

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Van Buren Elementary	39686766042790	02/09/2023	02/28/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Van Buren Elementary is implementing a School Wide Program. The school has recently been removed as an Additional Targeted Support and Improvement (ATSI) due to school improvements.

Description

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

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

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Van Buren met with the following committees to discuss the data analysis process for our needs assessment.

- **SSC Meeting on 2/28/2022** - We reviewed each strategy and its effectiveness of our SPSA Plan. We used I-Ready data and district absenteeism and suspension reports. We also completed a root cause analysis and identified factors that may be contributing to the lack of student achievement. We focused on factors that we have control over and avoided blaming others.
- **Leadership meeting on 2/24/2022** - We reviewed each strategy and its effectiveness of our SPSA plan using I-Ready data and district absenteeism and suspension reports. We also completed a root cause analysis and identified factors that may be contributing to the lack of student achievement. We focused on factors that we have control over and avoided blaming others.
- **Leadership Meeting on 3/30/2022** - We reviewed ELSB goals, strategies and their effectiveness. Discussed why attendance is such a big factor on the success of student achievement and why students are not coming to school, what factors do we have control over and what can be done to improve them.
- **ELAC Meeting on 4/8/2022** - We reviewed each strategy and its effectiveness of our SPSA & ELSB Plan. We used I-Ready data and district absenteeism and suspension reports. We also completed a root cause analysis and identified factors that may be contributing to the lack of student achievement. We focused on factors that we have control over and avoided blaming others.

Staffing and Professional Development

Staffing and Professional Development Summary

Van Buren Staffing:

- Vacancies: TK
- 21/26 teachers are credentialed
- 1 Full time PS
- 2 Head Start (credentialed) teachers
- 2 Full time counselors

We had PD in the following areas:

- SIPPS
- Read 180
- PLC Meetings
- Data analysis
- CFA
- Trauma Informed Practices
- Reading Strategies Implementation (OERA)
- SOS
- CORE Reading Assessment
- Restorative Mornings

We did walkthroughs with focus on:

- ELD
- SIPPS
- AVID Strategies and Implementation
- Read 180 Implementation.

Staffing and Professional Development Strengths

Van Buren Staffing Strengths:

- 21/26 teachers are credential
- 1 Full time PS
- 2 Head Start (credentialed) teachers

We had PD in the following areas:

- SIPPS
- Read 180
- PLC Meetings
- Data analysis
- CFA
- Trauma Informed Practices
- Reading Strategies Implementation (OERA)
- SOS
- CORE Reading Assessment
- Restorative Mornings

We did walkthroughs with focus on:

- ELD
- SIPPS
- AVID Strategies and Implementation
- Read 180 Implementation.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): More than 80% of our students are working below grade level. **Root Cause/Why:** We do not have consistent school wide instructional strategies that support early reading foundational skills. Due to Covid many PD opportunities were not able to take place.

Teaching and Learning

Teaching and Learning Summary

Van Buren Staffing:

- Vacancies: TK
- 21/26 teachers are credentialed
- 1 Full time PS
- 2 Head Start (credentialed) teachers
- 2 Full time counselors
- 1 RSP Teacher

We had PD in the following areas:

- SIPPS
- Read 180
- PLC Meetings
- Data analysis
- CFA
- Trauma Informed Practices
- Reading Strategies Implementation (OERA)
- SOS
- CORE Reading Assessment
- Restorative Mornings

We did walkthroughs with focus on:

- ELD
- SIPPS
- AVID Strategies and Implementation
- Read 180 Implementation.

Curriculum Used:

- Tk -
- K-5 I-Ready Math
- 6-8 Ready Math
- TK-6 Benchmark
- 7-8 My Perspectives/SAAVAS
- Intervention/Tutoring K-3 SIPPS
- Intervention/Tutoring 4-8 Read 180
- K-5 SS - Closed Reader
- 6-8 SS - McGraw Hill
- K-8 HMH Science

Teaching and Learning Strengths

Strengths

- The implementation of curriculum is improving across grade levels
- Many teachers are fully credentialed
- Implementation of school wide intervention hour is 100% implementation (1/2 hour for kinder)
- After School Tutoring-We currently have 109 students enrolled

<u>Diagnostic #1 vs #2 ELA</u>	<u>Diagnostic #1 vs #2 Math</u>
At grade level or above	At grade level or above
Fall 4% Winter 12%	Fall 1% Winter 8%
One Grade Level Below	One Grade Level Below
Fall 30% Winter 33%	Fall 34% Winter 42%
Two Grade Levels Below	Two Grade Levels Below
Fall 28% Winter 27%	Fall 30% Winter 27%
Three or more grade levels below	Three or more grade levels below
Fall 37% Winter 28%	Fall 35% Winter 23%

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): More than 80 % of our students are not working at grade level **Root Cause/Why:** Implementation of curriculum and effective instructional strategies are not consistent across all grade levels.

Parental Engagement

Parental Engagement Summary

Parent Opportunities

- Monthly Parent Coffee Hours with PD Opportunities
- Parent Conferences
- Back to School Night
- SSC Meetings
- ELAC Meetings
- Trick or Treat Event
- PBIS Virtual Assemblies

Parent Related Staffing

- Community Assistant 3.5 hours
- 2 Full Time Counselors

Parent Surveys

- LCAP
- Needs Assessment

Parental Engagement Strengths

Strengths:

- Even during the COVID pandemic we maintained an average of 17 parents who attended our Parent Coffee Hours on zoom
- Maintained steady numbers to our PBIS Assemblies
- Had Quorums for all of our SSC Meetings
- Have held 3/4 of our ELAC Meetings

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): There is not enough parent involvement with school/home partnership. We have an average of less than 20 parents. **Root Cause/Why:** Due to COVID we were not able to provide in person opportunities which limited the number of events we could host for our parents

School Culture and Climate

School Culture and Climate Summary

Attendance Data

- At the end of February 2022 we had 62.24% chronic truancy rate, this means that 394 students have missed more than 10% of school.
- At the end of February 2020 we had 20.7% chronic truancy rate. This was pre-Covid.

Suspension Data

- At the end of February 2022 VB had 57.5 total suspension days.
- At the end of February 2020 (pre-covid) VB had 138.5 total suspension days.

School Culture and Climate Strengths

Strengths

- Decrease of 81 suspension day by the end of February 2022 when compared to pre-covid data
- Monthly PBIS assemblies were held to promote attendance and our character traits
- Incentives for attendance and kids with character are a huge success -
- Every Friday we hold a "caught being good" activity where incentives are handed out during lunch to children caught doing the right thing
- PLUS forum was held with 4th grade
- Fun Fridays were implemented during lunch time
- Fun Fridays at arrival has been implemented when we have music and bubbles as students walk onto our campus
- After School Halloween Trick or Treat event was successful
- Christmas Program was live streamed for our parents and had great reviews

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Due to Covid our truancy rate went above 60%. **Root Cause/Why:** Covid; non engaging instruction=bored students; Low SES

Needs Statement 2 (Prioritized): Suspension rates had increased (Pre-Covid) to over 150 days. **Root Cause/Why:** Lack of alternative settings and school wide expectation implementation. Lack of social emotional training for all staff.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD: *By EOY 2023, the percentage of students meeting/exceeding ELA standards will increase by 5% as measured by iReady Diagnostic 3 Report. *By EOY 2023, the percentage of students meeting their typical growth will increase by 10% as measured by iReady Diagnostic 3 Report. *By EOY 2023, the percentage of EL students meeting/exceeding standards in ELA will increase by 5% as measured by iReady Diagnostic 3 Reports. *By EOY 2023, the number of students who reclassify will increase by 3 students as measured by ELPAC. School Goal for Math: *By EOY 2023, the percentage of students in meeting/exceeding math standards will increase by 5% as measured by IReady Diagnostic 3 Report. *By EOY 2023, the number of students that achieve IReady annual typical growth will increase by 10% as measured by IReady Diagnostic 3 Growth Report. *By EOY 2023, the percentage of EL students meeting/exceeding standards in math will increase by 5% as measured by IReady Diagnostic 3 report.

Identified Need

More than 80% of our students are working below grade level.

More than 80 % of our students are not working at grade level

There is not enough parent involvement with school/home partnership. We have an average of less than 20 parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Reclassified-4 students	Reclassified -7 students
I-Ready Diagnostic	ELA-13% Math-8% ELs - ELA- 8% ELs - Math - 4%	ELA-18% Math - 12% ELs -ELA - 13% ELs - Math - 9%
I-Ready Typical Growth	ELA- 32% Math- 28%	ELA -42% Math- 38%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Coach (ELA & MATH) to provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics. Maintain 1.0 FTE (85% Title 1 & 15% LCFF) Program Specialist-to provide support to teacher in analyzing and interpreting data. Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, and intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources. To meet the expectation of 2 hours per day in classrooms, maintaining a Program Specialist will allow site leadership to examine and dig deep into trends, patterns, and the development of next steps for professional development. The Program Specialist will coordinate and supervise all reading interventions such as Read-180, Systems 44, SIPPS and after school tutoring programs. (Title 1 = \$111,013 & LCFF = \$19,590) Additional Compensation for Program Specialist for collaboration with Admin to address the learning needs of students, intervention blocks, after school tutoring and other student and staff needs. 1 PS x 25 hours x \$70 = \$2100 (Title 1) Sub Pay for Collaboration *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. *Once a month staff will conduct Instructional Rounds to enhance teachers' pedagogical skills and develop a culture of collaboration. *Substitute Pay Calculation: 18 days x 200 rate of pay = 3,600 (Title 1) 28 days x 200 rate of pay = \$5,600 (Title 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$13,052	50643 - Title I

\$2,036	23030 - LCFF (Site)
\$2,100	50643 - Title I
\$9,200	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Literacy Programs/Materials: Provide students with opportunities to increase reading proficiency and math fluency through literacy programs (e.g Read 180, System 44, Sipps, Seesaw, Accelerated Reader or other like programs), level books (for classrooms, our school library, or home), class set of novels, small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. Estimated costs = (\$19,000 LCFF - \$1,794-Title 1) Bilingual Assist - By having a 4-hour bilingual aide that will work in collaboration with the classroom teachers to move students towards reclassification. Bilingual Assist will work in small groups on targeted EL interventions based on student needs. Our EL population is increasing and the demands for equity for all students is a priority. (LCFF - \$25,850) Library Media Assistant - With an ever-growing staff, and to meet the expectations of all teachers, maintaining this position would provide more time in the day for all classes to visit and promote literacy. Assistant will maintain the library's inventory with equitable, engaging, rigorous and up to date books that are accessible to all students. (LCFF - \$20,572) 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. Estimated Cost = \$10,091-LCFF) ****General supplies are unallowable using State & Federal funds.**** 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. (\$2,000 Title 1) (\$3,684 LCFF) ****General supplies are unallowable using State & Federal funds.**** Maintenance Agreements - Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. (Estimated cost = \$3,000 - LCFF) New equipment may need to be purchased such as: Chrome Books, projectors, calculators, classroom printers, keyboards, speakers, iPads, headphones, doc cameras, and all accessories for these items such as screens, light bulbs, etc. Estimated Costs = (\$2,000 - Title 1) (\$1,000 - LCFF) February Revision - reallocation of PS Vacancy - New SMART boards x 21 (all K-8 teachers) Title 1 - \$79,961 & LCFF - \$17,555 Duplicating - School/Teachers will use duplicating services for Planners, banners, and curriculum implementation. (Estimated cost = \$3,000 - LCFF) Teacher additional pay for collaboration time and to hold after school tutoring that will focus on learning gaps in literacy and math fundamentals for grades 4-8. (2.5hrs/wk X 23 weeks) X 8 (Teachers) x \$65 (Rate) = \$29,900 (Budgeted \$30,900) (20,900 - Title 1) (\$10,000-LCFF)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$20,000	23030 - LCFF (Site)
\$25,850	23030 - LCFF (Site)
\$20,572	23030 - LCFF (Site)
\$10,091	50643 - Title I
\$1,794	50643 - Title I
\$1,000	23030 - LCFF (Site)
\$3,684	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$3,000	23030 - LCFF (Site)
\$20,900	50643 - Title I

\$10,000	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$1,000	23030 - LCFF (Site)
\$6,100	23030 - LCFF (Site)
\$2,000	23030 - LCFF (Site)
\$17,555	23030 - LCFF (Site)
\$79,961	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction 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. *Additional Pay Calculation for collaboration for leadership/AVID/PBIS: (9 teachers X 16 hours X \$65 rate of pay) + (1 program Specialist x 16 hrs. x \$70 rate of pay) = \$10,480 (Budget 10,400 - LCFF) *Staff (counselor) Additional Pay Calculation for collaboration: 1 staff X 15 hrs. X \$50 rate = \$750 (LCFF) (Budgeted \$760) *Additional comp PS 70x16 = 1,120 (Budgeted \$1,500) Substitute Pay for PD Collaboration: 27 days x \$200 rate = \$5400 (Title 1) February Revisions - Title 1 - \$18,000 LCFF \$2,000 to be used to take a larger group to PLC & AVID. (Reallocation from PS Vacancy) Conferences: To include AVID, PLC, Literacy, Math, ELD, Social Emotional, and other like type conferences. *4 subs x 4 days x \$200 rate = \$3,200 - ELD Conferences/PD (LCFF) *School Climate Conference - AP, Counselor, and 1 teacher (3 staff x 1800=5,400) (Budgeted \$4000 - Title 1) (Sub x 3 days x 200 = \$600) *ELD Training - (No cost-only substitutes) *AVID - Principal, AP, and staff (7 staff x 1,500 = \$10,500) (\$9,000-Title 1) (\$1,500 - LCFF) *PLC Institute - Leadership Team (5 staff x 1800 = \$5400) (LCFF)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,400	23030 - LCFF (Site)
\$750	23030 - LCFF (Site)
\$5,400	50643 - Title I
\$13,000	50643 - Title I
\$6,900	23030 - LCFF (Site)
\$3,800	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)
\$18,000	50643 - Title I
\$2,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Field Trips 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 2022-2023 school year by grade levels. May include: Exploratorium Zoos Parks Museums Theater Other educational settings (Budgeted \$13,000 - LCFF) Transportation \$12,000 and student fees \$1000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$12,000	23030 - LCFF (Site)
\$1,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Pre K - Kindergarten Connections Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teachers and our TK teacher. *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and other grade level activities. *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Overall these strategies had positive outcomes. Maintaining a PS has been a great asset to our school as she collaborates with staff members to analyze and interpret data to develop an action plan based on the data. Our students' scores improved throughout the year. We were able to offer collaboration time for our staff where we were able to address the learning loss of our students.

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 The district office did not assign us a coach for the year. 1.2 Library Media Clerk and Bilingual Aide vacancies were not filled until the end of the year. 1.3 Due to Covid we were not able to have teacher pull out PDs. 1.4 Due to Covid we were not allowed to have field trips. Due to these differences we used left over funds to send teachers to the AVID National Conference, extend tutoring, and purchase instructional materials.

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 significant changes to our strategies. We believe to be on the right track to improve student achievement and assure all students receive an equitable education. We plan on maintaining our bilingual aide that will start at the beginning of next year and maintain our library media clerk that was recently hired.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: By the end of 2022-23 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 the end of 2022-23 academic school year, Van Buren will decrease the chronic absenteeism rate (prior Covid) for all students by 2.5% as measured by SUSD's EOY Attendance Report.

Identified Need

Due to Covid our truancy rate went above 60%.

Suspension rates had increased (Pre-Covid) to over 150 days.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Pre-Covid -Truancy Rate = 27.6%	Truancy Rate = 25.1%
EOY District Suspension Report	Total Suspension Days: 71.5	Total Suspension Days = 68

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Post suspension conferences - every student who receives a suspension will meet with a counselor upon their return. *PBIS - Restorative Circles - referral process has been updated and students will participate in a restorative activity with the counselors as an intervention step before being sent to admin for discipline. *Conflict Resolution - counselors will hold necessary small group sessions to resolve conflicts amongst students. *Counseling - counselors will hold small groups and individual counseling sessions based on student need. We will continue to work with our Mental Health Clinician to offer therapy sessions with qualifying students based on need. *BIP-Behavior Support Plans - we will develop tailored BIPs to support our student's needs. *Structured lunch time activities-no cost to site - District Initiative

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*School Wide Attendance Incentives - Van Buren will hold monthly Panther Attendance Challenge, Monthly Individual Perfect Attendance Recognition, and random attendance drawings for prizes *Check-in system - a check in system will be in place for students who are tagged habitual truants *Monthly Team Home Visits - Our counselors will conduct home visits one a month to follow up with our students who are struggling with maintaining good attendance status *Collaboration Meetings - Counselors, SST, and CWA will hold weekly attendance collaboration meetings to develop a plan of action that may include Attendance Contracts tailored to student's needs ***Incentives/gifts/appreciation "events"/entertainment are unallowable using State and Federal funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

1.1 - This strategy was successful as our suspension rates dropped from 183 total suspension rates by mid March of 2020 (pre-Covid) to 55.5 total suspension days mid March 2022. 2.2 - This strategy was hard to analyze due to Covid exposures/quarantines and Virtual Academy attendance. Pre Covid we had 22.56% truancy rate mid March and mid March 2022 we had 60.65% truancy rate.

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

There were no significant changes to the implementation of our strategies. Covid played a big role on the increase of truancy rates.

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 significant changes to our strategies only pushing for full implementation and consistency.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: By the end of the 2022-2023 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

There is not enough parent involvement with school/home partnership. We have an average of less than 20 parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Event Sign in Sheets	Average parent participation= 17	Average Parent Participation = 19

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student's learning such as: Parent Conferences *Hold parent teacher conferences as needed based on students' needs *Hold CARE or SST meetings as needed based on students' needs Parent Coffee Hours *Hold monthly Parent Coffee Hours where we will offer a variety of information to our parents from our community and district office. *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 Movie Nights *Hold one movie night per trimester Purchase materials/books *Supplemental supplies for our parents to take home after participating in parent PD opportunities. Books, materials, and resources (flash cards, manipulatives, site words, etc). Maintaining a Community Assistant *This will allow for recruitment of new parents to volunteer, attend coffee hours, SSC & ELAC meetings, and other parent involvement events. \$21,473 - LCFF *Additional Time for Community Assistant 25 hrs x \$20 = \$500 ****General supplies are unallowable using State & Federal funds.**** **Incentives/gifts/appreciation "events"/entertainment are unallowable using State and Federal funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$21,473	23030 - LCFF (Site)
\$1,000	50647 - Title I - Parent
\$2,307	50647 - Title I - Parent
\$500	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Due to Covid we were not able to hold many of our Parent Partnership events, however we were able to maintain a 17 parent average participation in our Parent Coffee Hours. This is approximately 36% increase.

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

Due to Covid we were not able to hold many of our Parent Partnership events. All of our events that we were able to have were virtual.

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 significant changes to this goal or its strategies. We will plan on full implementation of all planned activities.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$180,805.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$353,925.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$177,498.00
50647 - Title I - Parent	\$3,307.00

Subtotal of additional federal funds included for this school: \$180,805.00

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 (\$)
23030 - LCFF (Site)	\$173,120.00

Subtotal of state or local funds included for this school: \$173,120.00

Total of federal, state, and/or local funds for this school: \$353,925.00