School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Van Buren Elementary School Dr. Melissa Pizano-Grunnet melissa.pizano@desertsands.us	CA	April 25, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

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.

The School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals; measurable outcomes, strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluation the efficacy of the plan in achieving its goals.

Key actions to achieve this plan include providing Best First Instruction to ALL students incorporating Direct Interactive Instruction and Universal Lesson Design strategies. Time will be built into the instructional schedule with weekly early dismissal days and common prep times for ALL teachers, including teachers who teach students with disabilities, so that they may collaborate, analyze data, and plan effective lessons. Professional development will be provided to teachers by the full-time Instructional Coach, district educational services, or consultants and workshops in order to build teacher capacity. More time, resources and personnel will be devoted to strengthening the school-to-home communication so that parents, as students first teachers, are aware of the high demands of the instructional program and the importance of consistent school attendance for their child. Only research-based instructional strategies are used and technology is provided to all students Tk - 5th grade at 1:1. For students who need extra support a classroom RTI time of at least 30 minutes will be built into the daily instructional schedule. In addition, two interventionists will be provided to meet with students in small groups to work on targeted skills based on language proficiency and/or diagnostic test results and progress monitoring results. A college and career going school climate is evident on campus where AVID strategies are evident throughout and students are tasked with learning the vocabulary of college (e.g. tuition, room and board, levels of degrees) during monthly awards assemblies. In addition, a .5 FTE Project Teacher will coordinate community outreach programs that provide reading tutors, college/career presentations, and donations of reading books to Van Buren students throughout the school year as well as coordinate SART attendance meetings for parents, School safety is also a priority, and funds will be directed to provide additional supervision before, during, and after school in order to help maintain a safe learning environment for students, staff, and parents. Overall, Van Buren Elementary staff holds high standards for themselves and their students. This plan will allocate resources to actions that will allow staff to provide a high-quality learning experience to ALL students.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Martin Van Buren Elementary School, located in east Indio, was built in 1958. The school is situated across the street from a homeless shelter and is surrounded on three sides by a farm labor camp. Many of Van Buren's 537 students live in the surrounding neighborhood and nearby single-family homes. As you enter the school gates, it is evident that the collective focus is on our mission to improve student achievement. As a result of our collective commitment to a rigorous instructional program, Van Buren Elementary has been named a California Gold Ribbon School in 2016, and a California Distinguished School in 2010, 2014, and 2018. In addition, Van Buren earned the Educational Results Partnership (ERP) Honor Roll award for 2019 - 2020 . Recently US News and World Report published their first-ever rankings of public elementary schools. Martin Van Buren Elementary placed among the top 30% of elementary schools in the state of California, making it a U.S. News Best Elementary School.

Van Buren Elementary provides a caring and engaging learning environment. Students receive standards-based, rigorous instruction via the Direct Instruction gradual release delivery model of "I do, We do, You do" in addition to Universal Lesson Design lessons. Students work collaboratively with peers, receive small group instruction within their classroom, and have the opportunity to receive extra support during and after school with an interventionist or with community volunteers. Ongoing monitoring of student progress and data analysis helps guide instruction. Teachers work collaboratively to plan lessons, review student achievement data and develop formative assessments.

The Pre-Kindergarten to fifth-grade student body at Martin Van Buren is comprised of 93.1% of students of Hispanic descent, 1.9% White, 0.72% African American, 0.62% Asian and 0.41% Multiracial. This year 93.9% of our students are considered Socioeconomically Disadvantaged while the entire school population is eligible for free and reduced lunch as part of the Community Eligibility Provision lunch program. Spanish is the home language of the 50.3% of our students who are classified as English Learners, while 5.33% of our students are classified as Students with Disabilities.

The Fall 2022 Dashboard reflects a drop in student achievement as a result of the lingering effects of the school closure due to Covid19. In the area of ELA, ALL students dropped from 23.3 points above standard in 2019 to the current 12.0 points below standard. English Learners and Students who are Socioeconomically Disadvantaged scored 19.9 points below standard and 18.4 points below standard respectively. Students with Disabilities dropped the most from 39.3 points below standard in 2019 to the current 57.5 points below standard. Notably, Reclassified English Learners outperformed all other student groups scoring 78.4 points above standard.

In the area of Mathematics, All students dropped from 5.2 points above standard in 2019 to the current 44.8 points below standard. English Learners and Students who are Socioeconomically Disadvantaged scored 51.9 points below standard and 47.9 points below standard respectively. Students with Disabilities again dropped the most from 40.6 points below standard in 2019 to the current 70.5 points below standard. Again of note, Reclassified English Learners outperformed all other students groups scoring only 1.5 points below standard.

The Fall 2022 Dashboard indicates 59.6% of English Learners made progress toward English language proficiency with a performance level of 4. Moreover, 57.5% of English Learners progressed at least one ELPI level, while 30.3% of English Learners maintained their ELPI level with 2.2% maintaining at ELPI level 4. Still, 10.1% of English Learners decreased one ELPI level.

Most recent Winter 2023 iReady Diagnostic data shows promise for all student groups. In the area of Reading , 57% of ALL students met the Typical Growth Median, with 63% of English Leaners, 58% of Hispanic students, and 54% of Students with Disabilities meeting the Typical Growth Median. In the area of Mathematics, 53% of ALL student met the Typical Growth Median, with 53% of English Learners, 53% of Hispanics and 65% of Students with Disabilities meeting the Typical Growth Median.

Van Buren Elementary has defined its purpose as building a strong instructional program that emphasizes high academic standards in partnership with building teacher capacity. Staff, including on-site Intervention Specialists, work as a Professional Learning Community continuously learning and implementing research-based instructional strategies as they collaboratively analyze formative assessments and develop highly detailed instructional plans. Direct Interactive Instruction and Universal Lesson Design is implemented by all teachers in order to meet the needs of all students, including students with disabilities. Consistent implementation of integrated and designated ELD instruction along with small group targeted instruction during the school day help to ensure that English Learners make progress toward English language proficiency. In addition, a bridge between school and home is recognized at Van Buren Elementary as an important component of student success. We provide parent education that aims to support parents and their efforts to promote student achievement at home. Most of all, the staff at Van Buren Elementary believes school improvement and student learning are based on student engagement and perseverance within a safe learning environment.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

This School Plan for Student Achievement (SPSA) was developed with input from a variety of educational partners including members of the Leadership Team and MTSS Leadership, the School Site Council, ELAC, and other staff and community members. These stakeholders provided suggestions and feedback on plan elements.

The purpose of the 2023-24 Single Plan for Student Achievement is to ensure that Van Buren students, especially those who are socioeconomically disadvantaged, English learners, and Students with Disabilities, improve their academic performance in English Language Arts and Mathematics within a safe and secure learning environment. Specifically, this plan was written with the purpose to: 1) increase student achievement for ALL students, including students with disabilities, in the areas of ELA and Math, 2) use research based materials and supplies as part of the core instructional program, the integrated and designated ELD lessons, and the RTI targeted small group intervention lessons, 3) build teacher capacity through professional development and collaboration within professional learning communities (PLCs), 4) build parent capacity through increased school-to-home communication and training regarding their child's educational program and the importance of consistent school attendance, and 5) ensuring that staff and students work and learn within a safe school environment,

In order to improve student achievement, Van Buren is strategically focused on providing first best instruction using Direct Interactive Lesson Design as well as Universal Lesson Design. The use of research based instructional materials along with teacher participation in professional development leads to higher achievement levels for students. Therefore, funds are allocated for the purchase of effective instructional materials, as well as technology, to ensure students are

able to engage in lessons that will prepare them for the 21st century and beyond. Strategically selected instructional materials are used to monitor student progress and provide student achievement data analyzed by teachers so that they may adjust their instruction to the needs of their students. In addition, we have a collective belief that professional development is key to improving teacher capacity. Each year, Van Buren employs several teachers who are new to the profession. Therefore, every Van Buren teacher participates in professional development provided on-site, at the district level, and/or off-site at conferences and workshops. Funds are allocated for conference fees and release time (guest teachers) in order for Van Buren staff to participate in professional development opportunities targeted to teachers' specific needs and for district and site initiatives throughout the year.

Resources and personnel have been allocated to build school-to-home communication with parents, especially those whose native language is something other than English. As students "first teachers", it is important that parents understand the rigors of state standards, their child's instructional program, the steps of working toward English language proficiency, and the importance of consistent school attendance. In this plan, funds have been allocated for increased clerical support on a limited-term to make personal contacts with parents regarding the language reclassification process, the SART attendance procedures, translate at parent meetings and parent conferences held throughout the school year. A .5 FTE Project Teacher is also funded to help coordinate and facilitate the SART attendance meetings in order to coordinate community resources that provide uniforms, books, guest speakers and other enrichment opportunities to students.

Ultimately, Van Buren Elementary staff understands that to learn, children need to feel safe and supported in the classroom and throughout the school campus. With this in mind, funds are allocated to providing an additional School Site Monitor to provide student supervision before, during and after school. School Site Monitors also work with on-site consultants in order to help ensure student safety during students' recess time. In conjunction with the site MTSS behavioral plan, disruptions to the instructional program will be kept at a minimum so that students recognize that the priority of school is learning.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

A variety of local performance indicators continue to be used to measure school climate and student achievement. These local performance indicators include, but are not limited to, Panorama Survey results, CAASPP results, Summative ELPAC results and current analysis for progress monitoring of iReady Diagnostic results.

According to Panorama Education surveys to families, 80% of respondents feel that Van Buren Elementary is preparing their child for the next grade level. In addition, 76% of respondents feel that the school matches well with the developmental needs of their child. These results can be attributed to a strong instructional program at Van Buren Elementary where staff understand the importance of building strong relationships and communication with students and families.

The analysis of data indicates that there was a high number of English Learner students making progress towards English language proficiency with 59.6% of students scoring at Performance Level 4. Most notably, Reclassified English Learners outscored all other student groups with RFEPS scoring 78.4 points Above Standard in ELA and only 1.5 pont

Below Standard in Mathematics when their peers were scoring 44.8 point Below Standard. These results can be attributed to consistent integrated and designated ELD lessons provided to English Learners in addition to intervention supports for English Learners.

In addition, CAASPP data also indicates students scored well in the ELA Writing domain with 16.98% of students scoring Above Standard and 56.23% scoring At or Near Standard. This can be attributed to a concentrated emphasis on AVID strategies for Focused Writing. Strong Writing scores were also evident in the ELPAC Summative results with ELPAC Summative results indicating that there was a 6.3% improvement in the Writing domain where 14.84% of English Learner students scored Well Developed.

i-Ready was used as the local performance indicator to monitor progress toward student achievement in reading and mathematics for all students in Kindergarten through Fifth grades. Students in grades 1st through 5th participated in a Fall, Winter, and Spring diagnostic that measured annual growth and stretch growth in reading and math. According to the most current i-Ready data, 57% of ALL students reached median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic. Also, 53% of ALL students reached median progress to Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic. These results can be attributed to consistent student participation in i-Ready on a daily basis.

In order to maintain this progress, the following need to continue: maintaining strong relationships and communication with families, consistent implementation of integrated and designated ELD lessons, research-based interventions for English Learners and other students not meeting Standard, a continued focus on AVID strategies such as Focused Writing, and continued consistent participation in i-Ready lessons in ELA and Reading.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

A variety of local performance indicators continue to be used to measure school climate and student achievement. These local performance indicators include, but are not limited to, Panorama Survey results, CAASPP results, Summative ELPAC results and current analysis for progress monitoring of iReady Diagnostic results.

The CAASPP Dashboard indicates that reducing chronic absenteeism continues to be Van Buren's greatest need and may be the reason for decreased student academic achievement in ELA and Math. Local measures indicates that 38.9% of students are chronically absent. Some of these absences are due to illness, but many are not. Since most of our students are reliant on their parents to bring them to school, Improving parents' understanding of attendance regulations is needed to ensure students attend school every day. In addition, according to Panorama Education surveys to families, only 45% of respondents feel connected with other parents at school. Additional communication with parents by bilingual staff is important to ensure that parents whose native language is Spanish are well-informed and feel a stronger connection to the school. Additional parent engagement opportunities would provide parents with activities to meet and connect other parents within the school setting.

Further analysis of Panorama Surveys to families indicates a significant decrease in the level of students "grit". Recent results indicate that only 60% of families feel their child has perseverance and self-motivation. This is a significant decrease from 83% prior to the pandemic. Observation within the classroom and school setting substantiate these data as it has become evident that students are unwilling to try tasks that are unpleasant to them even if the task will help them accomplish their goal.

In addition, CAASPP data also indicates all students scored poorly in Mathematics. ALL students scored 44.8 points Below Standard in Mathematics. The Communicating Reasoning domain had the lowest percentage of students Above Standard with only 8.4%. Students with Disabilities scored extremely low at 70.5 points Below Standard. Additional professional development for teachers in the area of CGI Math strategies and consistent implementation Universal Design Lessons are expected to improve math achievement scores for all students, including students with disabilities.

In order to reduce these needs and improve academic achievement for all students, the following need to be implemented: providing parents with information about the importance of consistent school attendance, providing more opportunities for parent engagement / parent education activities, consistent implementation of Universal Design

Lessons, professional development for teachers, and opportunities/incentives for students to build intrinsic/extrinsic motivation and perseverance.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Van Buren Elementary strives to ensure equity for all students by closing achievement gaps between student groups and ALL students. A variety of local performance indicators continue to be used to measure school climate and student achievement. These local performance indicators include, but are not limited to, Panorama Survey results, CAASPP results, Summative ELPAC results and current analysis for progress monitoring of iReady Diagnostic results.

Overall, student achievement in the area of Mathematics needs to significantly improve. Still, the Fall 2022 Dashboard indicates a narrow performance gap as English Learners scored 7.1 points lower than ALL students in the area of Mathematics with English Learners performing at 51.9 points Below Standard and All students performing at 44.8 points Below Standard. The performance gap is much the same in ELA with English Learners scoring 7.2 points lower than ALL students. English Learners scored 19.9 points Below Standard while All students scored 12.7 points Below Standard in ELA. Hispanic students scores nearly the same as ALL students in both ELA and Mathematics.

The largest performance gap deals with Students with Disabilities. Students with Disabilities scored extremely low at 70.5 points Below Standard in Mathematics and 57.5 points Below Standard in ELA. This is significantly lower than their peers who scored 44.8 points Below Standard in Mathematics and 27.8 points Below Standard in ELA. More consistent implementation of Universal Design Lessons and professional development for teachers in the area of inclusion and math is expected to improve student academic achievement for all students, including students with disabilities.

In order to maintain this progress, the following need to continue:professional development for teachers, consistent implementation of Universal Design Lessons.

Resource Inequities

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

As a result of our needs assessment, the following resource inequities were revealed:

1) Student achievement in the area of Mathematics is Low for all student groups.

2). Student achievement in the area of ELA is Low for all student groups

3) Students with Disabilities performed extremely lower than all student groups in ELA and Math.

4) Chronic absenteeism is evident throughout all grade levels.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

Multiple stakeholders were consulted as part of the planning, analysis, and development of this SPSA. Staff was consulted and provided input during staff meetings held at least once a month throughout the school year. Stakeholder meetings with SSC/ ELAC committees were held throughout the school year (August 22, 2022, September 26, 2022, October 25, 2022, January 24, 2023, April 25, 2023) to review and evaluate the 2022-2023 SPSA, to discuss student achievement data, student attendance issues, and to develop and approve the 2023 - 2024 SPSA. Agendas and presentation materials for both advisory committees and staff meetings included the following topics in the SPSA Academic Action Plan: (a) Overview of the 2022-2023 SPSA, (b) Review Current Data, (c) Review SPSA-LCAP Goals, (d) Review Strategies to Improve The Academic Achievement of Students, (e) Commitment to Impact on Student Achievement, (f) Progress Monitoring, (g) Evaluation of the 2022-2023 SPSA, (h) Equity, (i) Transparency, and (j) Continuous Improvement which ultimately resulted in the development and approval of 2023-2024 SPSA on April 28, 2023.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Van Buren's staff and SSC / ELAC committees agree that the priority for the 2023-2024 school year should ultimately be to improve student achievement for all students while maintaining a safe and supportive learning environment by designating resources for actions that will fund: 1) Intervention for at-risk students and students not meeting grade level standards in literacy and math or who are not making progress toward English language proficiency, 2) Research-based instructional strategies and materials, including the integration of technology, 3) Professional development for teachers, 4) Building parents understanding of how school works and the importance of consistent school attendance for their child. and 5) ensuring outdoor and indoor safety for students and staff. There were no other recommendations for the SPSA by SSC.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$131,929.00
Total Centralized Services:	$122,248
Total Supplemental Concentration Funds	$202,005.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$333,934.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Categorical funds will be used to provide supplemental services for all students in order to ensure that Van Buren students, especially those who are socioeconomically disadvantaged, English Learners, and Students with Disabilities improve their academic performance in core subject areas. In order to improve student achievement, Van Buren intends to strategically focus on the following areas: 1) Providing intervention for at-risk students and students not meeting grade level standard, 2) professional development especially in the areas of literacy, writing, and mathematics, 3) implement research-based Best First Instructional strategies using instructional materials that integrate technology and promote data analysis and monitoring of student progress, 4) provide resources and personnel to provide parent education and parent engagement opportunities to parents in order to build a stronger partnership between school and home. In addition MTSS strategies and materials will be used to maintain a positive school culture.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.2%	0.74%	0.95%	1	4	5
Asian	0.5%	0.56%	0.76%	3	3	4
Filipino	%	%	0%			0
Hispanic/Latino	93.3%	93.11%	92.82%	532	500	491
Pacific Islander	%	%	0.38%			2
White	1.9%	1.86%	1.32%	11	10	7
Multiple/No Response	0.4%	0.37%	0.38%	2	2	2
			Total Enrollment	570	537	529

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	99	102
Grade 1	102	82	93
Grade 2	92	91	84
Grade3	83	85	89
Grade 4	115	75	85
Grade 5	82	105	76
Total Enrollment	570	537	529

Conclusions based on this data:

1. Student enrollment has continue to decrease since the 2018-2019 school year, yet the number of incoming Kindergarten students increased in 2022 - 2023. The success of the Transitional Kindergarten and with recent legislation requiring smaller class sizes in Transitional Kindergarten, enrollment in TK and Kindergarten is expected to increase for the 2023-2024 school year and beyond.

2. The number of Hispanic students continues to decrease from 500 in the 2021 -2022 school year to 491 in the current 2022-2023 school year. This has also led to a slight decrease in the number of English Learners although not all Hispanic students are English Learners.

3. The number of white students continues to decrease from 10 in the 2021 - 2022 school year to 7 in the current 2022- 2023 school year. This has also led to a slight decrease in the number of English Only students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	318	270	279	55.80%	50.3%	52.7%
Fluent English Proficient (FEP)	42	34	36	7.40%	6.3%	6.8%
Reclassified Fluent English Proficient (RFEP)	29			9.1%		

Conclusions based on this data:

1. The percentage of English Learners decreased from a high of 55.8% in 2020-2021 to 52.7% in the current 2022-2023 school year. Still, it is a slight increase from the 2021-2022 school year. Nonetheless, with over 50% of the student population English Learners, a strong ELD program must continue to be a priority for our instructional program.
2. The percentage of Fluent English Proficient (FEP) students has decreased from a high of 7.4% in 2020-2021 to 6.8% for the current 2022-2023 school year. Still, it is a slight increase from 2021-2022 school year. This data continues to emphasize that of the students who are dual language speakers, very few enter Van Buren as fluent English speakers. Again, a strong ELD program must continue to be a priority for our instructional program.
3. Consistent implementation of integrated and designated ELD will continue to be a focus during the 2023-2024 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	86		0	85		0	85		0.0	98.8	
Grade 4	115	75		0	75		0	75		0.0	100.0	
Grade 5	79	107		0	106		0	106		0.0	99.1	
All Grades	280	268		0	266		0	266		0.0	99.3	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2396.			20.00			12.94			27.06			40.00	
Grade 4		2433.			9.33			26.67			22.67			41.33	
Grade 5		2519.			27.36			28.30			23.58			20.75	
All Grades	N/A	N/A	N/A		19.92			22.93			24.44			32.71	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.94			60.00			27.06	
Grade 4		9.33			62.67			28.00	
Grade 5		21.70			62.26			16.04	
All Grades		15.41			61.65			22.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.48			44.05			40.48	
Grade 4		4.00			69.33			26.67	
Grade 5		27.36			56.60			16.04	
All Grades		16.98			56.23			26.79	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.59			62.35			27.06	
Grade 4		6.67			70.67			22.67	
Grade 5		13.21			73.58			13.21	
All Grades		10.53			69.17			20.30	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.76			64.71			23.53	
Grade 4		2.67			77.33			20.00	
Grade 5		24.53			59.43			16.04	
All Grades		14.29			66.17			19.55	

Conclusions based on this data:

1. In 2021-2022, in the area of Language Arts, the Listening domain continues to have the lowest percentage of All students Above Standard with 10.53%; and the greatest percentage of students At or Near Standard with 69.17%. Students, especially since the pandemic, are having difficulty with attention and perseverance. An effort to increase student engagement through consistent implementation of the DII and Universal Lesson Design is intended to improve these scores in the listening domain. In addition, focusing on the oral comprehension and vocabulary development of English learners is also key to improvement in this domain.

2. In 2021-22, in the area of English Language Arts, the writing domain had the greatest percentage of students Above Standard with 16 98%. In addition, 56.23% of students scored At or Near Standard. Writing was an area of focus during the 2021-2022 school year. Efforts to provide students with daily opportunities to write using AVID Focused Writing strategies were successful and should continue.

3. In 2021-2022, in the area of Language Arts, in third grade 32.94% of students Exceeded or Met Standard. In fourth grade, 36% of students Exceeded or Met Standard and in fifth grade 55.66% Exceeded or Met Standard. It is evident that as students progress through the grades, more students exceed or meet standard. Likewise, as students progress through the grades, the number of students nearly meeting or not meeting standard decreases, as evident in third grade with 67.06% Nearly Meeting or Not Meeting Standard, and in fourth grade 64.00% of students Nearly Meeting or Not Meeting Standard, and in fifth grade 44.33% Nearly Meeting or Not Meeting Standard. While the number of students nearly meeting or not meeting standard is higher than what we find acceptable, it does provide more evidence that students' academic achievement is improving as they progress through the grades at Van Buren Elementary.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	86		0	85		0	85		0.0	98.8	
Grade 4	115	75		0	71		0	71		0.0	94.7	
Grade 5	79	107		0	106		0	106		0.0	99.1	
All Grades	280	268		0	262		0	262		0.0	97.8	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2404.			14.12			27.06			21.18			37.65	
Grade 4		2422.			1.41			15.49			43.66			39.44	
Grade 5		2475.			11.32			16.98			29.25			42.45	
All Grades	N/A	N/A	N/A		9.54			19.85			30.53			40.08	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			44.71			35.29	
Grade 4		5.63			47.89			46.48	
Grade 5		10.38			50.94			38.68	
All Grades		12.21			48.09			39.69	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.82			44.71			36.47	
Grade 4		5.63			53.52			40.85	
Grade 5		8.49			49.06			42.45	
All Grades		11.07			48.85			40.08	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.76			57.65			30.59	
Grade 4		2.82			63.38			33.80	
Grade 5		9.43			60.38			30.19	
All Grades		8.40			60.31			31.30	

Conclusions based on this data:

1. In 2021-2022, in the area of Mathematics, 29.39% of students Exceeded or Met Standard. while 70.61% of students Nearly Met or Not Met Standard. Each grade level had the same downward trend. Students, especially since the pandemic, are having extreme difficulties in the area of Mathematics. Because mathematics relies heavily on word problems, students who have difficulty reading or with reading comprehension struggle with understanding what a word problem asks them to solve. In addition, difficulties with computation and lack of precision also affect student scores in Math. An effort to increase instruction in math vocabulary is essential for all students, not just English learners, so that students can fully understand what word problems are asking. This, coupled with making sure that students attend to precision, is expected to help students be more successful in Math. Continued professional development for teachers in the area of CGI Math strategies would also be beneficial.

2. In 2021-22, in the area of Mathematics, the Concepts and Procedures domain had a slightly higher percentage of students Above Standard with 12.07% than the Problem Solving & Modeling/Data Analysis domain with 11.07% Above Standard. The domain of Communicating Reasoning had the lowest percentage of students Above Standard at 8.40% These percentages are significantly lower than the percentage of students At or Near Standard which ranged from 48.09% in Concepts & Procedures to 60.31% in Communicating Reasoning. It is evident that student achievement has decreased much more significantly in Mathematics than in ELA.. Review of fundamental math concepts and skills is necessary post-pandemic. Intervention services in math also need to be expanded but reliance on intervention is not enough. Best first instruction in the area of Mathematics with high levels of student engagement are essential. In addition, a review of the instructional schedule may call for math instruction being moved to the start of the day instead of the traditional last period of the day.

3. In 2021-2022, in the area of Mathematics, in third grade 37.65% of students did Not Meet Standard. In fourth grade, 39.44% of students did Not Meet Standard and in fifth grade 42.45% did Not Meet Standard. It is evident that as students progress through the grades, there are still 40% of students who consistently do not meet standard. As students progress through the grades, the number of students not meeting standard stays nearly the same. Building teacher capacity in the area of Mathematics and consistent implementation of Direct Interactive Instruction and Universal Lesson Design in the area of Mathematics is essential. Along with intervention supports for students, providing parent education in math strategies should be explored.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1399.7	1401.7		1413.8	1409.9		1366.7	1382.8		44	51	
1	1398.9	1433.0		1429.1	1445.8		1368.2	1419.7		59	41	
2	1455.8	1464.1		1460.1	1479.7		1451.1	1448.0		56	50	
3	1493.0	1487.9		1494.8	1489.8		1490.7	1485.5		58	52	
4	1502.4	1521.6		1498.3	1526.6		1506.0	1516.0		57	42	
5	1518.5	1550.5		1507.0	1554.0		1529.6	1546.5		49	47	
All Grades										323	283	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	7.84		25.00	31.37		50.00	35.29		20.45	25.49		44	51	
1	3.39	4.88		16.95	26.83		25.42	48.78		54.24	19.51		59	41	
2	3.57	10.00		46.43	32.00		28.57	32.00		21.43	26.00		56	50	
3	16.07	13.46		33.93	38.46		37.50	36.54		12.50	11.54		56	52	
4	10.53	28.57		43.86	40.48		36.84	21.43		8.77	9.52		57	42	
5	19.15	34.04		42.55	44.68		25.53	14.89		12.77	6.38		47	47	
All Grades	9.40	16.25		34.80	35.69		33.54	31.45		22.26	16.61		319	283	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	11.76		34.09	33.33		34.09	33.33		27.27	21.57		44	51	
1	6.78	14.63		27.12	46.34		40.68	24.39		25.42	14.63		59	41	
2	16.07	26.00		42.86	40.00		25.00	22.00		16.07	12.00		56	50	
3	26.79	26.92		42.86	44.23		19.64	21.15		10.71	7.69		56	52	
4	31.58	40.48		38.60	35.71		21.05	19.05		8.77	4.76		57	42	
5	38.30	59.57		46.81	25.53		4.26	8.51		10.64	6.38		47	47	
All Grades	20.69	29.68		38.56	37.46		24.45	21.55		16.30	11.31		319	283	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.27	5.88		9.09	25.49		56.82	37.25		31.82	31.37		44	51	
1	3.39	4.88		16.95	21.95		10.17	24.39		69.49	48.78		59	41	
2	1.79	4.00		37.50	30.00		25.00	28.00		35.71	38.00		56	50	
3	7.14	1.92		23.21	30.77		46.43	36.54		23.21	30.77		56	52	
4	8.77	7.14		21.05	30.95		43.86	42.86		26.32	19.05		57	42	
5	17.02	19.15		27.66	27.66		38.30	44.68		17.02	8.51		47	47	
All Grades	6.58	7.07		22.88	27.92		35.74	35.69		34.80	29.33		319	283	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.82	17.65		79.55	64.71		13.64	17.65		44	51	
1	27.12	43.90		55.93	46.34		16.95	9.76		59	41	
2	25.00	16.00		62.50	74.00		12.50	10.00		56	50	
3	30.36	42.31		53.57	46.15		16.07	11.54		56	52	
4	41.07	54.76		50.00	40.48		8.93	4.76		56	42	
5	31.91	41.30		57.45	56.52		10.64	2.17		47	46	
All Grades	27.67	35.11		59.12	55.32		13.21	9.57		318	282	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	11.76		50.00	58.82		40.91	29.41		44	51	
1	1.69	7.32		69.49	65.85		28.81	26.83		59	41	
2	14.29	34.00		69.64	52.00		16.07	14.00		56	50	
3	37.50	40.38		53.57	50.00		8.93	9.62		56	52	
4	33.33	33.33		50.88	59.52		15.79	7.14		57	42	
5	53.19	71.74		36.17	19.57		10.64	8.70		47	46	
All Grades	24.45	33.33		55.80	50.71		19.75	15.96		319	282	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	9.80		72.73	66.67		27.27	23.53		44	51	
1	6.78	17.07		20.34	17.07		72.88	65.85		59	41	
2	12.50	6.00		58.93	58.00		28.57	36.00		56	50	
3	5.36	1.92		51.79	51.92		42.86	46.15		56	52	
4	7.14	4.76		55.36	73.81		37.50	21.43		56	42	
5	21.28	23.91		55.32	56.52		23.40	19.57		47	46	
All Grades	8.81	10.28		51.26	54.61		39.94	35.11		318	282	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	17.65		40.91	47.06		40.91	35.29		44	51	
1	3.39	4.88		35.59	78.05		61.02	17.07		59	41	
2	0.00	10.00		58.18	60.00		41.82	30.00		55	50	
3	10.91	5.77		74.55	82.69		14.55	11.54		55	52	
4	7.14	23.81		76.79	64.29		16.07	11.90		56	42	
5	14.89	27.66		70.21	65.96		14.89	6.38		47	47	
All Grades	8.54	14.84		59.49	66.08		31.96	19.08		316	283	

Conclusions based on this data:

1. In 2021-2022, ELPAC results indicate that 8.88% more students scored Well Developed than previous year results. In addition, ELPAC results indicate that 3.79% less students scored at the Beginning level than the previous year.. This is evidence that students are making progress toward English language proficiency as a result of systematic ELD lessons being provided daily. Continued consistent integrated and designated ELD within the instructional day is key.
2. In 2021-2022, ELPAC results indicate that students scored highest in the Listening and Speaking domains, with Listening scores at 35.11% Well Developed and Speaking at 33.33% Well Developed. Although students have more difficulty with listening, motivation, and perseverance, post-pandemic, with a focused effort to engage students with more listening strategies, and providing students opportunities to speak, the listening and speaking skills of English Learners, and all students, will improve. Consistent implementation of the 3-2-2 strategy is an effective strategy to use for this purpose.
3. In 2021-2022, ELPAC results indicate that there was a 6.3% improvement in the Writing domain where 14.84% of students scored Well Developed. This can be attributed to the emphasis on the AVID strategy of focused writing during the 2021-2022 school year. A focus on writing, including Written Language should continue to be an area of focus for English Learners and all students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
537	**93.9**	**50.3**	**0.7**
Total Number of Students enrolled in Martin Van Buren Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	270	50.3
Foster Youth	4	0.7
Homeless	4	0.7
Socioeconomically Disadvantaged	504	93.9
Students with Disabilities	44	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.7
American Indian		
Asian	3	0.6
Filipino		
Hispanic	500	93.1
Two or More Races	2	0.4
Pacific Islander		
White	10	1.9

Conclusions based on this data:

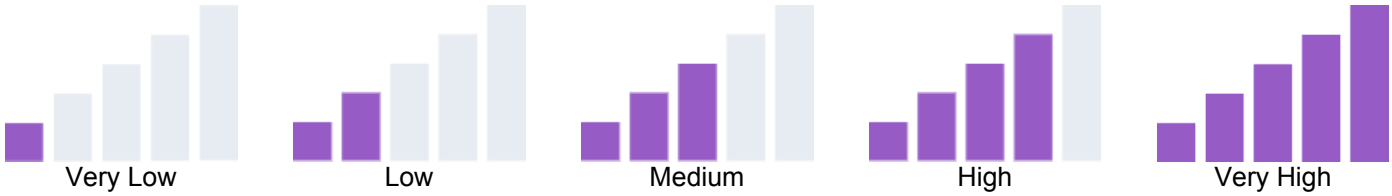
1. A significant number of students at Van Buren Elementary in 2021-2022 were Socioeconomically Disadvantaged, representing 93.9% of the student population. Continued work with the community and volunteer groups is essential to ensure that students have uniforms, books to read at home, and school supplies at home so they are prepared to learn at school.
2. A significant number of students at Van Buren Elementary continue to be English Language Learners, representing 50.3% of the student population. While progress toward English language proficiency is an emphasis in the instructional program, it is key to remember that it is also important to ensure that the parents of ELs are well informed about their child's academic progress and about how school works. Communication in parents' native language is key.
3. A significant number of students at Van Buren Elementary in 2021-2022 were Hispanic, representing 93.1% of the student population. It is important for teachers to be aware of culturally relevant teaching practices. It is also important to highlight and teach the accomplishments of significant people in society both in the past and present that are of Hispanic descent and also of other cultures.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: High		

Conclusions based on this data:

1. In the area of English Language Arts, the overall academic performance level of ALL students is Low. In the area of Mathematics, the overall academic performance level of ALL students is also Low. Consistent implementation of Direct Interactive Instruction and Universal Lesson Design is expected to improve academic achievement for ALL students, including students with disabilities. In additoin, continued professional development; the use of research-

based instructional materials and educational software, and the use of interventionists to provide extra support to students is expected to lead to a strong instructional program for ALL students.

2. In Fall 2022 the area of Suspension Rate, the overall conditions and climate performance level of ALL students was Very Low. However, student behavior has become especially challenging in the 2022-2023 school year. There is strong indication that the suspension rate will increase because of the increase in serious offenses by students that threaten the safety of students and staff on campus. Continued development and refinement of the site MTSS plan will address the need for interventions beyond suspensions.

3. In the area of Chronic Absenteeism, the overall level of ALL students is High. An emphasis on increased school-to-home communication in regards to the importance of school attendance will be addressed by the funding of more bilingual clerical assistance, a full-time Attendance Clerk funded by the district, and an increase in SART / SARB meetings initiated by the half-time Project Teacher. is expected to lower chronic absenteeism rate for ALL students.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

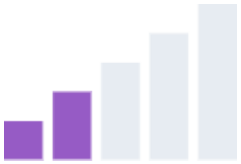
Very Low	Low	Medium	High	Very High
0	3	0	0	0

This section provides a view of 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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
12.7 points below standard	19.9 points below standard	3 Students
256 Students	164 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
0 Students	18.4 points below standard	57.5 points below standard
	241 Students	23 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 12.0 points below standard 242 Students	No Performance Level 1 Student		No Performance Level 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.7 points below standard	78.4 points above standard	1.0 points below standard
122 Students	42 Students	88 Students

Conclusions based on this data:

1. In Fall 2022, English Learners performed slightly lower than All students in the area of ELA. While ALL students were 12.7 points below standard, English Learners scored 19.9 points below standard. Students who are Socioeconomically Disadvantaged scored 18.4 points below standard. Although English Learners and Students who are Socioeconomically Disadvantaged performed lower than ALL students, each group is with 7 points of ALL students. Students with Disabilities performed extremely low at 57.5 point below standard. Continued consistent implementation of designated and integrated ELD and Direct Interactive Instruction is expected to improve student achievement for English Learners and Students who are Socioeconomically Disadvantaged. The consistent implementation of Universal Lesson Design is expected to improve the academic achievement of Students with Disabilities.
2. In Fall 2022, Hispanic students and ALL students performed at the same level with Hispanic students scoring 12.0 points below standard and ALL students scoring at 12.7 students below standard. Hispanic students will continue to receive best first instruction with language support as needed and support from small group instruction during or after school as needed.
3. In Fall 2022, Reclassified English Learners outscored all other student groups including current English Learners, Hispanic students, Students who are Scocioeconomically Disadvantaged. Reclassified English Learners scored 78.4 points above standard. Reclassified English Learners also outperformed English Only students who scored 1.0 points below standard. Continued consistent implementation of designated and integrated ELD and Direct Interactive

Instruction is expected to improve or at least maintain the high academic achievement of Reclassified English Learners.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

This section provides a view of 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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

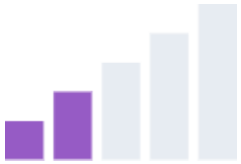
All Students

Low

44.8 points below standard

252 Students

English Learners



Low

51.9 points below standard

162 Students

Foster Youth

No Performance Level

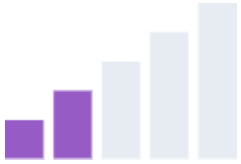
3 Students

Homeless

No Performance Level

0 Students

Socioeconomically Disadvantaged



Low

47.9 points below standard

237 Students

Students with Disabilities

No Performance Level

70.5 points below standard

23 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 42.4 points below standard 239 Students	No Performance Level 1 Student		No Performance Level 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.5 points below standard 120 Students	1.5 points below standard 42 Students	34.6 points below standard 86 Students

Conclusions based on this data:

1. In Fall 2022, English Learners performed slightly lower than All students in the area of Mathematics. While ALL students were 44.8 points below standard, English Learners scored 51.9 points below standard. Students who are Socioeconomically Disadvantaged scored 47.9 points below standard. Although English Learners and Students who are Socioeconomically Disadvantaged performed lower than ALL students, each group is within 7 points of ALL students. Students with Disabilities performed extremely low at 70.5 points below standard. Professional development for teachers in the area of Mathematics along

with the continued implementation of Direct Interactive Instruction and Universal Lesson Design is expected to improve the academic achievement for ALL students, including Students with Disabilities. In addition, professional development in the area of Mathematics, especially CGI strategies and how to improve students' numeracy skills, will be provided.

2. In Fall 2022, Hispanic students and ALL students performed close to the same level with Hispanic students scoring 42.4 points below standard and ALL students scoring at 44.8 students below standard. Hispanic students will continue to receive best first instruction with language supports as needed and support from small group instruction during or after school as needed.

3. In Fall 2022, Reclassified English Learners outscored all other student groups including current English Learners, Hispanic students, Students who are Socioeconomically Disadvantaged. Reclassified English Learners scored 1.5 points below standard. Reclassified English Learners also outperformed English Only students who scored 34.6 points below standard. Continued consistent implementation of designated and integrated ELD and Direct Interactive Instruction is expected to improve the academic achievement of Reclassified English Learners.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

59.6 making progress towards English language proficiency

Number of EL Students: 228 Students

Performance Level: 4

This section provides a view of 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.1%	30.3%	2.2%	57.5%

Conclusions based on this data:

1. In Fall 2022,there was a high number of EL students making progress towards English language proficiency (59.6%) with students scoring at Performance Level 4. Consistent implementation of designated and integrated ELD will continue school wide.

2. In Fall 2022, 57.5% of English Learners progressed at least one ELPI Level. Continued implementation of designated and integrated ELD will continue school wide. In addition, ELPAC review sessions and "data chats" with students will continue to be conducted by the Instructional Coach and half-time Project Teacher throughout the school year with English Learners and their parents.

3. In Fall 2022, 30.3% of English Learners maintained their ELPI level, with 2.2% maintaining at ELPI level 4, while 10.1% of students decreased one ELPI level. Improved school-to-parent communication regarding the importance of English language acquisition and the ELPAC will be presented to parents by the extra bilingual hourly clerical help, the .5 FTE Project Teacher and the Principal

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

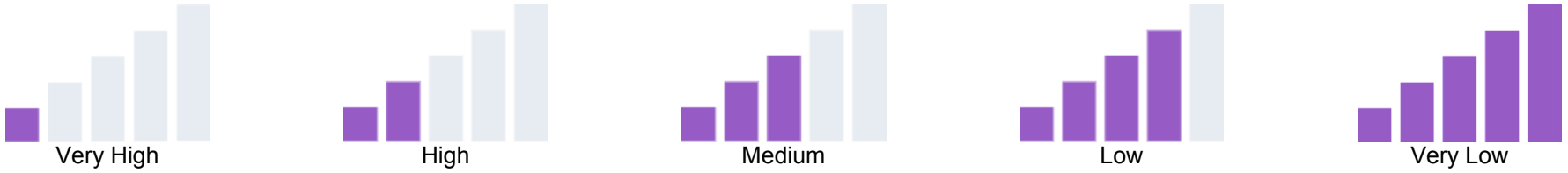
1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



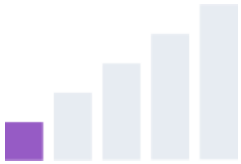
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

This section provides 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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

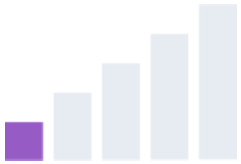


Very High

39.4% Chronically Absent

561 Students

English Learners



Very High

35.5% Chronically Absent

304 Students

Foster Youth

No Performance Level

Less than 11 Students

7 Students

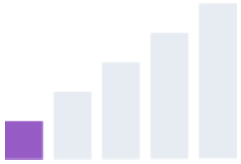
Homeless

No Performance Level

Less than 11 Students

7 Students

Socioeconomically Disadvantaged

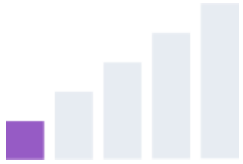


Very High

41% Chronically Absent

525 Students

Students with Disabilities



Very High

43.1% Chronically Absent

51 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 5 Students		No Performance Level Less than 11 Students 3 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High 39.4% Chronically Absent 523 Students	No Performance Level 40% Chronically Absent 20 Students		No Performance Level Less than 11 Students 10 Students

Conclusions based on this data:

1. In Fall 2022, there was a very high level of chronic absenteeism (39.4%) for ALL students. Students with Disabilities reported 43.1% chronic absenteeism; Students who are Socioeconomically Disadvantaged reported 41% chronic absenteeism; English Learners reported 39.5% chronic absenteeism. A bilingual hourly clerk will work with the .5 FTE Project Teacher and the full-time Attendance Clerk provided by the district, to increase school-to-home communication about the importance of school attendance, and conduct SART meetings. In addition, students and classrooms will be recognized with no-cost /low-cost rewards e.g. books, bookmarks, extra recess minutes, etc. for high levels of monthly student attendance.
2. In Fall 2022, Hispanic students reported a 39.4% chronic absenteeism rate. A bilingual hourly clerk will increase school-to-home communication regarding the importance of consistent school attendance.
3. Conversations with parents about the importance of consistent school attendance will be included in IEP meetings for students with disabilities.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

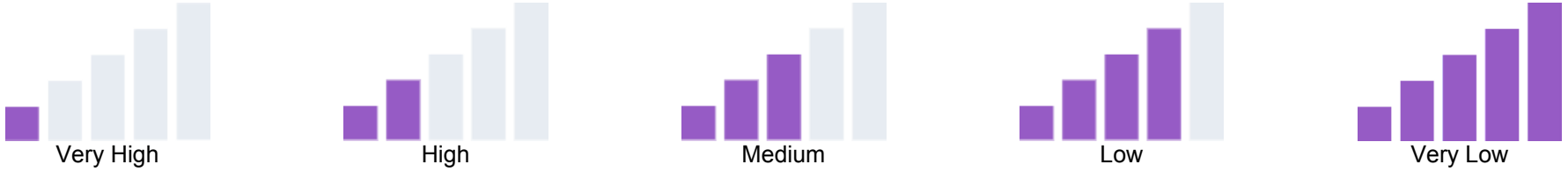
1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0.3% suspended at least one day

575 Students

English Learners

Very Low

0.3% suspended at least one day

308 Students

Foster Youth

No Performance Level

Less than 11 Students

10 Students

Homeless

No Performance Level

Less than 11 Students

8 Students

Socioeconomically Disadvantaged

Very Low

0.4% suspended at least one day

536 Students

Students with Disabilities

Very Low

0% suspended at least one day

52 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 5 Students		No Performance Level Less than 11 Students 4 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low 0.4% suspended at least one day 532 Students	No Performance Level 0% suspended at least one day 21 Students		No Performance Level 0% suspended at least one day 13 Students

Conclusions based on this data:

1. The Fall 2022, there was a Very Low rate of suspension among ALL students and English Learners (0.3%) while Socioeconomically Disadvantaged students and Hispanic students also reported a 0.4% suspension rate which is also Very Low. A MTSS has been used as an alternative to suspension.
2. Student behaviors have become more challenging with current indicators pointing to a higher rate of suspension on the Fall 2023 Dashboard. As part of the MTSS behavior matrix, more behavior plans will need to be developed.
3. An Assistant Principal funded by the district will be provided beginning in August 2023.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
i-Ready Diagnostic - Reading ALL students ALL students will reach 70% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading 57% of ALL students reached median progress to Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostic. 31% of ALL students met their Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostics.
i-Ready Diagnostic - Math ALL students ALL students will reach 60% median progress to Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Math 53% of ALL students reached median progress to Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic. 21% of ALL students met their Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostics.
i-Ready Diagnostic - Reading EL students will reached 71% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading 63% of EL studentsr reached median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic 33% of EL students met their Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostics.

Expected Outcomes	Actual Outcomes
i-Ready Diagnostic -Math EL students reached 55% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math 53% of EL students reached median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic. 24% of EL students met their Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.
i-Readying Diagnostic - Reading Students who are Socioeconomically Disadvantaged will reach 70% median progress to Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostic.	i-Readying Diagnostic - Reading 57% of students who are Socioeconomically Disadvantaged reached median progress to Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostic. 30% of students who are Socioeconomically Disadvantaged met their Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostic.
i-Ready Diagnostic -Math Students who are Socioeconomically Disadvantaged will reach 60% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math 53% of students who are Socioeconomically Disadvantaged reached median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic. 21% of students who are Socioeconomically Disadvantaged met their Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic.
i-Ready Diagnostic - Reading Students with disabilities will reach 70% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading 54% of students with disabilities reached median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic. 27% of students with disabilities met their Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic.
i-Ready Diagnostic -Math Students who are Socioeconomically Disadvantaged will reach 60% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math 65% of students with disabilities reached median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic. 8% of students with disabilites met their Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic.

Expected Outcomes	Actual Outcomes
i-Ready Diagnostic - Reading Hispanic students will reach 70% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading 58% of Hispanic students reached median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic. 32% of Hispanic students met their Annual Typical Growth in Reading as measured by i-Ready Winter Diagnstic.
i-Ready Diagnostic -Math Hispanic students will reach 60% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math 53% of Hispanic students reached median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic. 21% of Hispanic students met their Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.
ALL students will be 27.3 points from standard in the area of ELA as measured by CAASPP.	ALL students were 12.7 points below standard in the area of ELA as measured by 2022 CAASPP
All students will be 9.2 points from standard in the area of Math as measured by CAASPP	ALL students were 44.8 points below standard in the area of Math as measured by 2022 CAASPP.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Students will receive instruction using standards-based State/District adopted core programs	All students at Van Buren Elementary receive instruction using standards-based State/District adopted core programs.	District	District
1.2 All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All English learners at Van Buren Elementary recive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District	District
1.3 All English learners receive daily integrated ELD provided across all content areas.	All English learners at Van Buren Elementary receive daily integrated ELD provided across all content areas.	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities.	The instructional staff at Van Buren Elementary received additional support from Educational Services division to enhance English learners success through systematic professional development opportunities during and after the school day.	Centralized Services Title I	Centralized Services Title I
1.5 Through the District MTSS process, the Guiding Coalition will use data to assess and monitor students progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of iReady diagnostics and SEL.	Through the District MTSS process, the Van Buren Elementary Guiding Coalition/MTSS team used data to assess and monitor students progress, determined and addressed district and school wide instructional goals, and created an appropriate action plan to increase student achievement, including the implementation and analysis of iReady diagnostics and SEL.	Centralized Services Title I	Centralized Services Title I
1.6 Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Before/During/After school reading, math, and ELD interventions werer provided to Van Buren Elementary students not meeting standards.	District	District
1.7 Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Van Buren Elementary staff received professional development on evidence-based strategies to support all learners, especially in the area of early literacy, math, and MTSS.	Centralized Services Title I	Centralized Services Title I
1.8 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	A full-time instructional coach was provided to support Van Buren teachers in best first instruction, intervention, and enrichment.	Centralized Services Title I	Centralized Services Title I
1.9 Provide extra duty support for MTSS Site Lead to facilitate,	Extra-duty support was provided to the on campus MTSS Site Lead to	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
communicate and implement the MTSS initiatives.	facilitate, communicate, and implement the MTSS initiatives.		
1.10 Provide support for early literacy and foundational skills to support students below grade level.	Support was provide to the teaching staff in the areas of early literacy and foundational skills to support students below grade level.	Centralized Services Title I	Centralized Services Title I
1.11 Provide release time (subs) for staff to conduct individualized and small group early literacy assessments during the school year.	Release time (subs) were provided to Kindergarten teachers at the beginning and mid- school year so that they may conduct early literacy assessments to students.	Title I 2002.00	Title I 1868.00
1.12 Provide release time (subs) to allow teachers to conduct data analysis, develop SMART goals, and collaboratively plan lessons.	Due to a shortage of guest teachers (subs), staff was provided limited time to conduct data analysis, develop SMART goals, and collaboratively plan lessons during the school day. Adjustments were made to the existing prep schedule to allow staff an extra 90 minutes once a month beginning in January to make up for the loss of full release days at no cost to the school site.	Title I 10,061.00	Title I 4895.00
1.13 Provide extra duty to certificated and classified staff to conduct parent education classes for parents during the school year.	Parent education was provided to parents in the area of parenting (Loving Solutions) and improving communication with children (LECI). Both of these parent education classes were provided in English and Spanish. Cost of these parent education classes were shared with district Student Support Services and State and Federal Projects Office reducing the cost to the school site.	Title I 3,536.00	Title I 518.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.14 Provide chid care for parents who attend parent meetings, parent education classes, and/or parent conferences during the school year.	The financial responsibility of providing child care for both the parenting education classes was solely taken on by the school site. Each class was presented over a six weeks each with child care provided at each class session.	Title I 100.00	Title I 560.00
1.15 Provide release time (subs) to allow teachers to attend Professional Development on- site and off -site with a focus on effective research based instructional strategies and strategies to improve student well-being and behavior.	Release time (subs) were provided for teachers who attended professional development in the area of early literacy and dyslexia.	Supplemental/Concentration 1007.00	Supplemental/Concentration 925.00
1.16 Provide funding for researcch based educational software for staff and students to supplement the core instructional program.	Funding was provided for research based educational software for staff and students to supplement the core instructional program. These included but was not limited to Brain Pop, SeeSaw, NewsELA, Science Genius, etc.	Supplemental/Concentration 20,000.00	Supplemental/Concentration 16,000.00
1.17 Provide extra duty hours to Guiding Coalition Leadership (TRAC) team members to collaborate with the principal beyond contract hours.	Full day release time (subs) were provided by the district for the Guiding Coalition Leadership (TRAC) team memebers to collaborate with the principal which reduced the cost to the school site.	Supplemental/Concentration 1,263.00	Supplemental/Concentration 478.00
1.18 Provide interpreters for parent meetings, parent conferences, parent education classes.	Interpreters were provided to parents for parent educationa classes and parent conferences throughout the school year.	Supplemental/Concentration 200.00	Supplemental/Concentration 172.00
1.19 Provide release time (subs) / extra duty hours for teachers to attend SST, IEP and 504 meetings during / beyond the school day.	Extra duty hours were provided to teachers to attend SST, IEP, and 504 meetings beyond contract hours. In addition, release time was provided by the prep teachers	Supplemental/Concentration 2,409.00	Supplemental/Concentration 800.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	during the school day which reduced the cost to the school site.		
1.20 Fund travel and conference expenses for all staff to attend professional development virtually, on-site, and off-site throughout the year.	Additional travel and conference expenses were provided through the transfer of funds from goal 1, action 21 and goal 3, action 9 in order to allow nine staff members to attend the AVID conference in June 2023 in San Francisco. This is in addition to seven staff members attending professional development on dyslexia in Ontario.	Supplemental/Concentration 17,000.00	Supplemental/Concentration 17,000.00
1.21 Provide funding for consultant services to provide professional development and training to staff in the areas of school cutlure, climate, student achievement, instructional strategies, and or student behavior and well-being.	Professional development was provided by the district in the area of CGI Math, early literacy and ELD. There was no cost to school sites. Some of these funds were diverted to goal 1, action 20 for professional development opportunites for staff (AVID) after the school year.	Supplemental/Concentration 3,000.00	Supplemental/Concentration 3,000.00
1.22 Provide funding for the duplication of research -based materials that supplement and enhance core content.	Duplication of research-based materials that supplement and enhance core content was funded throughout the year. It is expected that final costs will total more than what was budgeted at the start of the school year.	Supplemental/Concentration 9,000.00	Supplemental/Concentration 9,000.00
1.23 Fund materials and supplies to enhance standards-based instructional program.	Materials and supplies to enhance the standards-based instructional program were purchased throughout the school year.	Supplemental/Concentration 27,353.00	Supplemental/Concentration 24071.00
1.24 Provide funding to add and replace technological equipment and supplies to enhance the	The replacement of technical equipment was provided by the district to enhance the learning opportunities for all students. This	Supplemental/Concentration 10,000.00	Supplemental/Concentration 10,000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
learning opportunities for all students.	equipment included chromebooks and LFDs.		
1.29 Provide funding for Intervention Specialists who will provide additional support to students who are at-risk or who are not meeting grade level standard or meeting language proficiency goals before/during/after the school day.	Although funds were budgeted for two interventionists, for most of the school year, there was only one. Some of these funds were then diverted to goal 1, action 35 to fund materials and supplies needed for parent education workshops held on campus.	Title I 66,706.00	Title I 36,000.00
1.30 Provide funding for Certificated Specialists who will provide inquiry based lessons and enrichment opportunities to students during the school day to provide preparation periods to teachers.	A certificated specialist was funded to provide inquiry based lessons and enrichment opportunities to students during the school day in order to provide preparation periods to teachers four days a week throughout the school year.	Supplemental/Concentration 34,000.00	Supplemental/Concentration 34,000.00
1.32 Fund a .5 FTE Project Teacher/Instructional Coach (50% Title I = $32,275.00; 50%Supp/Con = $32,275.00)	A .5 FTE Project Teacher/Instructional Coach (50% Title I and 50% Supp/Con) was funded to coordinate enrichment activities and programs for students throughout the school year. Some of these programs include but are not limited to Read With Me volunteers, Read With Me Book Giveaways, fieldtrips, assemblies, SART meetings, monitoring of students with chronic absenteeism, etc.	Supplemental/Concentration 32,275.00	Supplemental/Concentration 32,275.00
1.33 Fund a .5 FTE Project Teacher/Instructional Coach (50% Title I = $32,275.00; 50%Supp/Con = $32,275.00)	A .5 FTE Project Teacher/Instructional Coach (50% Title I and 50% Supp/Con) was funded to coordinate enrichment activities and programs for students throughout the school year. Some of these programs	Title I 32,275.00	Title I 32,275.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	include but are not limited to Read With Me volunteers, Read With Me Book Giveaways, fieldtrips, assemblies, SART meetings, monitoring of students with chronic absenteeism, etc.		
1.34 Provide funding to increase school-to-home communication including banners, paper and printing for flyers for Title I events, postage, etc.	School-to-home communication was provided to parents throughout the school year. Funds were provided for postage ($500) and for flyers and banners for events on campus. In addition to print media, school-to-home communication was provided via email, robocalls, Class Dojo, School Messenger, and school/district Peach Jar internet postings.	Title I 1,200.00	Title I 1,200.00
1.35 Provide funding for materials, supplies and books needed to support the instructional program and parent education classes.	Additional funds from goal 1, action 29 were provided for the purchase of materials, supplies, and books needed to support the instructional program and parent education workshops.	Title I 6000.00	Title I 7,342.00
1.36 Fund additional classified clerical services to support families of socioeconomically disadvantaged students, and students who are English Learners.	Additional funds from goal 1, action 29 were provided for additonal classified clerical services to support families of socioeconomicallly disadvantaged students, and students who are English Learners at limited terms throughout the entire school year.	Title I 8,941.00	Title I 18,461.00
1.37 Provide funding for incentives, rewards, and certificates for academic achievement and language proficiencey.	Incentives, rewards, and certificates for academic achievement and improved language proficiency were purchased for students.	Title I 2000.00	Title I 2,000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.38 Provide funding to add and replace books, materials, and supplies for the school and classroom libraries, including books needed to implement Accelerated Reader, Battle of the Books, and Latino Family Literacy and diversity programs.	Funding was provided to add and replace books, materials, and supplies for the school and classroom libraries, including books needed to implement Accelerated Reader, Battle of the Books, and Latino Family Literacy programs. This was in addition to $10,000 provided by the district to purchase books to build and enhance their inventory of books on the subject of diversity and equity.	Supplemental/Concentration 3,000.00	Supplemental/Concentration 1,500.00
1.41 Fund a consultant to provide Parent Education courses virtually or in-person.	In partnership with the district State and Federal Programs Office, parent education classes were provided to parents in-person. The cost was shared withthe State and Federal Programs Office.	Title I 2,000.00	Title I 1,000.00

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

There was a high level of implementation for most of the actions articulated in section of the plan. Each of these actions contributed to increased student achievement by providing extra support by an interventionist for students who are not meeting grade level standard, increasing school-to-home communication, and providing professional development to teachers.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

For the exception of 1.29, there was a high level of success for each action. Because chronic absenteeism is a major problem at Van Buren, the hiring of a Project Teacher for the consistent monitoring of students who are absent frequently, was advantagous. This position allowed for more data analysis on students in danger of becoming chronically absent, more student and parent contact; and more SART meetings held with parents and the local Assistant District Attorney. In addition, school-to -home communication continues to be a priority. Panorama survey results indicate that parents feel that Van Buren school communicates with them often via a variety of mediums (e.g. phone, paper flyers, digital flyers, email, Class Dojo, etc.). In addition, professional development in the areas of dyslexia, CGI Math instruction, and AVID strategies and structures enhanced the insructional practices on campus.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The largest difference between Budgeted Expenditures and Estimated Actual Expenditures can be found in 1.29. Although there was funding for two interventionists, for most of the school year only one interventionist was provided. A shortage of subs and the districts Resident Sub program meant there were few applicants for the interventionist position. In addition, there was a difference in the pay rate between daily subs and interventionist positons, with daily sub teachers getting paid more. Together, these three reasons made it hard to find and keep a second interventionist for the entire school year.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Due to the high level of implementation and success with these actions, little to no changes are expected to be made.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
100% of ALL students participate in college and career theme-based activities.	100% of ALL students participated in college and career theme-based activities provided.
100% of English Learner students participating in college and career theme-based activities.	100% of English Learner students participated in college and career theme-based activities provided.
100% of Socioeconomically Disadvantaged Students participating in college and career theme-based activities.	100% of Socioeconomically Disadvantaged students participated in college and career theme-based activities provided.
100% of Students with Disabilities participating in college and career theme-based activities.	100% of Students with Disabilities participated in college and career theme-based activities provided.
100% of Hispanic students participating in college and career theme-based activities.	100% of Hispanic student participated in college and career theme-based activities provided.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Create a college and career going culture through school activities, events or experiences.	A college and career going culture was created through school activities, events or experiences throughout the school year.	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Provide enrichment opportunities for all students.	Enrichment opportunities were provided for all students throughout the school year.	District	District
2.3 Implement AVID structures/strategies to support student learning.	AVID structures/strategies were implemented throughout the school year to support student learning.	District	District
2.4 Fund materials and supplies to support the creation and acknowledgement of a college and career/ AVID culture through school activities, events or rewards.	Funds were provided for materials and supplies to support the creation and acknowlegement of a college and career/AVID culture through school activities, events or rewards.	Supplemental/Concentration 500.00	Supplemental/Concentration 500.00
2.5 Provide extra duty hours to teachers to provide enrichment opportunities for all students beyond contract hours.	Although extra duty hours were provided for teachers to provide enrichment opportunities for all students beyond contract hours, none were credited to this goal/action. Instead, extra duty hours for teachers to provide enrichment opportunities for all students was creditied to non-categorical funds (ELOP).	Supplemental/Concentration 2,000.00	Supplemental/Concentration 0
2.6 Provide transportation for students to tour community sites and events, including college campuses in order to provide enrichment opportunities and promote awareness of college and career opportunities.	Transportation was provided for students to tour community sites and events, including college campuses in order to provide enrichment opportunities and promote awareness of college and career opportunities. This includes all fifth grade students traveling to Mt. San Jacinto Community College in San Jacinto.	Supplemental/Concentration 750.00	Supplemental/Concentration 750.00
2.7 Provide funding for bilingual, hourly clerical services to assist with the data collection and parent meetings for SART to improve	Funds were provided for hourly clerical services to assist with the data collection and parent meetings for SART to improve	Supplemental/Concentration 4000.00	Supplemental/Concentration 4000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
student attendance throughout the school year.	student attendance throughout the school year.		
2.8 Provide extra duty hours to certificated staff (.5 FTE Project Teacher) to meet with parents for SART meetings beyond contract hours .	Funds were provided for extra duty hours for the .5FTE Project Teacher to meet with parents during SART meetings beyond contract hours.	Supplemental/Concentration 320.00	Supplemental/Concentration 320.00

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

There was a high level of implementation for all of these actions which led to a an increase in school-to-home communicaiton and high level of implementation of AVID structure/strategies and the creation of a college/career going culture throughout the school campus during the school year.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

School-to -home communication continues to be a priority. Panorama survey results indicate that parents feel that Van Buren school communicates with them often via a variety of mediums (e.g. phone, paper flyers, digital flyers, email, Class Dojo, etc.). Additional clerical help on a limited-term ensured that there was always someone available to serve parents in-person, on the phone, or via email. The increase in school-to-home communication helps to increase student academic achievement, builds parent capacity, and contributes to a positive school culture and climate.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Funding for goal 2.5 was funded with non-categorical funds (ELOP). This shift allowed for more extra duty hours for teachers to provide enrichment opportunities to all students beyond contract hours throughout the entire school year.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the high level of implementation and the high rate of effectiveness of these actions, little to no changes will be made.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Suspension indicator: ALL Students (ALL): 0.4% English Learners (EL): 0.4% Student with Disabilities (SWD): 0.4% Hispanic (His): 0.4% Socioeconomically Disadvantaged (SED): 0.4%	Suspension Indicator ALL Student (ALL) 0.3% English Learners 0.3% Students with Disabilities (SWD) 0% Hispanic Students 0.4% Socioeconomically Disadvantaged (SED) 0.4%
Absenteeism indicator: ALL Students (ALL): 39% English Learners (EL): 38.8% Students with Disabilities (SWD): 38% Hispanic (His): 39.5% Socioeconomically Disadvantaged (SED): 38%	Absenteeism indicator: ALL Students (ALL): 39.4% English Learners (EL): 35.5% Students with Disabilities (SWD): 43.1% Hispanic (His): 39.4% Socioeconomically Disadvantaged (SED): 41%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide activities and protocols for improving attendance	Activities and protocols for improving attendance were provided during the school year.	District	District
3.2 Provide multitiered tools, strategies and supports to address school climate and culture.	Multitiered tools, strategies and supports to address school climate and culture were provided during the school year.	District	District
3.3 Incorporate strategies to ensure a safe and positive environment.	Strategies were incorporated to ensure a safe and positive environment including the regular practice of safety drills and the hiring of a full-time security agent on campus.	District	District
3.4 Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	Counseling support for site multitiered intervention efforts, which included participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	District	District
3.5 Fund the purchase of equipment, materials, and supplies to establish and maintain indoor and outdoor safety, including social distancing, for staff and students.	Funds were provided to purchase equipment, materials, and supplies to establish and maintain indoor and outdoor safety, including social distancing, for staff and students.	Supplemental/Concentration 1,200.00	Supplemental/Concentration 1200.00
3.6 Provide extra duty hours to members of the MTSS team members	Extra duty hours were provided for members of the MTSS team members to meet beyond contract hours.	Supplemental/Concentration 632.00	Supplemental/Concentration 632.00
3.7 Fund recognition of student achievement in the areas of academics, attendance, behavior, and language proficiency.	Funds were provided for the purchase of supplies and materials to recognize student achievement,	Supplemental/Concentration 750.00	Supplemental/Concentration 750.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	attendance, behavior, and language proficiency.		
3.8 Fund an additional School Site Monitor and/or hourly School Site Monitor sub and/or extra hours to School Site Monitors to supplement site allocation in order to provide the needed supervision of students before, during and after school.	Funds were provided for an additional School Site Monitor and extra duty hours to School Site Monitors to supplement the site allocation in order to provide the needed supervision of students before, during and after school.	Supplemental/Concentration 27,346.00	Supplemental/Concentration 24,124.00
3.9 Provide funding for consultants to provide professional development to School Site Monitors in the area of student safety, playground management, first aid, peer mediation.	A consultant to provide professinal development for School Site Monitors in the area of student safety, playground management, first aid, and peer mediation was not provided. Instead, district Security provided professional development on safety for all site School Site Monitors at no cost to school sites.	Supplemental/Concentration 10,000.00	Supplemental/Concentration 0

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

There was a high level of implementation for all of the actions for the exception of Action 3.9. Each of the actions led to increasing and maintaining student safety. Maintaining a safe school environment contributes to a positive school culture and climate for students, staff and parents.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Each of these actions were highly effective in ensuring students were safe while on campus. The additional School Site Monitor provided much needed supervision outdoors. The purchase of equipment and supplies helped to ensure that students engaged in fun, safe, and skillful games and exercise during outdoor play times. The MTSS team helped to ensure that the behavior matrix was revised and better able to address the behavioral and safety concerns of students and staff. Lastly, student recognition of academic achievement and consistent attendance set the stage for future improvement in both of these areas.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

A consultant intended to provide professional development to School Site Monitors (SSM) was not hired. The district Security office provided some professional development to SSMs on safety at no cost to the school site. Originally, a consultant was to be hired to provide the additional professional development, but a contract could not be agreed upon. There is a plan to hire a consultant for the 2023-2024 school year.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the evaluation, there is no plan to to change the actions or goal. A consultant to provide professional development to School Stie Monitors has been identified and will be hired for the 2023-2024 school year.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

For All students, growth toward meeting standards on CAASPP will be facilitated by strategically focusing on the following areas: 1) Intervention for at-risk students and students not meeting grade level standard, 2) Professional Learning Communities (PLCs), 3) Research based instructional strategies and materials, including the integration of technology, and 4) Professional Development.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	i-Ready Diagnostic - Reading ALL students 21% Mid - Above Grade Level 39% One Grade Level Below 40% Two Grade Levels Below	i-Ready Diagnostic - Reading ALL students ALL students reached 68% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading ALL students ALL students will reach 70% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading ALL students 73% of ALL students will reach median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator Math: Distance from Standard	i-Ready Diagnostic - Math ALL students 15% Mid - Above Grade Level 45% One Grade Level Below 40% Two Grade Levels Below	i-Ready Diagnostic - Math ALL students ALL students reached 57% median progress to Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Math ALL students ALL students will reach 60% median progress to Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Math ALL students 65% of ALL students will reach median progress to Annual Typical Growth goal in Math as measured by i-Ready Winter Diagnostic.
Academic Indicator ELA: Annual Typical Growth i-Ready Diagnostics	i-Ready Diagnostic - Reading 30% of EL students met their Annual Typical Growth goal.	i-Ready Diagnostic - Reading EL students reached 69% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading EL students will reached 71% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading 65% of EL students will reach median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.
Academic Indicator Math: Annual Typical Growth i-Ready Diagnostics	i-Ready Diagnostic -Math 18% of EL students met their Annual Typical Growth goal. I.	i-Ready Diagnostic -Math EL students reached 53% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math EL students reached 55% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math 65% EL students will reach median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.
Academic Indicator ELA: Annual Growth i-Ready Diagnostics	i-Readying Diagnostic - Reading 35% of students who are Socioeconomically Disadvantaged met their Annual Typical Growth goal in Reading.	i-Readying Diagnostic - Reading Students who are Socioeconomically Disadvantaged reached 68% median progress to Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostic.	i-Readying Diagnostic - Reading Students who are Socioeconomically Disadvantaged will reach 70% median progress to Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostic.	i-Readying Diagnostic - Reading 65% of Students who are Socioeconomically Disadvantaged will reach median progress to Annual Typical Growth goal in Reading as measured by i-Ready Winter Diagnostic.
Academic Indicator Math: Annual Growth	i-Ready Diagnostic -Math	i-Ready Diagnostic -Math	i-Ready Diagnostic -Math	i-Ready Diagnostic -Math

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
i-Ready Diagnostics	18% of students who are Socioeconomically Disadvantaged met their Annual Typical Growth goal.	Students who are Socioeconomically Disadvantaged reached 57% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	Students who are Socioeconomically Disadvantaged will reach 60% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	65% of Students who are Socioeconomically Disadvantaged will reach median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.
Academic Indicator ELA: Annual Growth i-Ready Diagnostics	i-Ready Diagnostic - Reading 36% of students with disabilities met their Annual Typical Growth goal.	i-Ready Diagnostic - Reading Students with disabilities reached 68% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic. .	i-Ready Diagnostic - Reading Students with disabilities will reach 70% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading 65% of Students with disabilities will reach median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.
Academic Indicator Math: Annual Growth i-Ready Diagnostics	i-Ready Diagnostic -Math 18% of students who are Socioeconomically Disadvantaged met their Annual Typical Growth goal.	i-Ready Diagnostic -Math Students who are Socioeconomically Disadvantaged reached 57% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math Students who are Socioeconomically Disadvantaged will reach 60% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic -Math 65% of Students who are Socioeconomically Disadvantaged will reach median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.
Academic Indicator ELA: Annual Growth i-Ready Diagnostics	i-Ready Diagnostic - Reading 37% of Hispanic students met their Annual Typical Growth goal. .	i-Ready Diagnostic - Reading Hispanic students reached 67% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading Hispanic students will reach 70% median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	i-Ready Diagnostic - Reading 65% of Hispanic students will reach median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.
Academic Indicator Math:	i-Ready Diagnostic -Math	i-Ready Diagnostic -Math	i-Ready Diagnostic -Math	i-Ready Diagnostic -Math

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Annual Growth i-Ready Diagnostics	18% of Hispanic students met their Annual Typical Growth goal.	Hispanic students reached 56% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	Hispanic students will reach 60% median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.	65% of Hispanic students will reach median progress to Annual Typical Growth in Math as measured by i-Ready Winter Diagnostic.
Academic Indicator ELA: Distance from Standard CAASPP	ALL students are 23.3 points from standard in the area of ELA as measured by CAASPP	ALL students will be 26.3 points from standard in the area of ELA as measured by CAASPP.	ALL students will be 27.3 points from standard in the area of ELA as measured by CAASPP.	ALL students will be 8 points from standard in the area of ELA as measured by CAASPP.
Academic Indicator Math: Distance from Standard CAASPP	All students are 5.2 points from standard in the area of Math as measured by CAASPP.	All students will be 8.2 points from standard in the area of Math as measured by CAASPP.	All students will be 9.2 points from standard in the area of Math as measured by CAASPP	All students will be 39.2 points from standard in the area of Math as measured by CAASPP

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs	District District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District Centralized Services

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Centralized Services

Action 11

1.11 Provide release time (subs) for staff to conduct 1:1 and small group early literacy assessments for all students, especially English Learners and students who are socioeconomically disadvantaged, during the school year	Title I 8102.00

Action 12

1.12 Fund a .5 FTE Project Teacher/Instructional Coach (Title I = $29,000; Supp/Con = $34,299) to support teachers, students and parents in order to improve student achievement, language proficiency and attendance rates for all students.	Title I 29,000.00

Action 13

1.13 Fund additional classified clerical services to support families of socioeconomically disadvantaged students and students who are English Learners throughout the school year with online registration, reclassification procedures, attendance regulations, etc.	Title I 11,054.00

Action 14

1.14 Provide chid care for parents who attend parent meetings, parent education classes, and/or parent conferences during the school year.	Title I 300.00

Action 15

1.15 Provide funding for Intervention Specialists who will provide additional support to students who are at-risk or who are not meeting grade level standard or not meeting language proficiency goals before/during/after the school day.	Title I 73,725.00

Action 16

1.16 Provide materials and supplies for parents to use at home as they support their child's instructional program with targeted fundamental skill instruction at home (Parent University). These materials and supplies may include but are not limited to: timers, dice, flashcards, notebooks, pencils, etc.	Title I 2,000.00

Action 17

1.17 Fund Consultants to provide parent education workshops in order to build parents' understanding of their child's instructional program, parenting skills, attendance regulations, etc.	Title I

	1000.00

Action 18

1.18 Provide interpreters for parents whose native language is other than English for parent meetings, parent conferences, parent education classes.	Title I 300.00

Action 19

1.19 Fund travel and conference expenses for parents to attend parent education workshops off site (e.g. CABE).	Title I 500.00

Action 20

1.20 Fund materials, supplies, and equipment to strengthen school-to-home communication (e.g banners, flyers, signs, flags, etc.)	Title I 3,000.00

Action 21

1.21 Fund rewards, incentives, and certificates for students for academic achievement, language proficiency, attendance, etc. for all students especially English Learners, students who are socioeconomically disadvantaged, and students with disabilities.	Title I 1,200.00

Action 22

1.22 Fund postage in order to improve school-to-home communication with parents.	Title I 500.00

Action 23

1.23 Fund light snacks for parents who attend parent education workshops.	Title I 692.00

Action 24

1.24 Provide funding for Certificated Specialists who will provide inquiry based lessons and enrichment opportunities to all students during the school day to provide preparation periods to teachers.	Supplemental/Concentration 42,760.00

Action 25

1.25 Fund a .5 FTE Project Teacher/Instructional Coach (Title I = $29,000.00; Supp/Con = $34,299) to provide support for teachers and students.	Supplemental/Concentration 34,299.00

Action 26

1.26 Provide funding to add and replace technological equipment to enhance the learning opportunities for all students.	Supplemental/Concentration 10,000.00

Action 27

1.27 Provide funding to add and replace technological supplies to enhance the learning opportunities for all students.	Supplemental/Concentration 10,000.00

Action 28

1.28 Provide funding for instructional materials and supplies needed to support the standards-based instructional program for all students.	Supplemental/Concentration 19,000.00

Action 29

1.29 Provide funding for research based educational software for staff and students to supplement the core instructional program.	Supplemental/Concentration 15,000.00

Action 30

1.30 Provide funding for the printing of instructional materials to support the standards-based instructional program for all students	Supplemental/Concentration 13,000.00

Action 31

1.31 Provide funding for consultants to provide professional development to teachers in order to build teacher capacity and to improve the academic achievement of all students, including students with disabilities and English Learners, in the areas of math, ELA, and inclusion.	Supplemental/Concentration 10,000.00

Action 32

1.32 Provide funding for all travel and conference expenses for teachers to attend professional development off-site throughout the school year and during the summer.	Supplemental/Concentration 7858.00

Action 33

1.33 Provide funding for materials and supplies and equipment for use by administration and parents.	Supplemental/Concentration 1000.00

Action 34

1.34 Provide funding to add and replace books, materials, and supplies for the school and classroom libraries, including books needed to implement Accelerated Reader, Battle of the Books, and Latino Family Literacy and diversity programs.	Supplemental/Concentration 500.00

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

In order to ensure All students are well-rounded and prepared to make a successful transition to further education and job opportunities, a strategic focus is placed on events promoting college and career readiness.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Percentage of ALL students participating in college and career theme-based activities.	85% of ALL students participated in college and career theme-based activities.	97% of ALL students participate in college and career theme-based activities.	99% of ALL students participate in college and career theme-based activities.	100% of ALL students participate in college and career theme-based activities.
Percentage of English Learner students participating in college and career theme-based activities.	85% of English Learner students participating in college and career theme-based activities.	97% of English Learner students participating in college and career theme-based activities.	99% of English Learner students participating in college and career theme-based activities.	100% of English Learner students participating in college and career theme-based activities.
Percentage of Socioeconomically Disadvantaged Students participating in college and career theme-based activities.	85% of Socioeconomically Disadvantaged Students participating in college and career theme-based activities.	97% of Socioeconomically Disadvantaged Students participating in college and career theme-based activities.	99% of Socioeconomically Disadvantaged Students participating in college and career theme-based activities.	100% of Socioeconomically Disadvantaged Students participating in college and career theme-based activities.

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Percentage of Students with Disabilities participating in college and career theme-based activities.	85% of Students with Disabilities participating in college and career theme-based activities.	97% of Students with Disabilities participating in college and career theme-based activities.	99% of Students with Disabilities participating in college and career theme-based activities.	100% of Students with Disabilities participating in college and career theme-based activities.
Percentage of Hispanic students participating in college and career theme-based activities.	85% of Hispanic students participating in college and career theme-based activities.	97% of Hispanic students participating in college and career theme-based activities.	99% of Hispanic students participating in college and career theme-based activities.	100% of Hispanic students participating in college and career theme-based activities.

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

Action 1

Create a college and career going culture through school activities, events or experiences.	District District

Action 2

Provide enrichment opportunities for all students.	District District

Action 3

Implement AVID structures/strategies to enhance student learning.	District District

Action 4

2.4 Fund materials and supplies to support the creation and acknowledgement of a college and career/ AVID culture through school activities, events or rewards.	Supplemental/Concentration 400.00

Action 5

2.5 Provide transportation for all students to tour community sites and events, including college campuses in order to provide enrichment	Supplemental/Concentration

opportunities and promote awareness of college and career opportunities. extra duty hours to teachers to provide enrichment opportunities for all students beyond contract hours.	500.00

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

We will work within our MTSS team (as well as the district's CWA Department) to support the academic, attendance, social, behavioral and emotional needs of students.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	0.8% of ALL students were suspended for an aggregate total of one full day.	Not more than .6 % of ALL students will be suspended for an aggregate total of one full day.	Suspension indicator: ALL Students (ALL): 0.4% English Learners (EL): 0.4% Student with Disabilities (SWD): 0.4% Hispanic (His): 0.4% Socioeconomically Disadvantaged (SED): 0.4%	Suspension indicator: ALL Students (ALL): 0.3 English Learners (EL): 0.3% Student with Disabilities (SWD): 0.3% Hispanic (His): 0.4% Socioeconomically Disadvantaged (SED): 0.3%
Percentage of ALL students who were absent for 10 percent or more of	15.6% of ALL students were absent for 10 percent or more of instructional days they were enrolled to attend.	Not more than 11% of ALL students will be absent for 10 percent or more of	Absenteeism indicator: ALL Students (ALL): 39%	Absenteeism indicator: ALL Students (ALL): 34% English Learners (EL): 34%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
instructional days they were enrolled.		instructional days they were enrolled to attend.	English Learners (EL): 38.8% Students with Disabilities (SWD): 38% Hispanic (His): 39.5% Socioeconomically Disadvantaged (SED): 38%	Students with Disabilities (SWD): 34% Hispanic (His): 34% Socioeconomically Disadvantaged (SED): 34%
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		y.		

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

Action 1

Provide activities and protocols for improving attendance	District District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.	District District

Action 3

Incorporate strategies to ensure a safe and positive environment	District District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	District District

Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	

Action 5

3.5 Fund the purchase of equipment, materials, and supplies to establish and maintain indoor and outdoor safety for staff and students.	Supplemental/Concentration 1,000.00

Action 6

3.6 Fund an additional School Site Monitor and/or hourly School Site Monitor sub and/or extra hours to School Site Monitors to supplement site allocation in order to provide the needed supervision of students before, during and after school.	Supplemental/Concentration 21,688.00

Action 7

3.7 Provide funding for consultants to provide professional development to School Site Monitors in the area of student safety, playground management, first aid, peer mediation in order to reduce playground incidents and injuries as part of the MTSS plan.	Supplemental/Concentration 15,000.00

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Percentage of Students with Disabilities who were considered chronically absent was 25% percent or more of instructional days they were enrolled.	35% of Students with Disabilities were considered chronically absent.	38% of Students with Disabilities were considered chronically absent.	43.1% of Students with Disabilities were considered chronically absent.	33% of Students with Disabilities will be considered chronically absent.
i-Ready Diagnostic - Reading			54% of students with disabilities reached median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.	65% of students with disabilities will reach median progress to Annual Typical Growth in Reading as measured by i-Ready Winter Diagnostic.
i-Ready Diagnostic - Math			65% of students with disabilities reached median progress to Annual Typical	68% of students with disabilities will reach median progress to Annual Typical

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
			Growth in Reading as measured by i-Ready Winter Diagnostic.	Growth in Reading as measured by i-Ready Winter Diagnostic.
Percentage of Students with Disabilities suspended was 0.8% percent or more of instructional days they were enrolled.	0.6%of Students with Disabilities were suspended during the school year.	0.5% of Students with Disabilities were suspended during the school year.	0.0% of Students with Disabilities were suspended during the school year.	0.3% of Students with Disabilities will be suspended during the school year.
Academic Indicator ELA: Distance from Standard CAASPP			Students with disabilities scored 57.5 points below standard.	Students with disabilities will scores 50 points below standard.
Academic Indicator MATH: Distance from Standard CAASPP			Students with disabilities scored 70.5 points below standard.	Students with disabilities scored 65.5 points below standard.

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

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Action 4

4.1 Fund a limited-term, hourly para-educator to provide extra support for students, especially those students with disabilities.	Title I 556.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	$8,322.00 **Total Estimated Cost**: 8,322	8,322.00	Title I
District ELA Project Facilitator	8/15/23-6/5/24	$5,829.00 **Total Estimated Cost**: 5,829	5,829.00	Title I
Site Instructional Coach	8/15/23-6/5/24	$76,458.00 **Total Estimated Cost**: 76,458	76,458.00	Title I
Prechool to Elementary Transition	8/15/23-6/5/24	$7,581.00 **Total Estimated Cost**: 7,581	7,581.00	Title I
Budget Support	8/15/23-6/5/24	$1,086.00 **Total Estimated Cost**: 1,086	1,086.00	Title I
SFPO Project Facilitator	8/15/23-6/5/24	$12,139.00 **Total Estimated Cost**: 12,139	12,139.00	Title I
Coordinator of Equity, Diversity, & Parent Family Engagement	8/15/23-6/5/24	$7,719.00 **Total Estimated Cost**: 7,719	7,719.00	Title I
Foster and McKinney -Vento Liaison	8/15/23-6/5/24	$3,114.00 **Total Estimated Cost**: 3,114	3,114.00	Title I

Total Cost For All Actions: 122,248

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). **Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). **Title II, Part A: Improving Teacher Quality Purpose:** Improve and increase the number of highly qualified teachers and principals. **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:** Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) **Title VI, Part B: Rural Education Achievement Program Purpose:** Provide flexibility in the use of ESEA funds to eligible LEAs. **For School Improvement Schools only: School Improvement Grant (SIG) Purpose:** to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. **Other federal funds** (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$131,929.00	No
Total amount of federal categorical funds allocated to this school.	$131,929.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	$202,005.00	No
Total amount of StateLocal categorical funds allocated to this school.	$202,005.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$333,934.00	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Select from: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
School Site Council	
English Learner Advisory Committee	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:April 25, 2023.

Attested:

Melissa Pizano-Grunnet, Ed.D.		
Typed name of school principal	Signature of school principal	Date
Sara Barfield-Baker		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Pizano Grunnet, Ed.	X				
Steven Gittings		X			
Sylvia Garza		X			
Karen Beltran		X			
Rosa Gil			X		
Sara Barfield-Baker				X	
Carmen Tamayo				X	
Maria Avila				X	
Yuridia Garcia				X	
Maria Mendoza Flores				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**