9%	71.7%	71.7%
D3	15.9%	13.1%		D3	27.0%	24.6%		D3	57.1%	62.3%	
									D2	52.6%	46.7%
									D3	47.5%	42.6%
											45.1%

Benchmark Standards



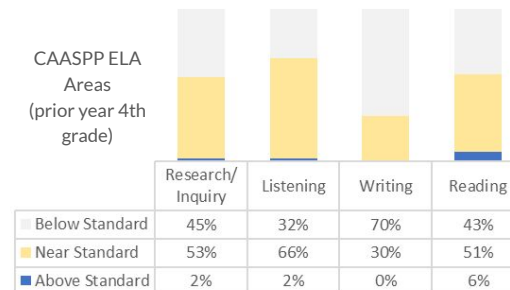
% Correct



Gap to District



CAASPP ELA Areas (prior year 4th grade)



5th Grade Math

Key Metrics

- i-Ready 6% on grade level reading (11% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Above target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 44% average correct on Ready Math unit assessment (unit 1 only)

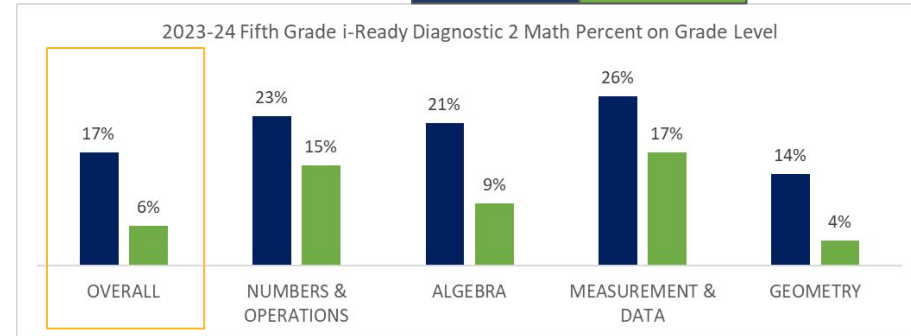
Strengths

- Percent of students meeting their **typical growth** goal increased 9% versus prior year

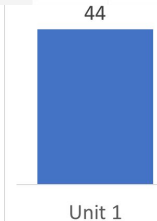
Opportunities

- **Algebra** had the highest gap of percent of students on grade level to the district (21% versus 9%)
- Percent of students on grade level decreased versus prior year

Ready Math
Average Percent Correct by Unit



Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	1.7%	(Blank)	5.8%	D1	72.9%	71.0%	63.5%
D2	13.8%	6.6%	5.7%	D2	62.1%	55.7%	47.2%
D3	20.6%	21.3%		D3	54.0%	52.5%	
Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	25.4%	29.0%	30.8%	D2	63.8%	53.3%	64.2%
D2	24.1%	37.7%	47.2%	D3	46.7%	54.1%	
D3	25.4%	26.2%					



CAASPP Math
Areas
(prior year 4th
grade)

	Communicate Reasoning	Problem Solving	Concepts & Procedures
Below Standard	38%	47%	62%
Near Standard	62%	45%	36%
Above Standard	0%	9%	2%

6th Grade ELA

Key Metrics

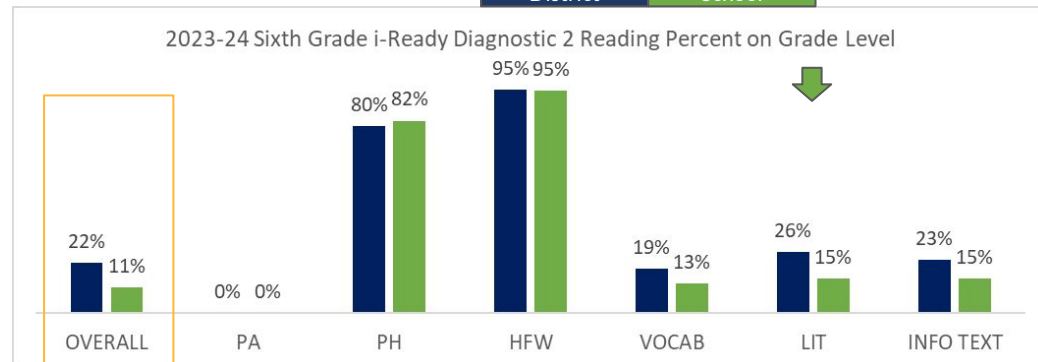
- **i-Ready 11%** on grade level reading (11% gap to district)
- **Curriculum Engagement:**
 - Benchmark: High ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Above target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- **16 English Learners**, 3 new this year

Strengths

- Percent of students meeting their **typical growth** goal increased 2% versus prior year
- Percent of students **2+ below** decreased 5% versus prior year

Opportunities

- **Percent on grade level** decreased from the beginning of the year
- **Writing** had the highest below standard on CAASPP in 5th grade last year at 53%



Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	2.2%	13.8%	14.0%	D1	8.9%	6.9%	14.0%	D1	88.9%	79.3%	71.9%	D2	78.7%	58.9%	61.1%
D2	12.8%	17.5%	10.9%	D2	17.0%	12.3%	23.6%	D2	70.2%	70.2%	65.5%	D3	80.4%	70.5%	
D3	19.1%	24.6%		D3	21.3%	19.7%		D3	59.6%	55.7%					

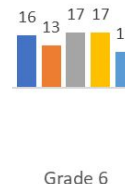
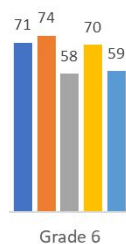
Benchmark Standards

% Correct

Gap to District

CAASPP ELA Areas
(prior year 5th grade)

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing



	Research/Inquiry	Listening	Writing	Reading
Below Standard	42%	35%	53%	42%
Near Standard	58%	60%	42%	56%
Above Standard	0%	5%	5%	2%

6th Grade Math

Key Metrics

- **i-Ready 11%** on grade level reading (+10% gap to district)
- **Curriculum Engagement:**
 - Ready Math: High ([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Above target ([slide 35](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))
- 55% average correct on Ready Math unit assessments

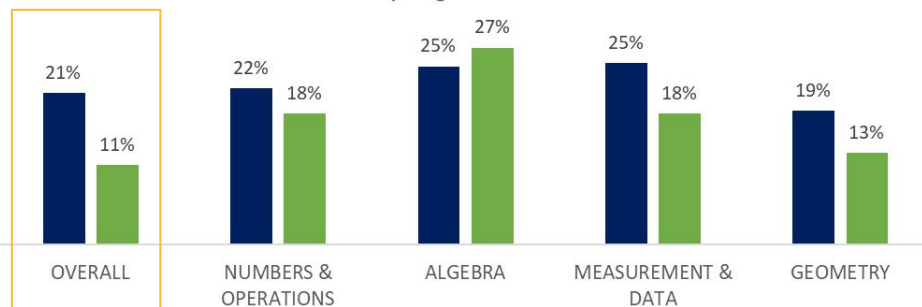
Strengths

- **Percent of students on grade level** increased since the fall administration
- **Percent of students 2+ below** students decreased since prior year

Opportunities

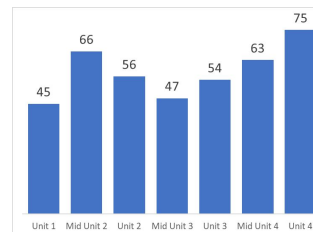
- **Percent of students on grade level** has a significant gap to the district
- Percent of students meeting their **typical growth** decreased versus prior year

2023-24 Sixth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			Math % 1 GL Below			Math % 2 or More Below			Math Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	4.2%	8.6%	3.5%	D1	18.8%	19.0%	31.6%	D1	77.1%	72.4%	64.9%
D2	12.8%	14.0%	10.9%	D2	29.8%	28.1%	47.3%	D2	57.4%	57.9%	41.8%
D3	23.4%	38.3%		D3	17.0%	21.7%		D3	59.6%	40.0%	
									D2	66.0%	69.6%
									D3	67.4%	76.7%
											64.8%

Ready Math
Average Percent Correct by Unit



CAASPP Math
Areas
(prior year 5th grade)

	Communicate Reasoning	Problem Solving	Concepts & Procedures
Below Standard	41%	64%	66%
Near Standard	59%	34%	32%
Above Standard	0%	2%	2%

7th Grade ELA

Key Metrics

- i-Ready 24% on grade level reading (1% gap to district)
- **Curriculum Engagement:**
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- **11 English Learners**, 0 new this year

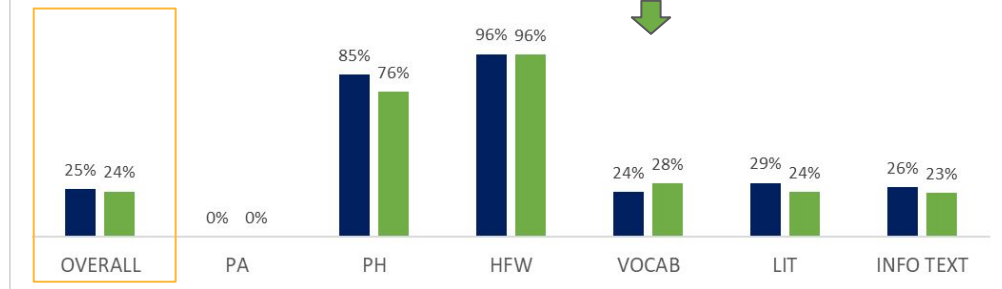
Strengths

- **Percent on grade level** doubled versus prior year
- **Vocabulary** had a higher percent of students on grade level than the district

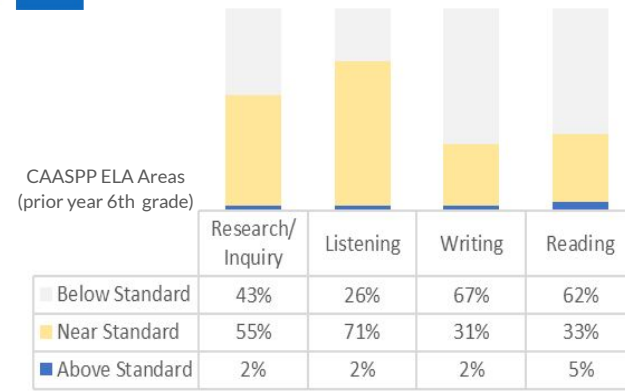
Opportunities

- Percent of students meeting their **typical growth** decreased from prior year

2023-24 Seventh Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



Reading On Grade Level				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	4.3%	9.1%	20.8%	D2	42.6%	58.5%	46.7%
D2	12.5%	11.3%	23.9%	D3	30.4%	48.1%	
D3	12.8%	15.1%					
Reading % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	19.6%	7.3%	6.3%				
D2	16.7%	15.1%	15.2%				
D3	19.1%	15.1%					
Reading % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	76.1%	83.6%	72.9%				
D2	70.8%	73.6%	60.9%				
D3	68.1%	69.8%					



7th Grade Math

Key Metrics

- i-Ready 15% on grade level reading (+2% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 47% average correct on Ready Math unit assessments

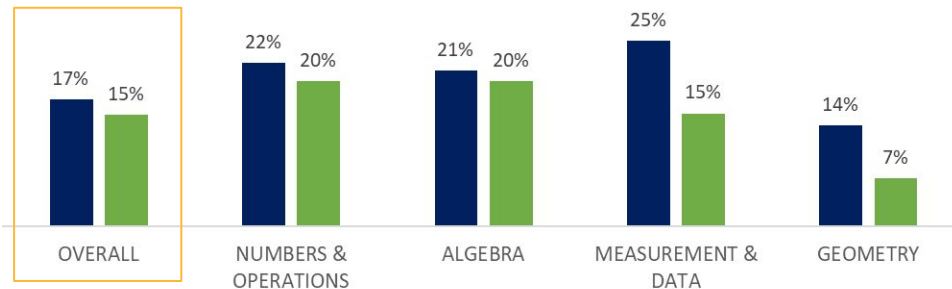
Strengths

- Percent on grade level doubled versus prior year

Opportunities

- Percent of students meeting their **typical growth** decreased from prior year
- **Geometry** has the lowest percent on grade level at 7%

2023-24 Seventh Grade i-Ready Diagnostic 2 Math Percent on Grade Level



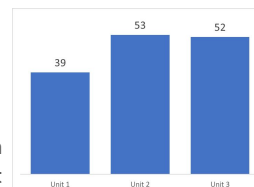
Math On Grade Level				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	2.0%	3.6%	12.5%	D2	51.1%	55.8%	41.9%
D2	6.3%	7.5%	15.2%	D3	45.8%	32.7%	
D3	8.2%	5.9%					
Math % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	18.0%	20.0%	20.8%				
D2	29.2%	34.0%	23.9%				
D3	28.6%	29.4%					
Math % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	80.0%	76.4%	66.7%				
D2	64.6%	58.5%	60.9%				
D3	63.3%	64.7%					

CAASPP Math Areas (prior year 6th grade)

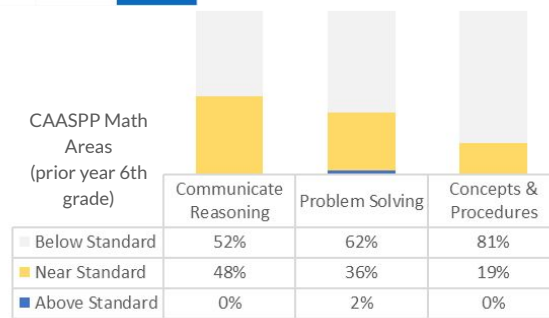
Below Standard

Near Standard

Above Standard



Ready Math
Average Percent Correct by Unit



8th Grade ELA



Research and Accountability Department Empowering with data.

District School

Key Metrics

- i-Ready 11% on grade level reading (+14% gap to district)
- Curriculum Engagement:
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Below Target ([slide 36](#))
- 18 English Learners, 2 new this year

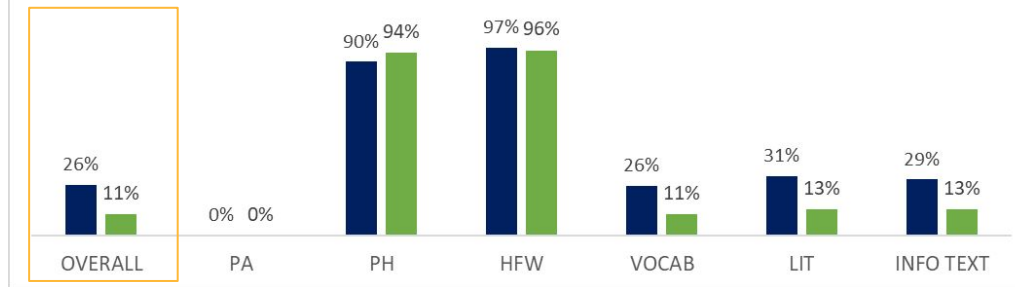
Strengths

- Percent of students meeting their **typical growth goals** increased versus last year

Opportunities

- Informational Text** had the lowest percent on grade level and a 6% gap to the district
- Writing** had the highest below standard on CAASPP at 56% (7th grade last year)

2023-24 Eighth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



	Reading On Grade Level				Reading Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	10.0%	13.7%	7.0%	D2	76.2%	66.7%	54.5%
D2	9.1%	17.8%	11.1%	D3	54.3%	58.8%	
D3	17.4%	19.2%					
	Reading % 1 GL Below						
	2021-22	2022-23	2023-24				
D1	7.5%	3.9%	11.6%				
D2	20.5%	8.9%	17.8%				
D3	10.9%	11.5%					
	Reading % 2 or More Below						
	2021-22	2022-23	2023-24				
D1	82.5%	82.4%	81.4%				
D2	70.5%	73.3%	71.1%				
D3	71.7%	69.2%					

CAASPP ELA Areas
(prior year 7th grade)

	Research/ Inquiry	Listening	Writing	Reading
Below Standard	42%	27%	56%	48%
Near Standard	48%	67%	39%	42%
Above Standard	9%	6%	5%	9%

8th Grade Math

Key Metrics

- i-Ready 4% on grade level reading (+12% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 41% average correct on Ready Math unit assessments

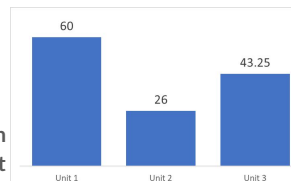
Strengths

- Percent of students meeting their **typical growth** increased from prior year to 57%
- Percent of students **2+ below** decreased 17% versus prior year

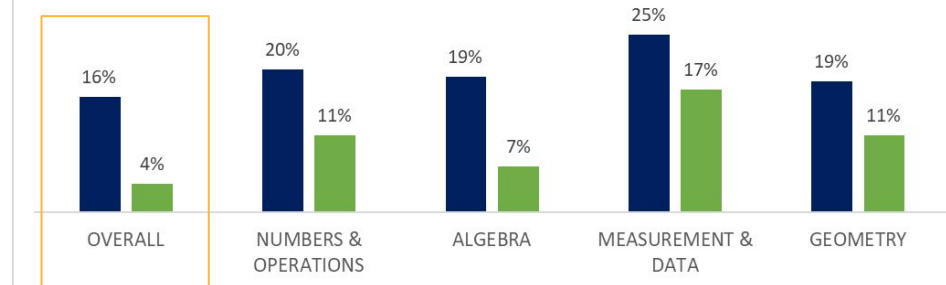
Opportunities

- Percent of students **on grade level** has a significant gap to the district
- **Algebra** had the least percent of students on grade level

Ready Math
Average Percent Correct by Unit



2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math	Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	5.9%	2.3%	D2	69.0%	48.9%	56.8%
D2	13.6%	4.4%	4.3%	D3	54.3%	43.1%	
D3	10.9%	3.8%					
Math % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	18.6%	11.8%	11.6%				
D2	22.7%	22.2%	26.1%				
D3	34.8%	21.2%					
Math % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	81.4%	82.4%	86.0%				
D2	63.6%	73.3%	69.6%				
D3	54.3%	75.0%					

CAASPP Math Areas
(prior year 7th grade)

Below Standard

Near Standard

Above Standard

Com	Re

CAASPP Math Areas
(prior year 7th grade)

	Communicate Reasoning	Problem Solving	Concepts & Procedures
Below Standard	39%	51%	72%
Near Standard	59%	48%	28%
Above Standard	1%	1%	0%

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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