

School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|--|---------------------------|
| Coronado Village Elementary | 37 68031 6038053 | April 2023 | June 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

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 three goals outlined in this SPSA (Learning, Communication and Support) directly align to Coronado Unified School District's Board Goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

CUSD Vision: We inspire, innovate, and create limitless opportunities to thrive.

CUSD Mission: Quality Education for Life - Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their future.

Our Board Goals:

1. **LEARNING:** Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. **COMMUNICATION:** Communicate openly, freely, and accurately to engage and involve all shareholders.
3. **SUPPORT:** Maintain safe and supportive schools where students and staff thrive.

LEARNING (Goal 1)

Intent: Village Elementary seeks to integrate personalized learning with assessment methods that will prepare all students for academic and vocational success. Village Elementary seeks to ensure that, through data-driven decision making, intervention and enrichment experiences, and

social/emotional services, that all students' needs are supported and met.

Identified Need:

- Identify intervention and extension instructional blocks, to provide instruction at the students' academic and social-emotional level, known as WIN (What I Need) time.
- Instruction to include: Daily intervention and enrichment opportunities for ELA and Math, individualized computer reinforcement and extension of grade level standards.
- Minimize learning loss through dedicated intervention instruction as defined through our Multi-tiered Systems of Support (MTSS).
- Increased support to students with disabilities and who are socioeconomically disadvantaged in English Language Arts and Math.
- Integrated planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas within the adopted curriculums in ELA, Math, Social Science, Science and Social-Emotional Learning (SEL).
- Increase training for Professional Learning Communities (PLC's) - including data analysis and next steps. Use Teachers on Special Assignments (TOSAs) and grade level leads to help gather data, lead discussions and create intervention and extension groupings.
- Review appropriate assessments to gauge student growth and achievement in the area of ELA and Math with TOSAs, leadership and grade level teams and provide small group instruction to meet student needs.
- When students feel connected and included in school, they are inspired to learn. Village will continue supporting students to connect and provide inclusive learning opportunities.

Site Strategy: Village Elementary seeks to ensure all students experience personalized learning based on their academic strengths and needs, as well as personal interests and aspirations.

COMMUNICATION (Goal 2)

Intent: Communicate openly, freely, and accurately to engage and involve all shareholders

Identified Need:

- More clear communication with parents regarding progress reports, report cards, grading criteria, and meaning of grades is needed throughout the year in conjunction with Learning Department at the District Office.
- Simplified explanations and purpose of the district ELA and Math assessments, and directions on how to interpret scores (for teachers and parents) is needed.
- Communicate our progress on the site equity committee and Multi-tiered Systems of Support (MTSS) framework progress with families and stakeholders.
- Use data systems to analyze student data and communicate results and next steps to stakeholders.

Site Strategy: Village Elementary seeks to ensure communication systems between and among all shareholders are effective.

SUPPORT (Goal 3)

Intent: Maintain safe and supportive schools where students and staff thrive.

Identified Need:

- Review and revise Comprehensive District-wide School Safety Plan for disasters yearly.
- Increase planning time for Sanford Harmony and cohesion with Multi-tiered Systems of Support (MTSS) supports.
- Develop MTSS framework with staff and create time for training and implementation. Expand behavior MTSS framework and develop/implement a tiered academic framework.
- Expand Special Education supports and training by working with the Diagnostic Center with special education, general education and admin staff.
- Provide Summer School programming for enrichment/extension/socialization.

Site Strategy:

- Plan and execute routine announced and unannounced drills: fire, lock down, and earthquake.
- Provide safe and clean facilities.
- Complete thorough VES Safety/Disaster Plan.
- Coordinate district-wide safety system with community stakeholders.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CUSD facilitates multiple surveys throughout the year to gather feedback from parents, staff and students via Thoughtexchange.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The newly implemented CUSD Certificated Evaluation Process requires: Three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur on a daily and weekly basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local CUSD Benchmark Advance and Bridges assessments, universal reading screeners for phonics and formal reading assessments, LLI (Leveled Literacy Intervention), Wilson (Foundations and Reading Intervention), and CAASPP (ELA, Math and CAST) assessments guide data analysis.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Small group interventions with reading and math groups that are recalibrated by local Benchmark Advance and Bridges assessments, universal reading screeners for phonics and formal reading assessments, DIBLES, Wilson (Foundations and reading intervention), LLI (Leveled Literacy Reading Intervention) assessments. Individual and small group instruction are designed to meet student need during WIN (What I Need) time. Village Elementary will continue to look at more opportunities for push-in models for ELA, ELD and math supports/intervention/enrichment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet the requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to district and county professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Time is allotted for Bridges and Benchmark Advance collaboration and prep, grade-level articulation, PLC- individualized planning and data assessment for small group instruction, accommodation and modifications training for General Ed and SPED students through the Diagnostic Center of Orange County, SEL Harmony Lessons, Multi-tiered Systems of Support (MTSS) development and implementation, and Restorative Practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers on Special Assignment (TOSA) in Math, Science, ELA, ELD, technology, SPED coordinator, SPED program specialist, intervention teachers in ELA and Math, Registered Behavior Technicians, and professional development in adopted ELA, Math, Social Science, Science curriculums provided by TOSAs and curriculum experts. Tech support and Interactive White Board Training by TOSAs and Site Lead for Technology.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

A 45 minute daily prep is provided to all teachers to be able to plan and collaborate with their grade level peers. Daily teacher prep time of 45 minutes is worked into the daily master schedule. 1.25 hours are provided to staff every Wednesday afternoon that are devoted to weekly planned PLCs, professional development and grade level planning. This time is worked into the weekly master schedule. Two full non-student days set aside in the teacher calendar for professional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum ELA-Benchmark Advance, Math-Bridges and Intervention-LLI/Wilson Reading Intervention Curriculum, Social Sciences-TCI (currently piloting), Science-FOSS. All curriculum is vetted by SDCOE and follows CA Common Core state standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Master schedule allows for a minimum of 75 minutes of daily time for math instruction/Number Corner and 60-90 minutes daily for ELA (whole group and small group instruction), with 45 minutes daily of intervention and enrichment.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Master schedule created to include WIN time (What I Need: intervention and enrichment) focused on Benchmark Advance and Bridges intervention in small groups, LLI and Wilson reading intervention programs, and leveled in-class universal access reading groups.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Bridges Math and Benchmark Advance ELA curriculum, LLI and Wilson Reading Intervention Systems, FOSS Science, TCI Social Studies Curriculum, SPARK PE, Harmony for social-emotional learning (SEL).

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Bridges Math and Benchmark Advance ELA curriculum, LLI and Wilson Intervention Systems, FOSS Science Curriculum, TCI Social Studies Curriculum, SPARK PE curriculum, and Harmony for social-emotional learning (SEL).

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Master Schedule developed to include WIN (What I Need) time for intervention and enrichment, Benchmark Advance and Bridges intervention in small groups, LLI and Wilson reading intervention programs, and leveled in-class universal access reading groups on a daily basis.

Evidence-based educational practices to raise student achievement

Master Schedule developed to include WIN (What I Need) time for intervention and enrichment, Benchmark Advance and Bridges Intervention in small groups, LLI and Wilson reading intervention programs, and leveled in-class universal access reading groups.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent Teacher Organization (PTO), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Council (SSC), Harmony social-emotional learning (SEL) curriculum, Clinical and ERHMS Counselors, Coronado SAFE Harbor counseling, MFLC, Coronado Library, Coronado Community Center Tutoring, and the Everyone a Reader program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC, PTO meetings, Everyone a Reader Program, District Engagement Committees

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SPSA was sent to Village School staff and SSC per email on 3/24/23 for review and advisement. The SPSA was shared and discussed at the School Site Council Meeting on 4/4/2023. Site leadership team was consulted with revisions and plan was reviewed, edits made. Signatures and approval from all SSC members was received on 5/5/2023. A final copy of the site SPSA will be sent out electronically to the VES staff, parents, district, SSC, ELAC after the May Governing Board Approval.

Resource Inequities

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

There are no resource inequities identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.5% | 0.3% | % | 4 | 2 | |
| African American | 1.64% | 1.0% | 0.70% | 13 | 6 | 5 |
| Asian | 0.25% | 0.2% | 0.28% | 2 | 1 | 2 |
| Filipino | 1.13% | 0.7% | 0.56% | 9 | 4 | 4 |
| Hispanic/Latino | 16.98% | 19.1% | 22.91% | 135 | 116 | 164 |
| Pacific Islander | 0.25% | 0.3% | 0.14% | 2 | 2 | 1 |
| White | 66.54% | 63.2% | 60.47% | 529 | 385 | 433 |
| Multiple/No Response | 6.79% | 7.4% | 6.15% | 54 | 45 | 44 |
| Total Enrollment | | | | 795 | 609 | 716 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 147 | 93 | 125 |
| Grade 1 | 122 | 91 | 106 |
| Grade 2 | 119 | 103 | 114 |
| Grade3 | 131 | 84 | 132 |
| Grade 4 | 150 | 104 | 109 |
| Grade 5 | 126 | 134 | 130 |
| Total Enrollment | 795 | 609 | 716 |

Conclusions based on this data:

1. Enrollment increased by 110 students in 2021-2022.
2. Student group demographics have stayed relatively the same % for 3 years in a row. We witnessed a 3% increase in our Latino sub group population in the 2021-2022 school year. Our white sub group fell 3% in the 2021-2022 school year.
3. Our Kinder population grew by 32 students, 1 and 1/2 classes in the 2021-2022 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| English Learners | 52 | 38 | 79 | 6.5% | 6.20% | 11.0% |
| Fluent English Proficient (FEP) | 45 | 36 | 37 | 5.7% | 5.90% | 5.2% |
| Reclassified Fluent English Proficient (RFEP) | 10 | 5 | | 18.2% | 13.2% | |

Conclusions based on this data:

1. The number of Reclassified Fluent English Proficient students fell by 1% in 2021-2022
2. Fluent English speaker population hovers around 5%
3. Our English Learner sub group nearly doubled in 2021-2022.

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 Scores | | | % of Enrolled Students Tested | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 144 | 87 | 138 | 142 | 83 | 136 | 142 | 83 | 136 | 98.6 | 95.4 | 98.6 |
| Grade 4 | 117 | 107 | 112 | 115 | 102 | 105 | 115 | 102 | 105 | 98.3 | 95.3 | 93.8 |
| Grade 5 | 169 | 133 | 137 | 165 | 125 | 131 | 165 | 125 | 131 | 97.6 | 94.0 | 95.6 |
| All Grades | 430 | 327 | 387 | 422 | 310 | 372 | 422 | 310 | 372 | 98.1 | 94.8 | 96.1 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 2471. | 2467. | 2477. | 43.66 | 40.96 | 48.53 | 29.58 | 31.33 | 24.26 | 15.49 | 21.69 | 14.71 | 11.27 | 6.02 | 12.50 |
| Grade 4 | 2512. | 2526. | 2516. | 41.74 | 43.14 | 42.86 | 30.43 | 34.31 | 25.71 | 9.57 | 14.71 | 18.10 | 18.26 | 7.84 | 13.33 |
| Grade 5 | 2561. | 2561. | 2576. | 47.27 | 42.40 | 47.33 | 29.70 | 35.20 | 36.64 | 13.33 | 13.60 | 10.69 | 9.70 | 8.80 | 5.34 |
| All Grades | N/A | N/A | N/A | 44.55 | 42.26 | 46.51 | 29.86 | 33.87 | 29.03 | 13.03 | 16.13 | 14.25 | 12.56 | 7.74 | 10.22 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 43.66 | 28.92 | 36.76 | 45.07 | 61.45 | 54.41 | 11.27 | 9.64 | 8.82 |
| Grade 4 | 46.09 | 29.41 | 29.52 | 39.13 | 65.69 | 67.62 | 14.78 | 4.90 | 2.86 |
| Grade 5 | 47.88 | 31.20 | 39.69 | 46.67 | 64.00 | 59.54 | 5.45 | 4.80 | 0.76 |
| All Grades | 45.97 | 30.00 | 35.75 | 44.08 | 63.87 | 59.95 | 9.95 | 6.13 | 4.30 |

2019-20 Data:

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| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 33.10 | 25.30 | 33.09 | 54.93 | 67.47 | 56.62 | 11.97 | 7.23 | 10.29 |
| Grade 4 | 36.52 | 30.39 | 32.38 | 48.70 | 64.71 | 55.24 | 14.78 | 4.90 | 12.38 |
| Grade 5 | 44.24 | 40.00 | 41.98 | 44.24 | 48.80 | 48.09 | 11.52 | 11.20 | 9.92 |
| All Grades | 38.39 | 32.90 | 36.02 | 49.05 | 59.03 | 53.23 | 12.56 | 8.06 | 10.75 |

2019-20 Data:

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| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 35.92 | 13.25 | 23.53 | 59.15 | 79.52 | 63.97 | 4.93 | 7.23 | 12.50 |
| Grade 4 | 37.39 | 24.51 | 26.67 | 50.43 | 66.67 | 60.95 | 12.17 | 8.82 | 12.38 |
| Grade 5 | 43.03 | 21.60 | 23.66 | 50.30 | 73.60 | 72.52 | 6.67 | 4.80 | 3.82 |
| All Grades | 39.10 | 20.32 | 24.46 | 53.32 | 72.90 | 66.13 | 7.58 | 6.77 | 9.41 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 33.10 | 25.30 | 30.15 | 54.93 | 71.08 | 61.03 | 11.97 | 3.61 | 8.82 |
| Grade 4 | 36.52 | 29.41 | 20.00 | 45.22 | 65.69 | 73.33 | 18.26 | 4.90 | 6.67 |
| Grade 5 | 46.67 | 34.40 | 35.11 | 41.82 | 58.40 | 59.54 | 11.52 | 7.20 | 5.34 |
| All Grades | 39.34 | 30.32 | 29.03 | 47.16 | 64.19 | 63.98 | 13.51 | 5.48 | 6.99 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- In overall reading achievement, 75.54 % of all students met or exceeded standards.
- In the domain Writing: Producing Clear and Purposeful Writing, the number of students who scored below standard increased by 2%. Over 95% of all students in writing scored above, at or nearly meeting standard expectations.
- In the domain Reading: Demonstrating Understanding of Literary and Non-fictional Texts, the number of students who scored below standard dropped. Over 95.7 of all students in reading scored above, at or nearly meeting standard expectations.

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 Scores | | | % of Enrolled Students Tested | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 144 | 87 | 138 | 144 | 85 | 137 | 144 | 85 | 137 | 100 | 97.7 | 99.3 |
| Grade 4 | 117 | 107 | 112 | 115 | 102 | 109 | 115 | 102 | 109 | 98.3 | 95.3 | 97.3 |
| Grade 5 | 169 | 133 | 137 | 168 | 125 | 133 | 168 | 125 | 133 | 99.4 | 94.0 | 97.1 |
| All Grades | 430 | 327 | 387 | 427 | 312 | 379 | 427 | 312 | 379 | 99.3 | 95.4 | 97.9 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 2485. | 2471. | 2475. | 44.44 | 31.76 | 33.58 | 33.33 | 42.35 | 40.15 | 12.50 | 12.94 | 20.44 | 9.72 | 12.94 | 5.84 |
| Grade 4 | 2529. | 2528. | 2529. | 40.87 | 37.25 | 38.53 | 28.70 | 34.31 | 37.61 | 24.35 | 25.49 | 16.51 | 6.09 | 2.94 | 7.34 |
| Grade 5 | 2559. | 2543. | 2560. | 47.62 | 33.60 | 42.86 | 20.83 | 29.60 | 28.57 | 18.45 | 23.20 | 19.55 | 13.10 | 13.60 | 9.02 |
| All Grades | N/A | N/A | N/A | 44.73 | 34.29 | 38.26 | 27.17 | 34.62 | 35.36 | 18.03 | 21.15 | 19.00 | 10.07 | 9.94 | 7.39 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 59.72 | 32.94 | 45.26 | 25.69 | 56.47 | 46.72 | 14.58 | 10.59 | 8.03 |
| Grade 4 | 52.17 | 45.10 | 40.37 | 27.83 | 50.00 | 46.79 | 20.00 | 4.90 | 12.84 |
| Grade 5 | 51.19 | 30.40 | 37.59 | 30.95 | 54.40 | 52.63 | 17.86 | 15.20 | 9.77 |
| All Grades | 54.33 | 35.90 | 41.16 | 28.34 | 53.53 | 48.81 | 17.33 | 10.58 | 10.03 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 54.86 | 49.41 | 43.07 | 37.50 | 43.53 | 48.18 | 7.64 | 7.06 | 8.76 |
| Grade 4 | 45.22 | 39.22 | 34.86 | 44.35 | 51.96 | 54.13 | 10.43 | 8.82 | 11.01 |
| Grade 5 | 42.26 | 29.60 | 33.83 | 40.48 | 63.20 | 56.39 | 17.26 | 7.20 | 9.77 |
| All Grades | 47.31 | 38.14 | 37.47 | 40.52 | 54.17 | 52.77 | 12.18 | 7.69 | 9.76 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 50.00 | 34.12 | 31.39 | 38.89 | 61.18 | 59.12 | 11.11 | 4.71 | 9.49 |
| Grade 4 | 47.83 | 35.29 | 44.95 | 43.48 | 57.84 | 48.62 | 8.70 | 6.86 | 6.42 |
| Grade 5 | 38.10 | 28.00 | 31.58 | 48.81 | 63.20 | 60.90 | 13.10 | 8.80 | 7.52 |
| All Grades | 44.73 | 32.05 | 35.36 | 44.03 | 60.90 | 56.73 | 11.24 | 7.05 | 7.92 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2021-2022, in Overall Math Achievement, students achieving below standard dropped. Over 92.62 %of all student in math scored above, at or nearly meeting standard expectations.
2. In 2021-2022 in Math: Concepts & Procedures: Applying Mathematical Concepts and Procedures, students achieving below standard dropped. 90% of 3rd, 4th and 5th graders scored above, at or nearly meeting standards expectations.
3. In 2021-2022, in Math: Problem Solving & Modeling/Data Analysis: Using Appropriate Tools and Strategies to Solve Real World and Mathematical Problems, students achieving below standard dropped. Over 90% of 3rd, 4th and 5th graders scored above, at or nearly meeting standard expectations.

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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 1410.5 | * | 1458.6 | 1429.3 | * | 1474.4 | 1366.4 | * | 1421.6 | 14 | 4 | 12 |
| 1 | 1468.8 | * | * | 1483.2 | * | * | 1453.8 | * | * | 11 | 7 | 10 |
| 2 | * | 1454.2 | 1492.9 | * | 1461.5 | 1497.2 | * | 1446.6 | 1488.2 | 5 | 12 | 11 |
| 3 | * | * | 1506.7 | * | * | 1506.7 | * | * | 1506.2 | 4 | 7 | 14 |
| 4 | * | * | * | * | * | * | * | * | * | 7 | 7 | 9 |
| 5 | 1563.5 | * | * | 1540.4 | * | * | 1586.1 | * | * | 11 | 4 | 8 |
| All Grades | | | | | | | | | | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 7.14 | * | 33.33 | 57.14 | * | 33.33 | 21.43 | * | 33.33 | 14.29 | * | 0.00 | 14 | * | 12 |
| 1 | 9.09 | * | * | 72.73 | * | * | 9.09 | * | * | 9.09 | * | * | 11 | * | * |
| 2 | * | 33.33 | 27.27 | * | 33.33 | 45.45 | * | 16.67 | 9.09 | * | 16.67 | 18.18 | * | 12 | 11 |
| 3 | * | * | 14.29 | * | * | 57.14 | * | * | 28.57 | * | * | 0.00 | * | * | 14 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | 63.64 | * | * | 18.18 | * | * | 18.18 | * | * | 0.00 | * | * | 11 | * | * |
| All Grades | 25.00 | 43.90 | 23.44 | 48.08 | 31.71 | 45.31 | 17.31 | 14.63 | 23.44 | 9.62 | 9.76 | 7.81 | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 21.43 | * | 50.00 | 50.00 | * | 16.67 | 14.29 | * | 33.33 | 14.29 | * | 0.00 | 14 | * | 12 |
| 1 | 45.45 | * | * | 36.36 | * | * | 18.18 | * | * | 0.00 | * | * | 11 | * | * |
| 2 | * | 50.00 | 54.55 | * | 25.00 | 27.27 | * | 8.33 | 0.00 | * | 16.67 | 18.18 | * | 12 | 11 |
| 3 | * | * | 35.71 | * | * | 50.00 | * | * | 14.29 | * | * | 0.00 | * | * | 14 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | 63.64 | * | * | 18.18 | * | * | 0.00 | * | * | 18.18 | * | * | 11 | * | * |
| All Grades | 46.15 | 58.54 | 46.88 | 30.77 | 29.27 | 32.81 | 11.54 | 2.44 | 14.06 | 11.54 | 9.76 | 6.25 | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 0.00 | * | 8.33 | 21.43 | * | 33.33 | 64.29 | * | 58.33 | 14.29 | * | 0.00 | 14 | * | 12 |
| 1 | 0.00 | * | * | 45.45 | * | * | 36.36 | * | * | 18.18 | * | * | 11 | * | * |
| 2 | * | 8.33 | 9.09 | * | 58.33 | 45.45 | * | 8.33 | 18.18 | * | 25.00 | 27.27 | * | 12 | 11 |
| 3 | * | * | 0.00 | * | * | 57.14 | * | * | 42.86 | * | * | 0.00 | * | * | 14 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | 36.36 | * | * | 36.36 | * | * | 27.27 | * | * | 0.00 | * | * | 11 | * | * |
| All Grades | 17.31 | 12.20 | 9.38 | 26.92 | 48.78 | 40.63 | 40.38 | 24.39 | 34.38 | 15.38 | 14.63 | 15.63 | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 50.00 | * | 50.00 | 35.71 | * | 41.67 | 14.29 | * | 8.33 | 14 | * | 12 |
| 1 | 72.73 | * | * | 27.27 | * | * | 0.00 | * | * | 11 | * | * |
| 2 | * | 33.33 | 27.27 | * | 50.00 | 54.55 | * | 16.67 | 18.18 | * | 12 | 11 |
| 3 | * | * | 42.86 | * | * | 50.00 | * | * | 7.14 | * | * | 14 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | 27.27 | * | * | 54.55 | * | * | 18.18 | * | * | 11 | * | * |
| All Grades | 50.00 | 53.66 | 35.94 | 36.54 | 36.59 | 53.13 | 13.46 | 9.76 | 10.94 | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 21.43 | * | 33.33 | 64.29 | * | 58.33 | 14.29 | * | 8.33 | 14 | * | 12 |
| 1 | 18.18 | * | * | 72.73 | * | * | 9.09 | * | * | 11 | * | * |
| 2 | * | 58.33 | 63.64 | * | 25.00 | 18.18 | * | 16.67 | 18.18 | * | 12 | 11 |
| 3 | * | * | 57.14 | * | * | 42.86 | * | * | 0.00 | * | * | 14 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | 72.73 | * | * | 18.18 | * | * | 9.09 | * | * | 11 | * | * |
| All Grades | 40.38 | 65.85 | 51.56 | 48.08 | 24.39 | 39.06 | 11.54 | 9.76 | 9.38 | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 0.00 | * | 16.67 | 92.86 | * | 75.00 | 7.14 | * | 8.33 | 14 | * | 12 |
| 1 | 18.18 | * | * | 63.64 | * | * | 18.18 | * | * | 11 | * | * |
| 2 | * | 25.00 | 18.18 | * | 50.00 | 63.64 | * | 25.00 | 18.18 | * | 12 | 11 |
| 3 | * | * | 0.00 | * | * | 78.57 | * | * | 21.43 | * | * | 14 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | 54.55 | * | * | 45.45 | * | * | 0.00 | * | * | 11 | * | * |
| All Grades | 21.15 | 24.39 | 17.19 | 63.46 | 60.98 | 59.38 | 15.38 | 14.63 | 23.44 | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 35.71 | * | 33.33 | 28.57 | * | 66.67 | 35.71 | * | 0.00 | 14 | * | 12 |
| 1 | 0.00 | * | * | 90.91 | * | * | 9.09 | * | * | 11 | * | * |
| 2 | * | 16.67 | 18.18 | * | 58.33 | 54.55 | * | 25.00 | 27.27 | * | 12 | 11 |
| 3 | * | * | 14.29 | * | * | 78.57 | * | * | 7.14 | * | * | 14 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | 27.27 | * | * | 72.73 | * | * | 0.00 | * | * | 11 | * | * |
| All Grades | 23.08 | 17.07 | 21.88 | 61.54 | 68.29 | 64.06 | 15.38 | 14.63 | 14.06 | 52 | 41 | 64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2021-2022, in ELD: Listening Domain, our Well Developed percentages decreased 19% from 2020-2021's data.
2. In 2021-2022, our ELD population grew by 23 students.
3. In 2021-2022, in ELD: Writing Domain, students achieving well developed, increased by 5 %.

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 |
| 716 | 9.9 | 11.0 | 0.1 |
| Total Number of Students enrolled in Coronado Village Elementary. | 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 | 79 | 11.0 |
| Foster Youth | 1 | 0.1 |
| Homeless | | |
| Socioeconomically Disadvantaged | 71 | 9.9 |
| Students with Disabilities | 88 | 12.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 5 | 0.7 |
| American Indian | | |
| Asian | 2 | 0.3 |
| Filipino | 4 | 0.6 |
| Hispanic | 164 | 22.9 |
| Two or More Races | 44 | 6.1 |
| Pacific Islander | 1 | 0.1 |
| White | 433 | 60.5 |

Conclusions based on this data:

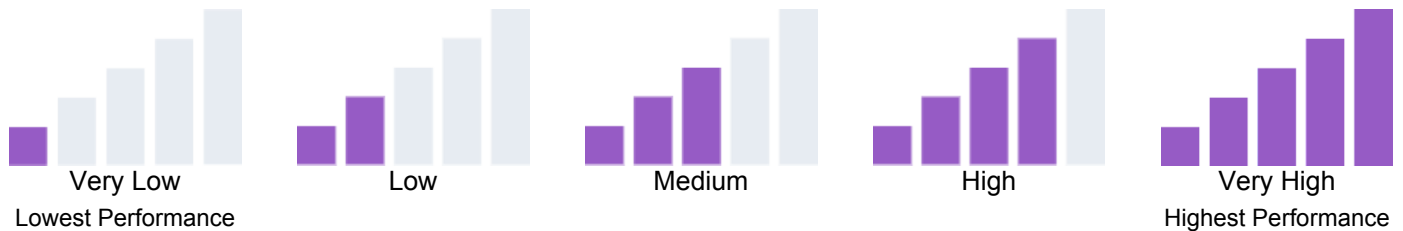
1. 12.3 % of all students are classified as students with disabilities. This is over the national average of 10%.
2. 60% of our students are White, 22.9% are Hispanic, 1% are African American, and .6 % are Filipino. 6% are marked 2 or more races. Percentages are very close to last year's data.
3. 9.9% of our students are socioeconomically disadvantaged (down 2% from last year) and 11% are English Learners, up 5% from last year.

School and Student Performance Data

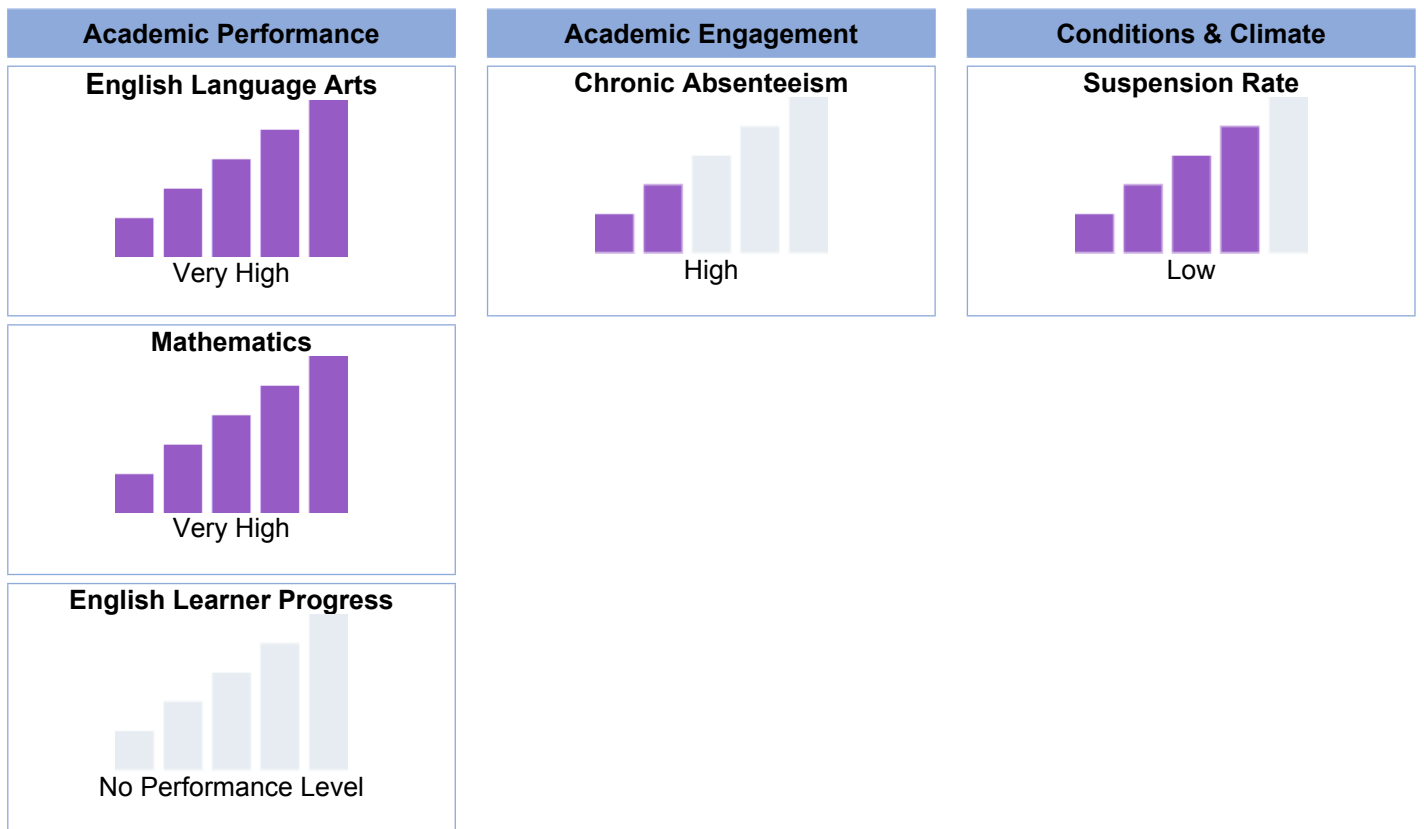
Overall Performance

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



Conclusions based on this data:

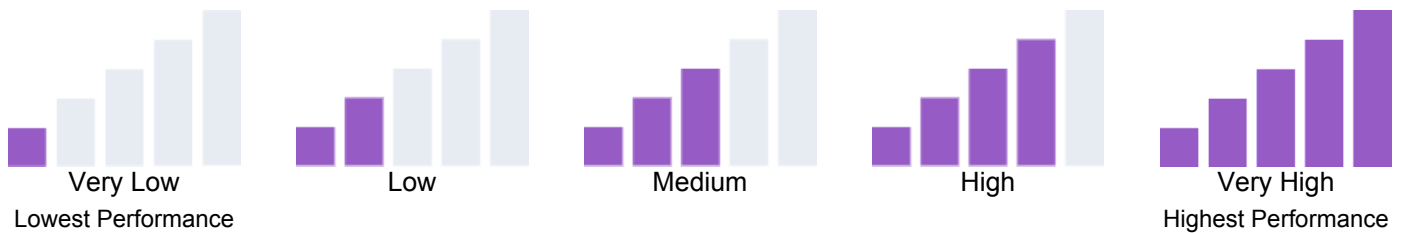
1. In English Language Arts and Math, VES earned "Very High" on the performance level indicators.
2. In Chronic Absenteeism VES earned "High" on the performance level indicators.
3. In Suspension Rate, VES earned "Low" on the performance level indicators.

School and Student Performance Data

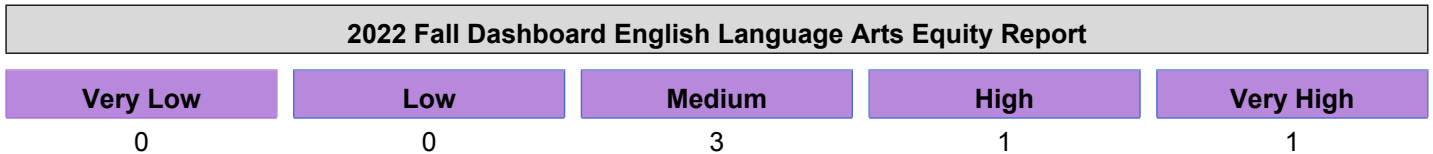
Academic Performance English Language Arts

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](#).

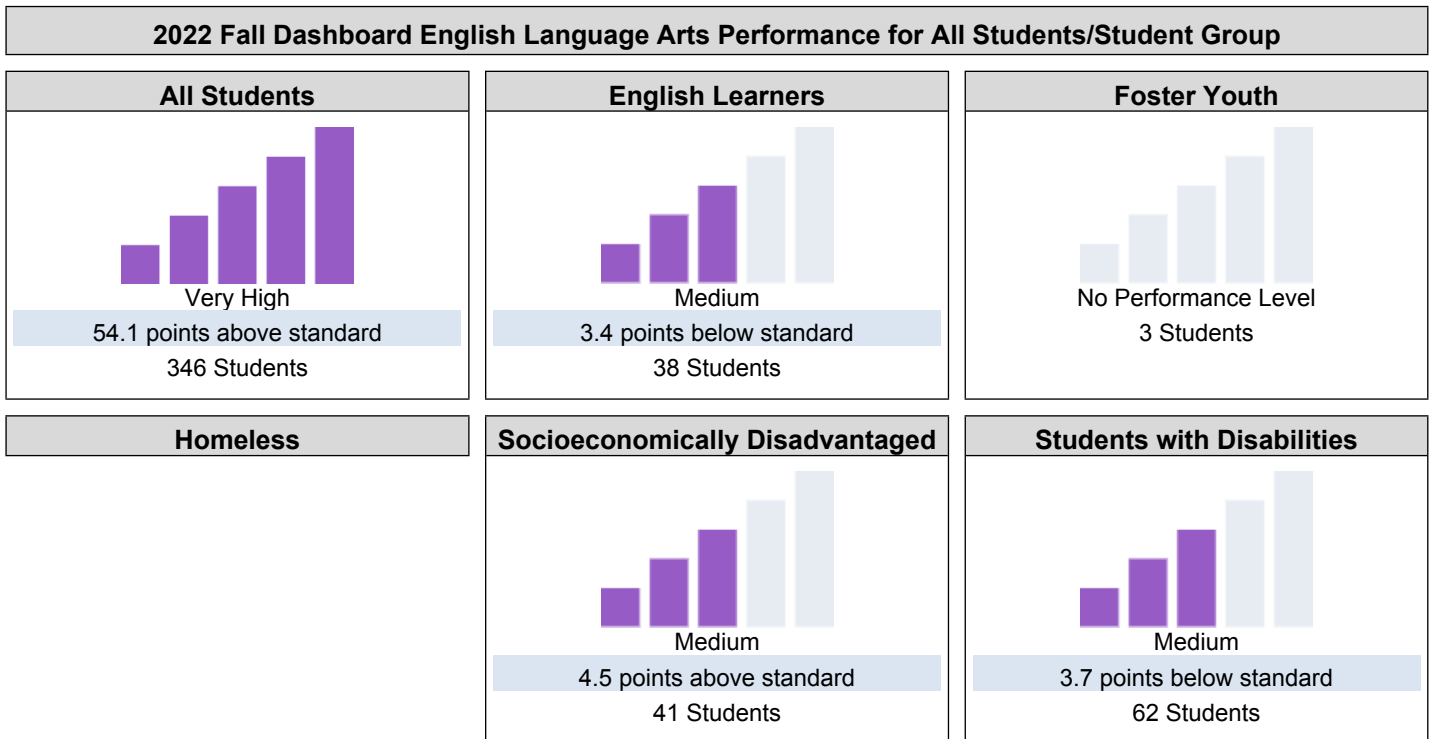
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



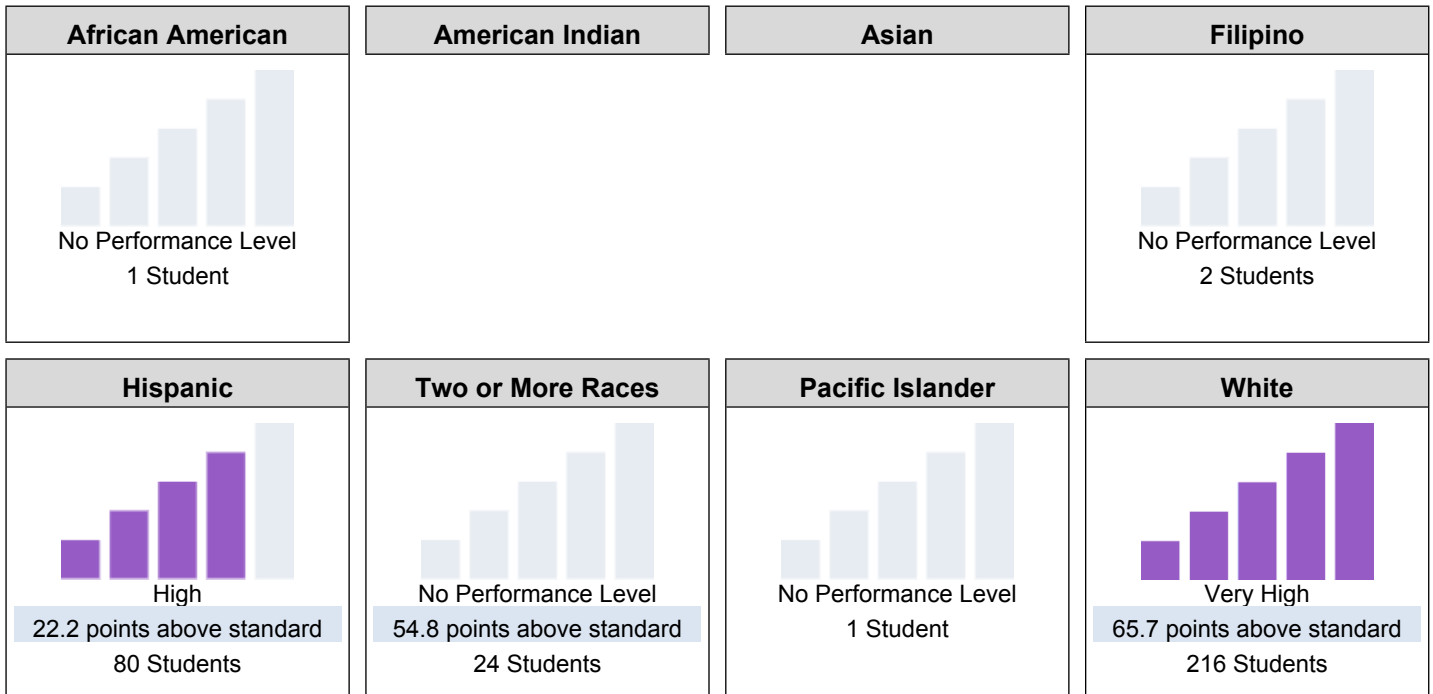
This section provides number of student groups in each level.



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 by Race/Ethnicity



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 |
|---|---|--|
| 29.0 points below standard 24 Students | 40.4 points above standard 14 Students | 61.5 points above standard 291 Students |

Conclusions based on this data:

1. In English Language Arts, all students scored "Very High", 54 points above standard.
2. In English Language Arts, English Learners grew by 20.8 points, scoring 10.9 points above standard and students with disabilities grew by 6 points, yet still scoring 5.8 points below standard.
3. In English Language Arts, our Hispanic sub group scored 22 points above standard, our population with two or more races scored 54.8 points above standard (up from 33.7 points above standard last year) and our white population grew by 10.3 points, scoring 65.7 points above standard.

School and Student Performance Data

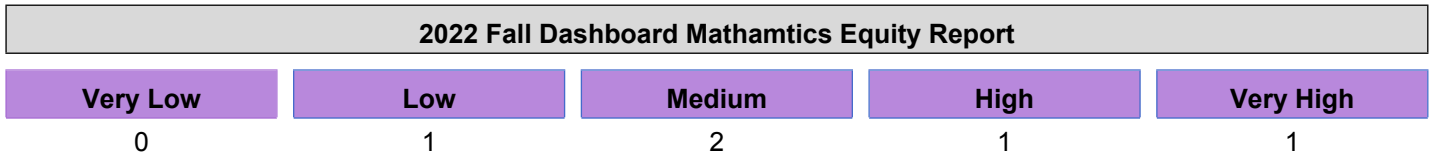
Academic Performance Mathematics

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](#).

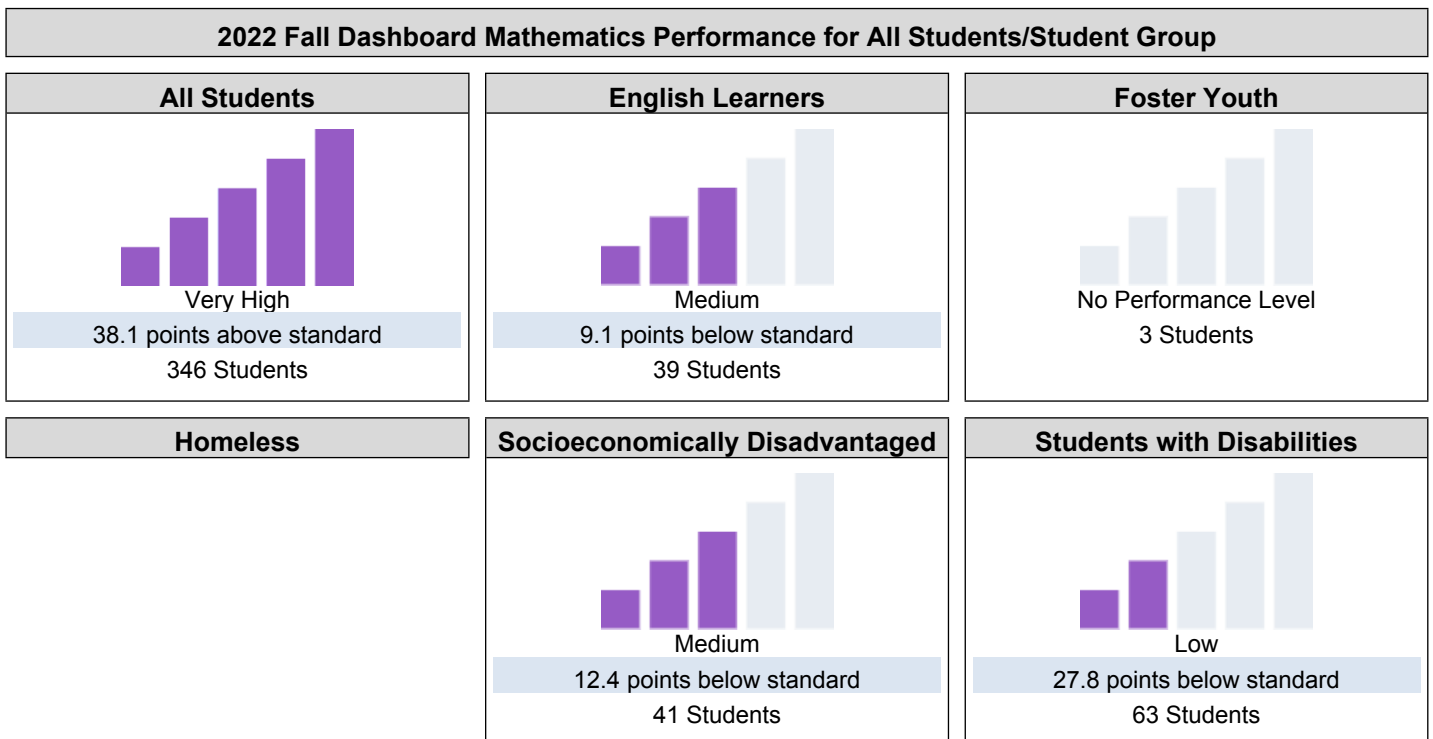
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



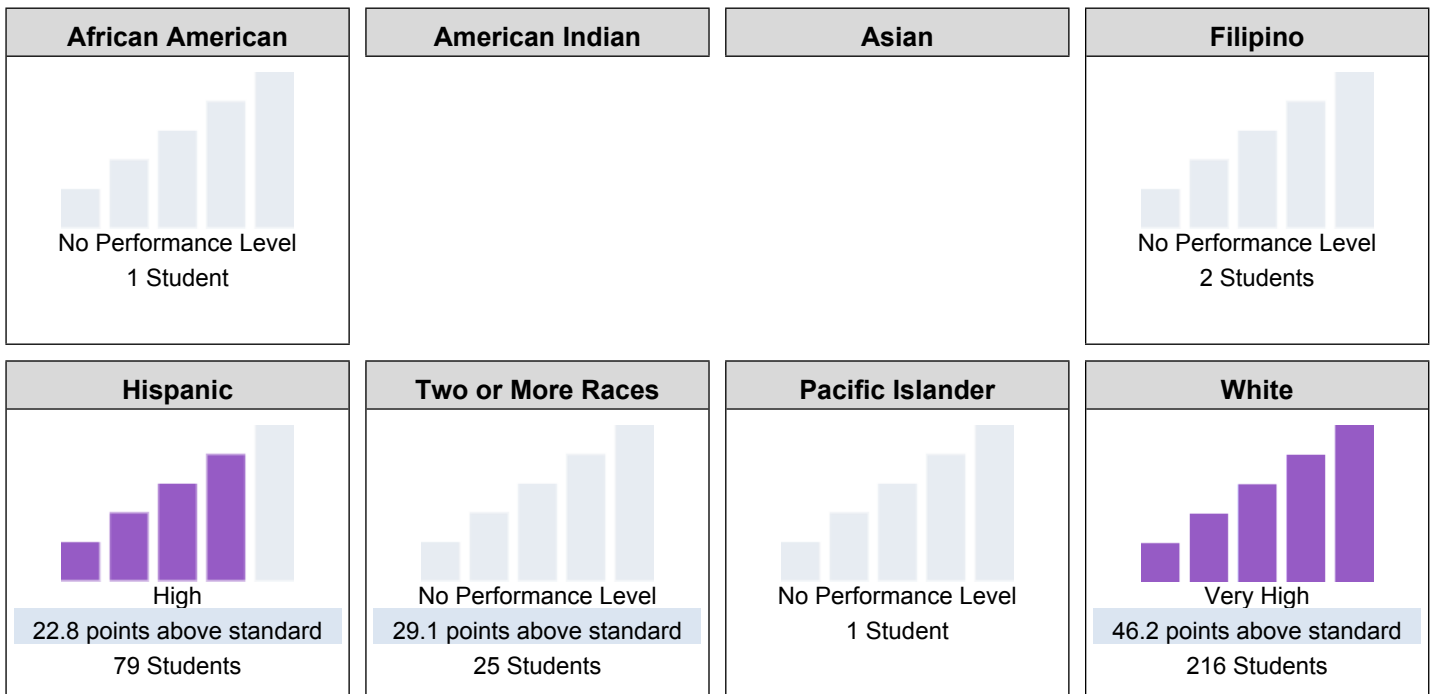
This section provides number of student groups in each level.



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 by Race/Ethnicity



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 |
|---|---|--|
| <p>31.1 points below standard 25 Students</p> | <p>30.3 points above standard 14 Students</p> | <p>45.2 points above standard 290 Students</p> |

Conclusions based on this data:

1. In math, all students scored "Very High", scoring 38.1 points above standard.
2. In math, our Hispanic sub group of students scored "High" scoring 22.8 points above standard, our population with two or more races increased by 7 % to 29.1 points above standard, and our white student sub group scored "Very High" with 46.2 points above standard.
3. In math, English Learners scored 31.1 points below standard and students with disabilities scored 27.8 points below standard. Our socioeconomically disadvantaged students increase by 5%, with 12.4 points below standard.

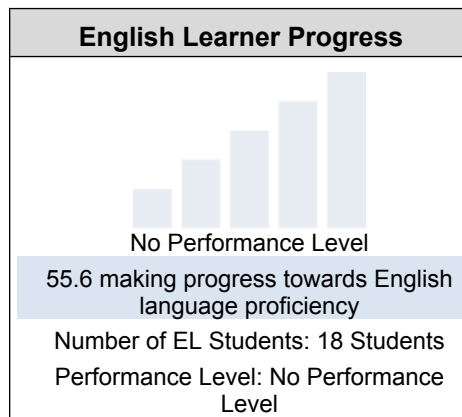
School and Student Performance Data

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



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 |
|--------------------------|--|-------------------------|------------------------------------|
| 11.1% | 33.3% | 16.7% | 38.9% |

Conclusions based on this data:

- 55.6% of our 18 EL students are making progress towards English language proficiency.
- 38.9% of students progressed at least one ELPI Level, 16.7 maintained ELPI level 4, and 33.3% maintained ELPI level 1, 2L, 2H, 3L or 3H.
- Only 11.1% of English Learners decreased one ELPI Level, a decrease from 2020-2021.

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:

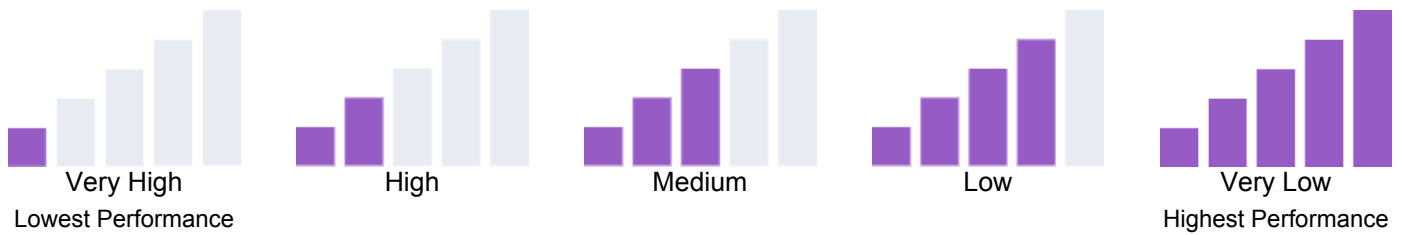
- 1.

School and Student Performance Data

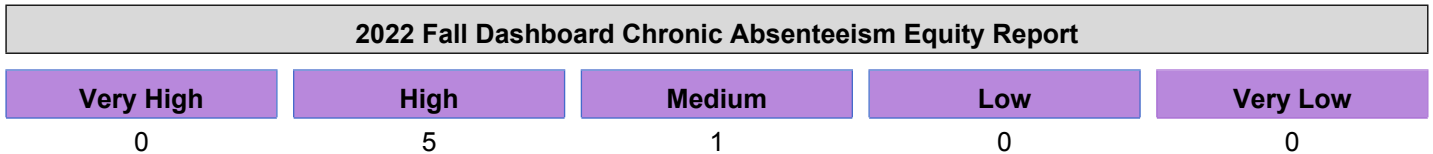
Academic Engagement Chronic Absenteeism

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](#).

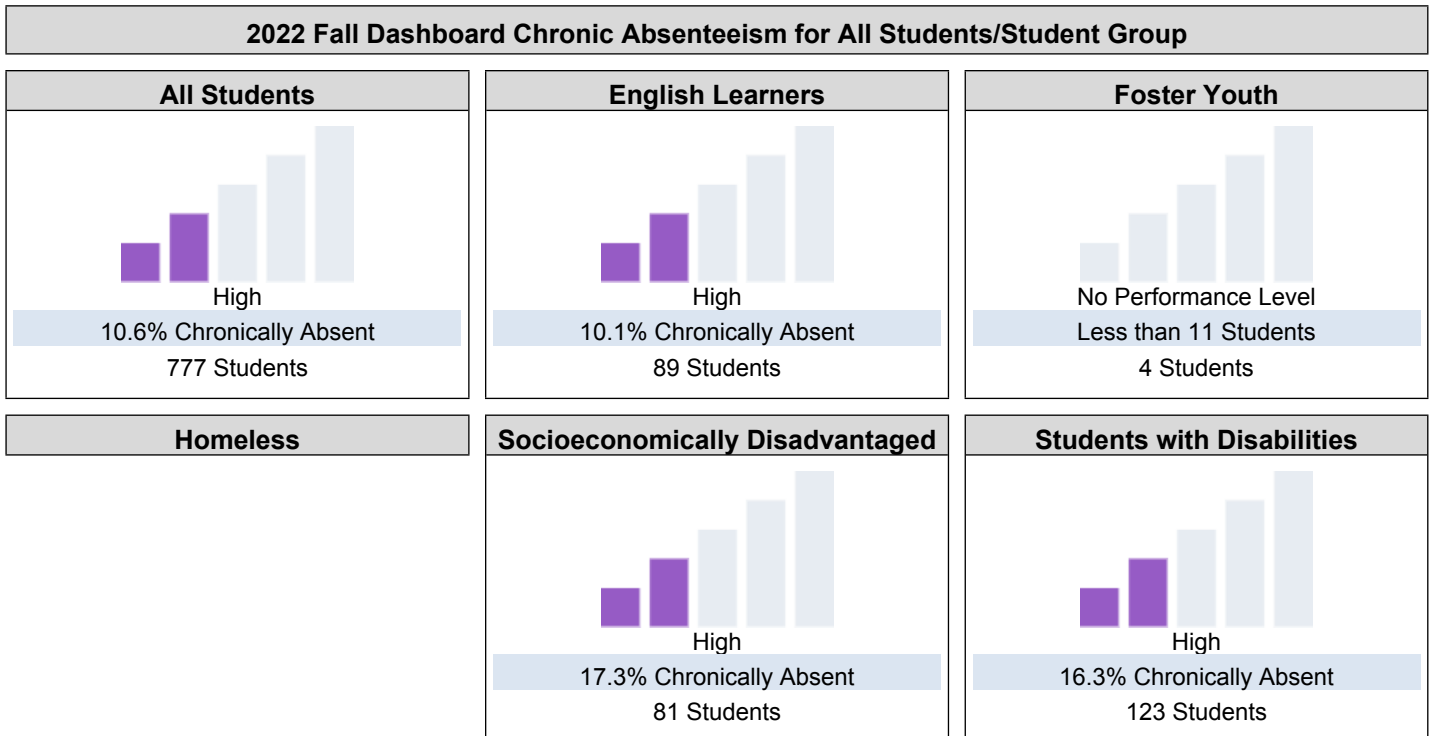
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



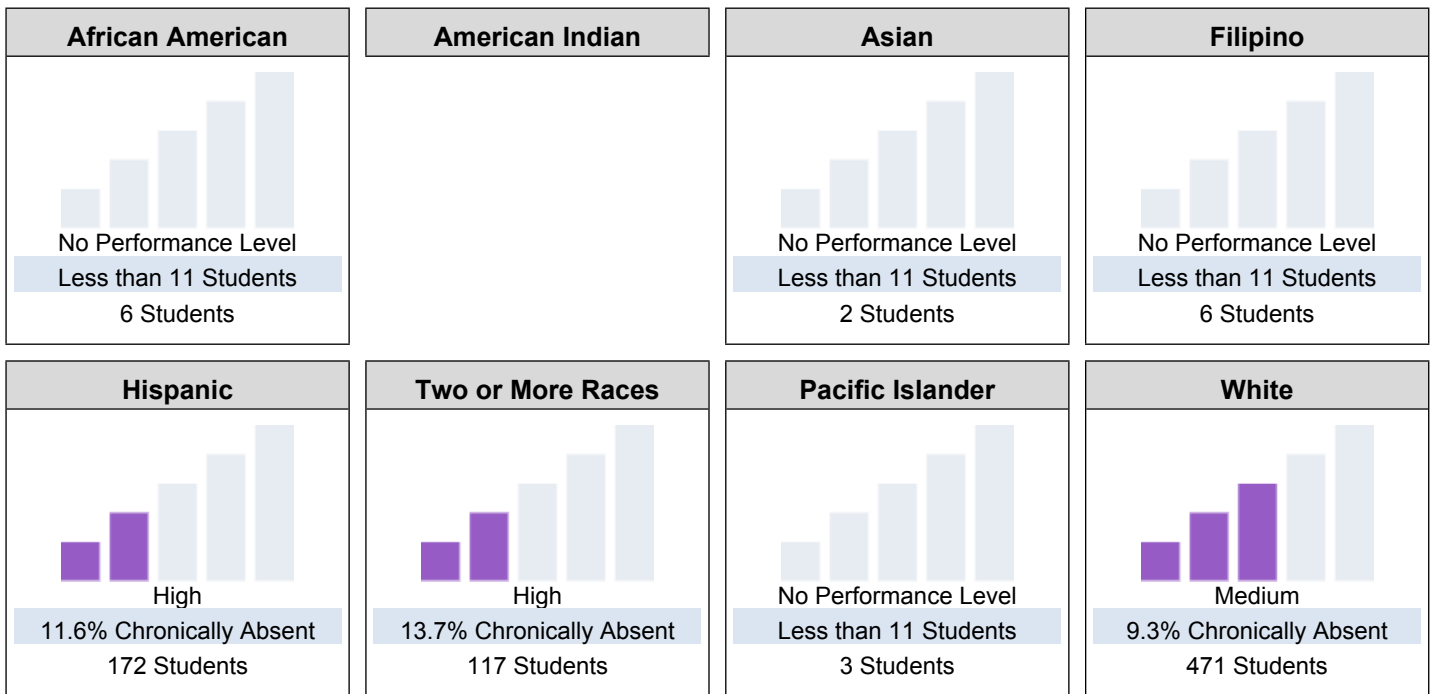
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

- VES scored "High" in all student groups for Chronic Absenteeism.
- VES students in the Hispanic and Two or More Races sub group scored "High" and the students in the White sub group scored "Medium".

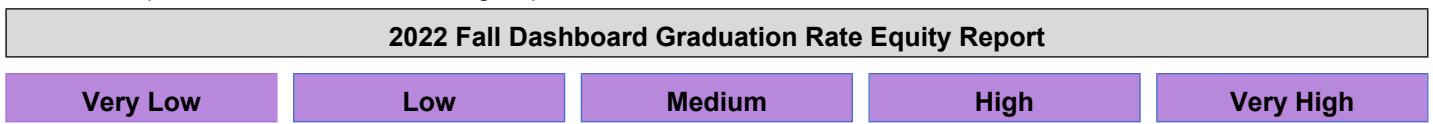
School and Student Performance Data

Academic Engagement Graduation Rate

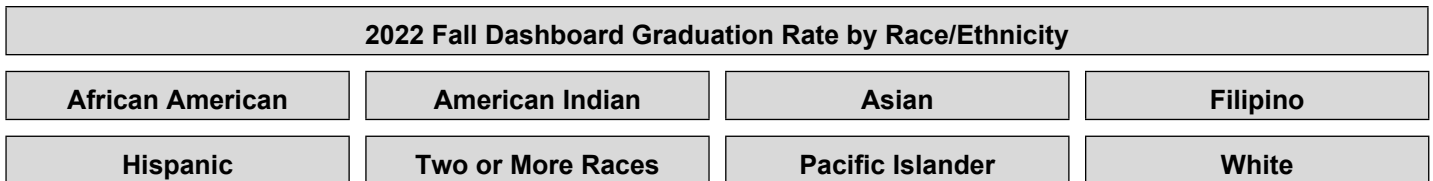
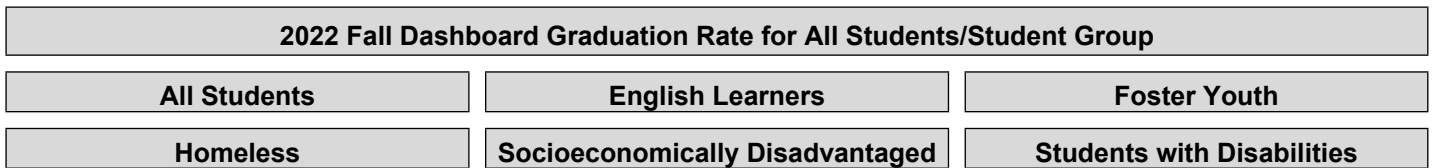
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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 Lowest Performance | Low | Medium | High | Very High Highest Performance |
|--------------------------------|-----|--------|------|----------------------------------|

This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

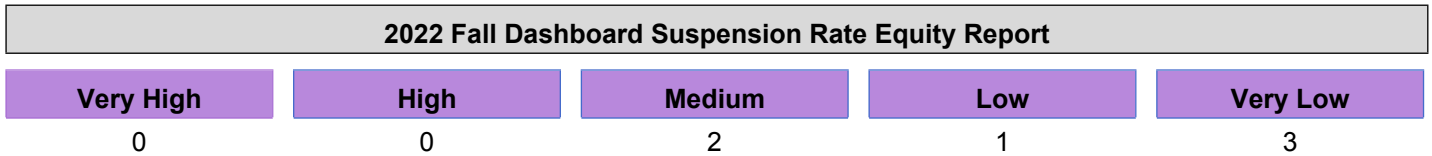
Conditions & Climate Suspension Rate

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](#).

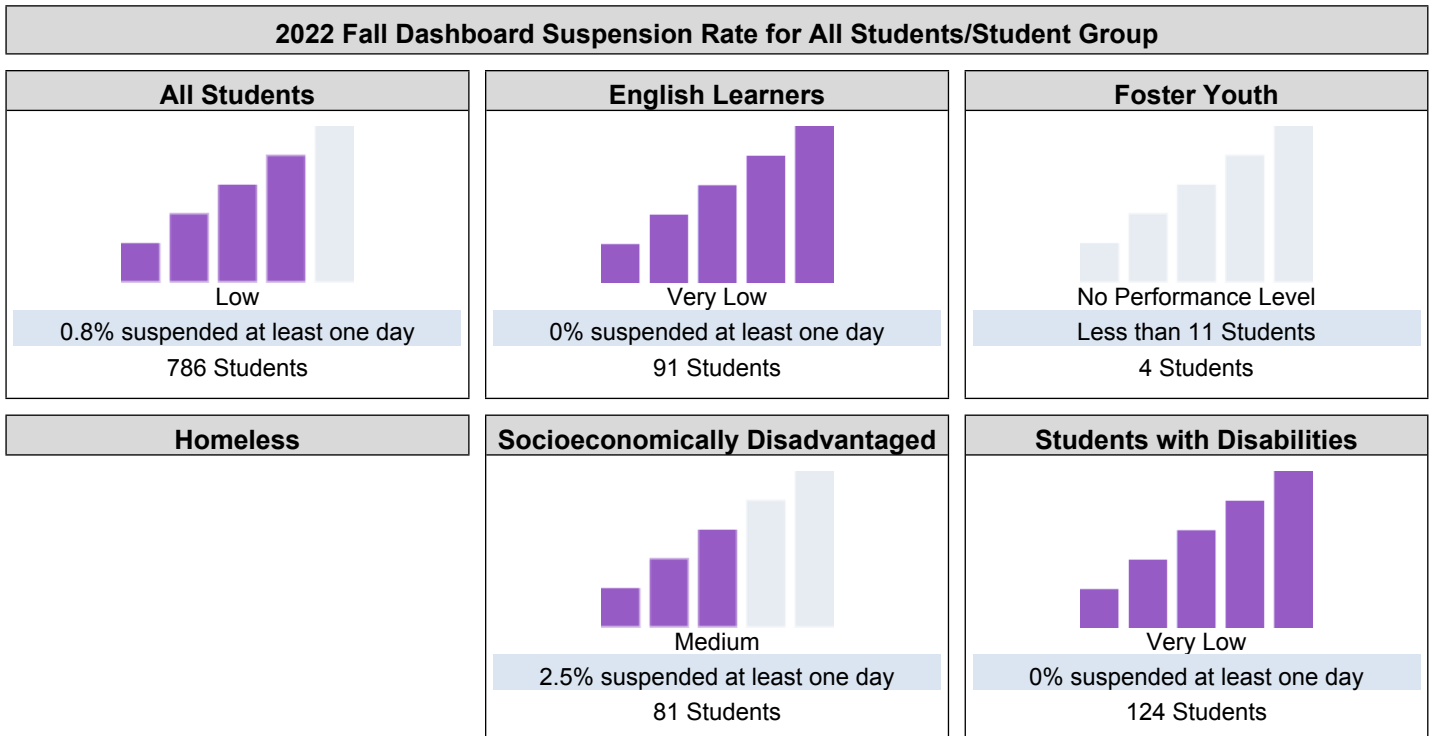
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



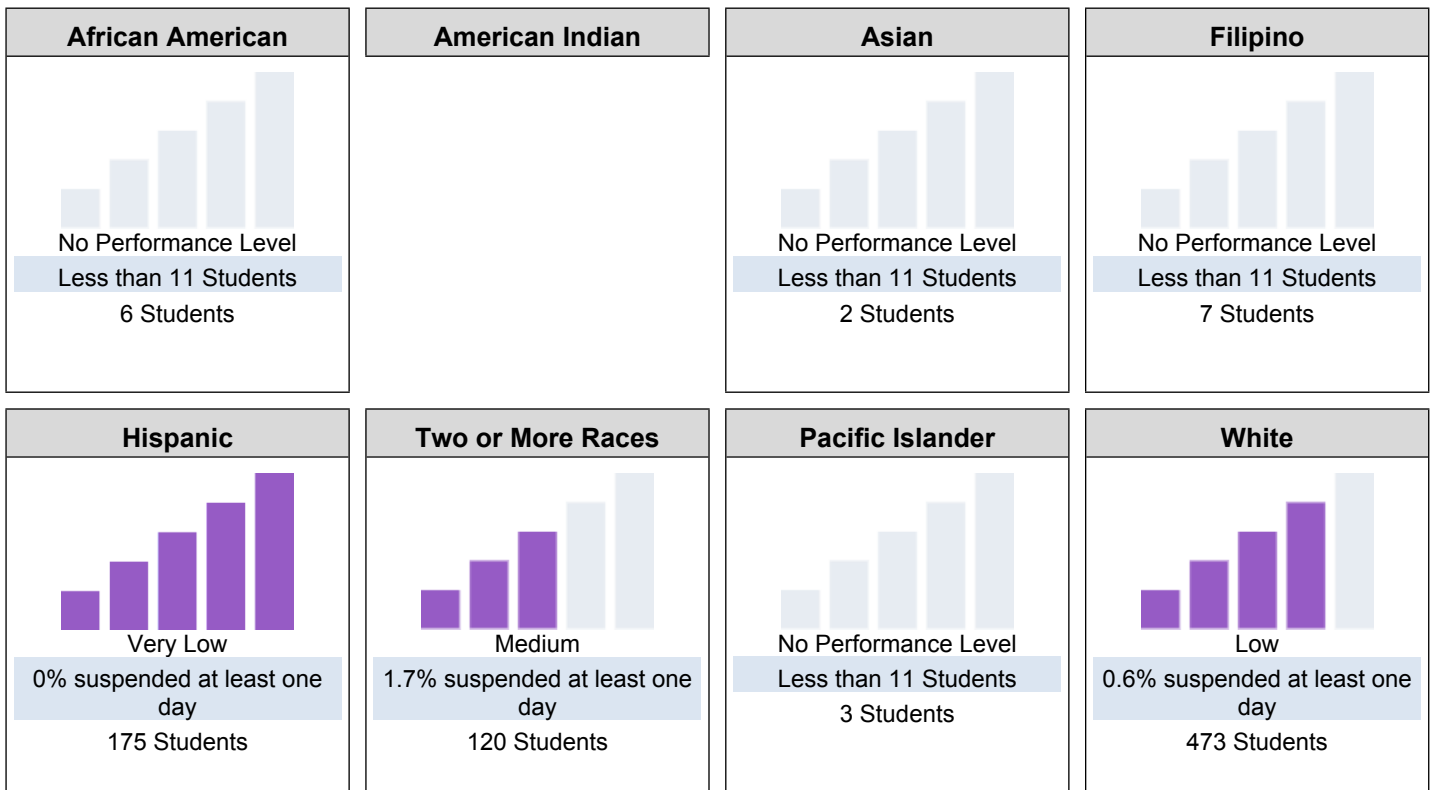
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

- In 2021-2022, the VES suspension rates were rated "low", with less than 1% suspended for less than 1 day.
- In 2021-2022, the VES suspension rates following student subgroups: English Learners and Students with Disabilities, was rated "Very Low" and students in the Socioeconomically Disadvantaged subgroup rated "Medium" with 2.5% suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning

LEA/LCAP Goal

Provide individual and small group instruction during WIN (What I Need) time based on current district and state assessment data that will prepare all students for academic and vocational success.

Goal 1

Village Elementary seeks to ensure all students receive individual, small and whole group instruction based on their academic strengths and needs, and personal interests and aspirations.

Identified Need

- Work within the master bell schedule, during WIN (What I Need) time, to provide intervention and extension as needed
- Increased support through small group instruction within the classroom to students with disabilities and who are socioeconomically disadvantaged, as needed, in English Language Arts and math.
- Provide daily prep and 2 times monthly (Wednesday afternoon) planning and collaborating time for teachers within and across grade levels (built into Wednesday meeting times) is needed to deepen knowledge of CCSS standards and new curriculum across several different content areas within the CUSD adopted curriculums in ELA, math and SEL. The other two afternoons a month will focus on professional development and training. If no professional development or training is planned, teachers will be given more time for data analysis and planning for WIN time.
- Document data analysis and PLC time through PLC's data recording minutes - including data analysis and next steps. Use TOSAs and grade level leads to help gather data, lead discussions and create intervention and extension groupings.
- Review appropriate assessments to gauge student growth and achievement in the area of ELA and math with TOSAs, leadership and grade level teams and provide small group instruction to meet student needs. Create school-wide assessment plan and goals for 2022-2023 school year.
- When students feel connected and included in school, they are inspired to learn. Village will continue supporting students to connect and provide inclusive learning opportunities.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Participation: <ul style="list-style-type: none"> • 100% of VES students participate in daily learning activities. • VAPA: 100% percent of students have | Participation: <ul style="list-style-type: none"> • VAPA: 100% percent of students have access to weekly VAPA lesson as identified through the | Participation: <ul style="list-style-type: none"> • VAPA: 100% percent of students have access to weekly VAPA lesson as originally identified |

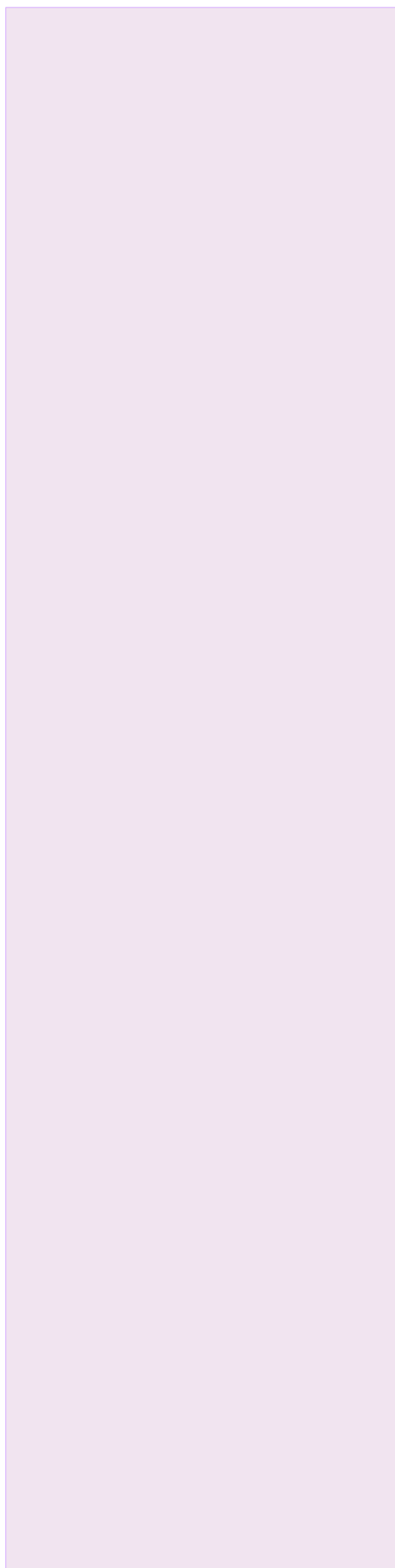
| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| <p>access to weekly VAPA lesson as identified through the Arts4 learning grant (that has now expired).</p> <ul style="list-style-type: none"> 100% of all students in grades K-5 have 1:1 computer access for accessing synchronous and asynchronous curriculum content at home and at school. | <p>Arts for Learning (A4L) grant. Prepare financially, as 2020-2021 is the last year for the Arts for Learning Grant funding.</p> <ul style="list-style-type: none"> 90% of all students in grades K-5 have 1:1 computer access for personalized learning. Survey teachers for interactive whiteboards. | <p>through the Arts for Learning (A4L) grant. Funding for VAPA will be taken over by CSF.</p> <ul style="list-style-type: none"> 100% of all students in grades 1-5 have 1:1 computer access for personalized learning. Install interactive whiteboards for 100% of teachers who choose to have one in their classroom. |
| <p>Local Data Measures for ELA :</p> <ul style="list-style-type: none"> Interim Benchmark Advance Interim Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year. | <p>Local Data Measures for ELA :</p> <ul style="list-style-type: none"> Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year. <p>2022-2023 Interim 1 Assessment Data for Village Overall: Meeting Standards: 30% Developing Standards: 48% Below Standards: 13% No Score: 9%</p> <p>Interim 2 Assessment Data for Village Overall: Meeting Standards: 43% Developing Standards: 38% Below Standards: 7% No Score: 12%</p> <p>Interim 3 Assessment Data for Village Overall Meeting Standards: 53% Developing Standards: 31% Below Standards: 11% No Score:</p> <p>2022-2023</p> | <ul style="list-style-type: none"> Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year. <p>Goal for Spring 2023: Interim 2 Assessment Data: Students will grow 3-5 % in each grade level on interim benchmarks in the criteria "meet or exceed standards" on Interim Benchmark Assessments or maintain above 80%.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|---|-------------------------------|
| | <p>Interim 1: Assessment Data Per Grade Level Kindergarten: 27% Meeting Standards 1st Grade: 40% Meeting Standards 2nd Grade: 33% Meeting Standards 3rd Grade: 30% Meeting Standards 4th Grade: 15% Meeting Standards 5th Grade: 40% Meeting Standards</p> <p>Interim 2 Assessment Data Per Grade Level: Kindergarten: 28% Meeting Standards 1st Grade: 55% Meeting Standards 2nd Grade: 41% Meeting Standards 3rd Grade: 39% Meeting Standards 4th Grade: 50% Meeting Standards 5th Grade: 43% Meeting Standards</p> <p>Interim 3 Assessment Data Per Grade Level Kindergarten: 63% Meeting Standards 1st Grade: 72% Meeting Standards 2nd Grade: 53% Meeting Standards 3rd Grade: 47% Meeting Standards 4th Grade: 49% Meeting Standards 5th Grade: 34% Meeting Standards (Increased number of students missing data)</p> | |
| Local Data Measures for Math: | Local Data Measures for Math: | Local Data Measures for Math: |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome



- Bridges in Mathematics/Number Corner
Baseline Number Corner Check Up 1 and Number Corner Check Up 4 will be used to measure growth. The data will be collected and analyzed.
- Bridges in Mathematics/Number Corner Check Ups 2 and 3 data will be collected and analyzed for small group interventions and goal creations. A 1% growth marker will be noted.

2022-2023 Data
Number Corner Baseline for Village Overall
Meeting/ Approaching: 84%
Strategic/Intensive: 13%
No Score: 5%

Number Corner Baseline:
% of Students
Meeting/Approaching
Kinder: 89%
1st Grade: 95%
2nd Grade: 96%
3rd Grade: 86%
4th Grade: 66%
5th Grade: 67%

Number Corner 2 for Village Overall:
Meeting/ Approaching: 84%
Strategic/Intensive: 11%
No Score: 5%

Number Corner Check Up 2:
% of Students
Meeting/Approaching
Kinder: 91%
1st Grade: 90%
2nd Grade: 87%

- Bridges in Mathematics/Number Corner
Baseline Beginning of the Year Assessment 1 and Number Corner Check Up 4 will be used to measure growth. The data will be collected and analyzed. **Goal to increase by at least 1% from previous year
- Bridges Math and Number Corner Check Ups 2 and 3 data will be collected and analyzed for small group interventions and goal creations. Students will grow at least 1-3% in each grade level on interim benchmarks in the areas of meet or exceed standards on Interim Benchmark Assessments or maintain above 80%.
- IXL Number of hours spent, number of questions answered will be analyzed/ Goals for next year will be created based on collected data.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

3rd Grade: 89%
4th Grade: 72%
5th Grade: 80%

Number Corner 3 Check Up for Village Overall:
Data Due: 4/1/2023
Meeting/ Approaching: 86%
Strategic/Intensive: 7%
No Score: 7%

Number Corner Check Up 3
Data:
% Students
Meeting/Approaching
Kinder: 93%
1st Grade: 88%
2nd Grade: 89%
3rd Grade: 87%
4th Grade: 83%
5th Grade: 78%

Current Check Up 4: Village Overall
**Data Due: 5/1/2023
Meeting/ Approaching: %
Strategic/ Intensive: %
No Score: %

Current Check Up 4:
** Data Due: 5/1/2023
% of Students
Meeting/Approaching

Kinder: %
1st Grade: %
2nd Grade: %
3rd Grade: %
4th Grade: %
5th Grade: %

IXL Data 2022-2023
Aug through March
Total Hours: 3,147
Total Questions: 687,390 (and it keeps going!)
*Aim for 100,000 questions each month

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| | Skills Mastered: 15,608 Skills Proficient: 17,453 Skills Practiced: 27,991 | |
| State Data Measures: <ul style="list-style-type: none"> CAASPP data: % of students performing at or above standard | CAASPP State Data Measures for 2018-2019 -2021-2022 Comparisons % of students performing at or above standard 3rd: ELA 2018-2019: 72% 2020-2021: 73% 2021-2022: 73% 3rd: Math 2018-2019: 77% 2020-2021: 74% 2021-2022: 74% 4th: ELA 2018-2019 72% 2020-2021 77% 2021-2022 69% 4th: Math 2018-2019 69% 2020-2021 71% 2021-2022: 76% 5th: ELA 2018-2019: 76% 2020-2021: 77% 2021-2022: 84% 5th: Math 2018-2019: 68% 2020-2021: 63% 2021-2022: 71% | State Data Measures: CAASPP Grades 3-5 for 2021-2022 Goals for 2022-23 will be based on 1% increase from 2021-2022 data |
| Progress Monitoring: <ul style="list-style-type: none"> Teachers will progress monitor student assessments. Data will be collected and analyzed per student usage and academic progress on individualized ELA | Progress Monitoring: <ul style="list-style-type: none"> Teachers will progress monitor student assessments. Data will be collected and analyzed per student usage and academic progress on individualized ELA | Progress Monitoring: <ul style="list-style-type: none"> Teachers will progress monitor student assessments. Data will be collected and analyzed per student usage and academic progress on individualized ELA |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| <p>and Math programs that are approved to support ELA and Math curriculums.</p> <ul style="list-style-type: none"> School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide. | <p>and Math programs that are approved to support ELA and Math curriculums.</p> <ul style="list-style-type: none"> School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide. | <p>and Math programs that are approved to support ELA and Math curriculums.</p> <ul style="list-style-type: none"> School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide. |
| <p>EL:</p> <ul style="list-style-type: none"> 2022 Fall Dashboard Student English Language Acquisition Results | <p>EL:</p> <ul style="list-style-type: none"> 56% of our 18 students, who are English Learners, are making progress towards English language proficiency. 38.9% of students progressed at least one ELPI Level. 16.7% maintained ELPI level 4, and 33.3% maintained ELPI level 1, 2L, 2H, 3L or 3H. <p>11.1% of students decreased one ELPI Level.</p> | <p>EL:</p> <ul style="list-style-type: none"> 60 % of students will make progress towards English Language proficiency per the ELPAC. 2% will increase in the number of students who progressed at least one ELPI level. 3 or less students will show a decrease their ELPI level. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.1. VES will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate college and career ready.

- * Use Bridges in Math Curriculum- Focus on assessments, data analysis and intervention/extension materials/curriculum implementation and small group needs.
- * Use Read Well reading curriculum for levels 1-12 to support systematic leveled readers for teaching instruction for grades K and 1.
- * Use Benchmark Advance phonics program for ELA in grades K-2nd
- * Use DIBLES for assessments and small group instruction
- * Use ELA/ELD Framework within designated and integrated ELD times.
- * Use Benchmark Advance ELA curriculum for whole group and small group (leveled readers and skill-based instruction) during universal access
- * VAPA Arts for Learning- Students will receive 1x week of integrated art lesson.
- * Kindergarten- Use data to guide small, flexible reading groups that span across the grade level. Work towards implementing grade-wide data analysis to conduct small group skills practice throughout the grade level.
- * Use TCI curriculum for Social Studies
- * Use FOSS Science curriculum and work with district to examine other options for science curriculums
- * Use of Intervention Reading materials- LLI, Wilson Reading Read Well, Benchmark Advance and Bridges Intervention materials as needed for student support.
- * Train interested teachers in using Foundations for phonics supports as needed for WIN time. Work with Learning Department to schedule time for training.
- * Use World Language programming and curriculum school wide, grades K-5th grade for 1x week, Spanish language instruction
- * Develop Innovation Lab experiences to incorporate Science standards not covered in the general education classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund
 4000-4999: Books And Supplies
 District provided curriculum
 District Funding for professional development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.2 Village will provide opportunities for individual, small group and whole group instruction for students based on strengths and needs, personal passions, and academic interests.
 * Use available district tech resources to personalize learning in the areas of ELA, math, writing, etc.

- * Use master schedule to implement WIN (What I Need) time focusing on intervention and extension personalized/small group learning opportunities for students based on current Math and ELA needs.
- * Use support staff and trained parent volunteers to help implement small groups as needed for teacher support and management.
- * Workplace training for Bridges for teachers- schedule with Learning Department for next year.
- * Participate in professional development related to differentiation in the Bridges curriculum focusing in on intervention and extension activites/resources/content.
- * Survey staff regarding WIN time to determine needs for differentiation and effectiveness of meeting student academic needs pertaining to intervention and extension.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund
4000-4999: Books And Supplies
TIGG funding, Site budget, CSF funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

- 1.3
- * Continue collaboration with the Orange County Diagnostic Center to implement inclusion expectations for all students
 - * Provide professional development in the area of Special Ed testing, qualifications, goal writing, equity and inclusion, accommodations and modifications.
 - * Provide time to analyze students with disabilities data in the areas of ELA and Math to create plans of action in alignment with their IEP goals.
 - * Align master schedule with pullout time to ensure cohesion and the least disruption for the student schedule.
 - * Conduct weekly Special Education team meetings with program specialist to cover new topics, Special Education law and cohesion amongst the Village SPED team.
 - * Enlist support of the CUSD Program Specialist to support SPED teachers/Gen Ed teachers in best practices for co-teaching and case management.
 - * Attend trainings with South County SELPA (program to support Special Education services) to be able to implement best practices in instructional/behavior management strategies for Certificated and Classified staff members.
 - * Interview and hire Classified (IAs and IABHCs) new staff as needed to support teachers and students as data demonstrates the need through SCIA documents and data collection.
 - * Use RBTs to collect data, coach classified staff and support classroom instructions and behavior based on student needs. This is a Tier 3 intervention for students who have Behavior Intervention Plans in place.

- * Assess dually identified EL and SPED students with alternative ELPAC test that is reserved for students with the most severe cognitive disabilities.
- * Use SCIA assessments to identify student assistant needs for behavior and academic needs to support students in the general ed classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund
CSF, DoDEA, LCFF supplemental, TIIG

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.4
VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.
* 1:1 Computer access is available for students in grades K-5th
* Continue Hapara usage
* Use Project Lead the Way (PLTW) curriculum in Innovation Lab focused on the integrating technology and the sciences.
* Continue to monitor and adjust master schedule to allow for Innovation lab visits weekly for students in grades K-5 while allowing for collaboration and PLC grade level time for teachers. PLC time will be data focused to drive intervention and extension, and professional development (Intervention/extension for Bridges, Benchmark Advance and SEL).
* Install interactive learning boards in classrooms where teachers will use the innovative tools to enhance effectiveness of high-impact and accelerated learning opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund
Site budget

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.5

VES/District will provide professional development in the areas of:

- Employing engaging instructional strategies focusing on language usage, success criteria, teacher clarity, equity and access, learning goals, data analysis and small group planning. Create a monthly learning goal with staff and create professional learning models and professional growth goals around the desired measurable outcomes.
- Use PLC structure to guide work of data driven small group instruction and implementation.
- Co-teaching model in the areas of math and moving towards ELA co-teaching integration where appropriate.
- Implementation of Bridges in Mathematics and Number Corner curriculum, and staff professional development focus on assessment, intervention and small group instruction. Focus on automaticity of math facts and creating fun and engaging ways to promote practice.
- Physical Education (SPARK, Playworks training) encouraging voice and choice during recess times, grades K-5.
- Playworks Recess programming to support playground behavior and sportsmanship
- Harmony implementation- Pre-planned lessons that connect students to themselves and each other. Planning Harmony lessons in grade level PLCs will be important so that the grade level is on the same page. (Use Google Docs)
- Culturally Responsive Teaching
- Multi-tiered Systems of Supports (MTSS) tiered framework development and implementation will provide the structure for meeting student's needs in the areas of academics, behavior and social-emotional learning.
- Review of school schedule will reveal opportunities to increase professional development and collaboration time, especially in the area of co-teaching/planning.
- Multi-tiered Systems of Supports (MTSS) and PBIS behavioral models. Create systems and implement at site level.
- Continue to monitor and adjust master schedule to allow for Innovation lab visits weekly for students in grades K-5 while allowing for collaboration and PLC grade level time for teachers. PLC time will be data focused to drive intervention and extension, and professional development.
- World Language Program
- Healthy Youth Act

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Site, and District budget

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall implementation of the strategies/activities are as described above.

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

Overall implementation of the strategies/activities are as described above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were added to this goal. Additions are found in the activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication

LEA/LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

Goal 2

Village Elementary seeks to ensure communication systems between and among all CUSD shareholders are effective.

Identified Need

Continue communication systems between and among all shareholders.

- Provide clear and simple communication with parents regarding progress reports, report cards, grading criteria, and meaning of grades is needed throughout the year in conjunction with Learning Department at the District Office.
- Communicate our progress with the MTSS framework to families and stakeholders.
- Use data systems to analyze student data and communicate results and next steps to stakeholders.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| <ul style="list-style-type: none"> • Identify the percentage of parents who attend parent/teacher conferences in the Fall. • Identify the number of families who read the weekly newsletter | <ul style="list-style-type: none"> • Maintain at least 98% of parents will participate in P/T conferences in the Fall. • Maintain 400+ weekly reads on the Village Newsletter | <ul style="list-style-type: none"> • Maintain at least 98% of parents will participate in P/T conferences in the Fall. • Maintain 400+ weekly reads on the Village Newsletter |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.1

Shareholder participation, communication, and engagement will continue to be a priority to support all VES students.

- Create and send weekly newsletters to parents. Collect information from various stakeholders, compile and send out on Sunday evenings.
- Streamline information outlets to ensure communication is not overwhelming to stakeholders.
- Use Intouch communication system to send out reminders per text/email on an as needed basis.
- Ensure school/district calendar is up-to-date and easily accessible to parents.
- VES will ensure required parent participation at SSC, ELAC, DELAC, and encourage parent participation in PTO.
- Strive for 98% parent participation at fall parent-teacher conferences.
- Hold or promote community based and school based parent information nights related to elementary grades (ie: Coronado SAFE Harbor Coffee Talks, DELAC informational meetings, Report Card/Assessments, 5th Grade transition to Middle School, etc.)
- Read Across America activities to engage in parental/student involvement with guest readers and speakers.
- For each reporting period, parent communication and information will be provided on grading and reporting system by the Learning Department.
- Maintain the number of family events in person or virtually, as practicable, in 2022-2023.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Site and District budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2

Communication between VES administration and staff will include:

- VES Leadership Team, Strategic Planning Committee (District Level), School Site Council, PTO and ELAC (Minutes and Agendas to be sent to stakeholders)
- Monthly professional development meetings (elementary joint, site based, grade level, PLCs, and articulation)
- Weekly newsletters to parents and staff
- Minutes of teacher meetings to be handed in via Google Documents to record progress on grade level goals and actions steps for WIN (What I Need) time.

- Goal and evaluation/reflection conferences 2x yearly and informal classroom observations/conversations with staff

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--------------|
| | General Fund |
| | None |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Communication between VES staff to community will include:

- Parent Survey (district level)
- Weekly “upcoming dates” via Edulink to Parents and Staff

*. Include important dates (holidays, conferences, early release, etc. at the beginning of the school year)

- Social media, local news outlets (e.g.: Coronado News, Eagle Journal, Coronado Times, Facebook, Twitter, district website)
- District Elementary Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed)
- PTO
- SSC
- ELAC/DELAC
- LCAP Strategic Planning Committee at District Level

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--------------|
| | General Fund |

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall implementation of the strategies/activities are as described.

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

Overall implementation of the strategies/activities are as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were added to this goal. Additions are found in the activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support

LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Goal 3

Village Elementary seeks to ensure that the Village Elementary Disaster Preparedness Plan aligns with the Coronado Unified School district's Master Safety/Disaster Preparedness Plan and is supported by the San Diego County Office of Education

Safety/Supportive School:

- * Safe and Clean Facilities
- * Thorough/Complete VES Safety Plan
- * Intervention and Enrichment before/during/after the instructional day
- * Implementation of weekly/daily Harmony SEL curriculum
- *Utilize Clinical Counselors to connect with students, assess social emotional needs and provide needed services
- *Utilize Special Education Coordinator at Village to support Special Education

Identified Need

Identified Need:

- Review and revise Comprehensive Districtwide School Safety Plan for disasters yearly
- Continue to develop and revise MTSS framework with staff and create time for training and implementation.
- Expand behavior MTSS framework and develop/implement a tiered academic framework.
- Expand Special Education supports and training by working with the Diagnostic Center with special education, general education and admin staff.
- Provide Summer School programming

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Clean and Healthy School: <ul style="list-style-type: none"> • Ingress and egress locations will continue to be staffed appropriately. | Clean and Healthy School: <ul style="list-style-type: none"> • Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, | Clean and Healthy School: <ul style="list-style-type: none"> • Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

playgrounds, and other areas will continue with timely reporting of issues to Maintenance and Operations.

playgrounds, and other areas will continue with timely reporting of issues to Maintenance and Operations.

Safety Plan:

- Documentation of monthly safety drills
- Documentation of Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.
- Yearly inspection data for “lock-blocks” for every door to promote efficiencies and safety during a lock down. Check yearly to make sure they are working properly and in good condition.
- Inventory possible needed supplies in the event of an actual lockdown for a period of time (toilet buckets, water, snacks, toilet paper, etc.).
- Meeting Agendas and Meeting Minutes with community leaders (Coronado Police Department, Coronado Fire Department, CUSD Safety personnel) to

Safety Plan:

- Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.
- Improvements to plan will be made based on staff feedback of each drill to include as needed: reminders about blinds, locking doors, walkthrough routes, safety protocols.
- Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).
- Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.
- District purchase and install “lock-blocks” for every door to promote efficiencies and safety during a lock down. Check yearly to make sure they are working

Safety Plan:

- Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.
- Improvements to plan will be made based on staff feedback of each drill to include as needed: reminders about blinds, locking doors, walkthrough routes, safety protocols.
- Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).
- Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.
- District purchase and install “lock-blocks” for every door to promote efficiencies and safety during a lock down. Check yearly to make sure they are working

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| <p>expand the VES safety plan.</p> <ul style="list-style-type: none"> • Meeting Agendas and Meeting Minutes of the Safety Planning Team to continue to refine and improve upon plan. • Hire crossing guard at H Ave and 6th street and at G and 7th street. | <p>properly and in good condition.</p> <ul style="list-style-type: none"> • Determine personnel who need keys to certain areas of the school to ensure ability to lock down securely. • Establish a re-unification process districtwide working with district, community, fire, and law enforcement. • Inventory possible needed supplies in the event of an actual lockdown for a period of time (toilet buckets, water, snacks, toilet paper, etc.). • Establish protocol for staff who leave campus during lunch time each day if a lockdown or disaster occurs in their absence. • Meet yearly with community leaders (Coronado Police Department, Coronado Fire Department, CUSD Safety personnel) to expand the VES safety plan. • Meet with Safety Planning Team to continue to refine and improve upon plan • Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined • Incorporate staff and community | <p>properly and in good condition.</p> <ul style="list-style-type: none"> • Determine personnel who need keys to certain areas of the school to ensure ability to lock down securely. • Establish a re-unification process districtwide working with district, community, fire, and law enforcement. • Inventory possible needed supplies in the event of an actual lockdown for a period of time (toilet buckets, water, snacks, toilet paper, etc.). • Establish protocol for staff who leave campus during lunch time each day if a lockdown or disaster occurs in their absence. • Meet yearly with community leaders (Coronado Police Department, Coronado Fire Department, CUSD Safety personnel) to expand the VES safety plan. • Meet with Safety Planning Team to continue to refine and improve upon plan • Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined • Incorporate staff and community |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

improvement feedback and suggestions into the plan.

- Review and approve safety plan yearly with School Site Council. Share only pertinent information with the public for safety reasons.
- Make needed changes to plan in accordance with new suggestions and determined needs through review of safety plan with district and law enforcement.
- Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans and refill needed supplies in emergency kits.
- Continued communication of emergency procedures that are outlined for substitutes and visitors on campus.
- Hire crossing guard at H Ave and 6th street and at G and 7th street.

improvement feedback and suggestions into the plan.

- Review and approve safety plan yearly with School Site Council. Share only pertinent information with the public for safety reasons.
- Make needed changes to plan in accordance with new suggestions and determined needs through review of safety plan with district and law enforcement.
- Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans and refill needed supplies in emergency kits.
- Continued communication of emergency procedures that are outlined for substitutes and visitors on campus.
- Hire crossing guard at H Ave and 6th street and at G and 7th street.

PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:

- Use PLC documentation to review Progress Monitoring and implementation of

PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:

- Data analysis and instructional focus discussions at weekly grade level PLCs. Develop data analysis PLC practices as

PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:

- Data analysis and instructional focus discussions at monthly grade level PLCs.
- Train staff for school-wide use of PLC data

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| <p>intervention and extension.</p> <ul style="list-style-type: none"> • Classroom Observations/Walkthroughs of Meet the Masters Lessons to support VAPA classes. • Classroom Observations/Walkthroughs and lesson plans Innovation Lab-Lead the Way materials ,training and curriculum. • Discipline records analysis | <p>needed per grade level.</p> <ul style="list-style-type: none"> • Progress monitoring discussions on identified students occur with input from Reading teachers, grade level colleagues, TOSAs, general education teachers, and administration, informally and formally each month. • Enrichment/extension activities and assignments are provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. • Teaching to High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through project-based experiences are taught within all grade levels across the district. Focus on voice and choice through universal designed learning needs to be emphasized. • Meet the Masters-Continue through parent volunteers and PTO funding/district funding | <p>dives, using data to drive instruction.</p> <ul style="list-style-type: none"> • Progress monitoring discussions on identified students occur with input from Reading teachers, grade level colleagues, TOSAs, general education teachers, and administration, informally and formally each month. • Enrichment/extension activities and assignments are provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. • Teaching to High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through project-based experiences are taught within all grade levels across the district. Focus on voice and choice through universal designed learning needs to be emphasized. • More leadership opportunities for students who are at grade level to continue to develop their academics |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- Innovation Lab- Project Lead the Way materials, training and curriculum.
- More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond- Consider Leader in Me program.
- Consider Band for 4th and 5th graders incorporated into the instructional day.

During daily collaboration and teacher prep time- Implement PE, ILAB and VAPA rotations:

- Incorporate the Arts (VAPA) into the school day while meeting state-mandated instructional minutes. Integrated and designated arts lessons will be weaved into the California adopted ELA/math/SS/Science standards. Our teachers will incorporate VAPA into project-based learning.
- Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.
- Meet the Masters- Continue through parent volunteers and PTO funding/district funding

- above and beyond. Consider Leader in Me program.
- Consider Band for 4th and 5th graders incorporated into the instructional day

During daily collaboration and teacher prep time- Implement PE, ILAB and VAPA rotations:

- Incorporate the Arts (VAPA) into the school day while meeting state-mandated instructional minutes. Integrated and designated arts lessons will be weaved into the California adopted ELA/math/SS/Science standards. Our teachers will incorporate VAPA into project-based learning.
- Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.
- Meet the Masters- Continue through parent volunteers and PTO funding/district funding
- Innovation Lab- Project Lead the Way materials, training and curriculum.
- SPARK PE curriculum 3 days a week, for 45 minutes each day.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| | <ul style="list-style-type: none"> • Innovation Lab- Project Lead the Way materials, training and curriculum. • SPARK PE curriculum 3 days a week, for 45 minutes each day. | |
| <p>English Language Learner Support:</p> <ul style="list-style-type: none"> • All EL students receive designated ELD with classroom teacher or ELD teacher. • Look at school-wide instructional practices to ensure integrated ELD strategies are happening on a daily basis. • Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum. • Improve ELPAC scores in each level by 3% for students in United States for 1 year or more. • ELD teacher works with EL students based on area of need (1st-5th). | <p>English Language Learner Support:-All EL students receive designated ELD with classroom teacher or ELD teacher.</p> <ul style="list-style-type: none"> • Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis. • Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum. • Improve ELPAC scores in each level by 3% for students in United States for 1 year or more. • ELD teacher works with EL students based on area of need (1st-5th). | <p>English Language Learner Support:</p> <ul style="list-style-type: none"> • All EL students receive designated ELD with classroom teacher or ELD teacher. • Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis in ALL learning environments. • Incorporate push-in services for ELD as much as possible. • Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum. • Focus writing prompts to Benchmark Unit Essential Questions. • Incorporate elements of ELPAC skills in everyday instruction. • Improve ELPAC scores in each level by 3% for students in United States for 1 year or more. <p>Grow 3% in Well Developed Grow 3% in Moderately developed Grow 3% in Somewhat Developed</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| <p>Attendance:</p> <ul style="list-style-type: none"> • Improve P2 attendance rate by 0.5%. • Improve chronic absenteeism rate by .5% in all subgroups. <p>Improve CUSD attendance rates and chronic absenteeism rates for all students.</p> <ul style="list-style-type: none"> • Ensure all VES attendance is accurately reported on a daily basis into Synergy. • Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. • Ensure VES holds appropriate SART meetings for students whose attendance reaches appropriate thresholds. • Make visible what measures are in place to reward positive student attendance. Promote and incentivize positive attendance at ACE Assemblies. • Make visible supports that are in place to support students having attendance concerns. | <p>Attendance:</p> <ul style="list-style-type: none"> • Improve P2 attendance rate by .5%. <p>Current is 96.5% attendance rate</p> <ul style="list-style-type: none"> • Improve chronic absenteeism rate by .5%. <p>Current chronic absenteeism is at 4.5%. EL chronically absent @ 4.1%, SED @ 6.9%, SWD at 3.1%</p> | <p>Attendance:</p> <ul style="list-style-type: none"> • Improve P2 attendance rate by 0.5%. • Improve chronic absenteeism rate by .5% in all subgroups. <p>Improve CUSD attendance rates and chronic absenteeism rates for all students.</p> <ul style="list-style-type: none"> • Ensure all VES attendance is accurately reported on a daily basis into Synergy. • Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. • Promote and incentivize positive attendance. • Ensure VES holds appropriate SART meetings for students whose attendance reaches appropriate thresholds. • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| <ul style="list-style-type: none"> • Make visible policy and accountability (i.e. credit available) for completed ISC work. • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools). • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. | | <p>credit available) for completed ISC work.</p> <ul style="list-style-type: none"> • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools). • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. |
| <p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> • Schoolwide/Districtwide discipline action guide (DAC) provides students with opportunities to make good choices, and intervention solutions are based on natural consequences based on our implementation of Restorative Practices. • Maintain consistent and strong home/school communication regarding behavior and counseling. Maintain accurate parent/teacher communication logs for tracking behaviors and trends for analysis and record keeping. | <p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> • Schoolwide/Districtwide discipline action guide (DAC) provides students with opportunities to make good choices, and intervention solutions are based on natural consequences based on our implementation of Restorative Practices. • Maintain consistent and strong home/school communication regarding behavior and counseling. Teachers and Admin maintain accurate parent/teacher communication logs for tracking behaviors and trends for analysis and record keeping. | <p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> • Schoolwide/Districtwide discipline action guide (DAC) provides students with opportunities to make good choices, and intervention solutions are based on natural consequences based on our implementation of Restorative Practices. • Maintain consistent and strong home/school communication regarding behavior and counseling. Maintain accurate parent/teacher communication logs for tracking behaviors and trends for analysis and record keeping. |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- Interventions are based on positive discipline (MTSS) with strong parent/school team approach to resolve issues through Restorative Practices.
- Student Success Team (SST) supports referred students with academic/social emotional/ behavior needs.
- Monthly awards promote positive behavior and citizenship.
- MFLC and Counseling Interns help support student needs on playground during recesses.
- Provide counseling resources as needed.
- Create MTSS/PBIS for Year 4
- Implement Sanford Harmony for Year 4

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- Create MTSS/PBIS for Year 4
- Implement Sanford Harmony for Year 4

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- Monthly awards promote positive behavior and citizenship.
- MFLC and Counseling Interns help support student needs on playground during recesses.
- Provide counseling resources as needed.
- Create MTSS/PBIS for Year 4
- Implement Sanford Harmony for Year 4

Provide appropriate social/emotional supports for students in a variety of ways.

- Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.
- Maintain current staffing of Military Family Life Counselors (2 FTE) and increase current full-time counseling support from 1.0 FTE to 2.0 FTE.
- ERHMS counseling support will continue at current .3 as

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- Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.
- Maintain current staffing of Military Family Life Counselors (2 FTE) and increase current full-time counseling support from 1.0 FTE to 2.0 FTE.
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- Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.
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- ERHMS counseling support will continue at current .3 as

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| <p>needed per student need.</p> <ul style="list-style-type: none"> Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc. | <p>needed per student need.</p> <ul style="list-style-type: none"> Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc. | <p>needed per student need.</p> <ul style="list-style-type: none"> Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.1
VES will maintain safe and clean facilities.

- Ingress and egress locations will continue to be staffed appropriately.
- Weekly inspections by site administration of classrooms, playgrounds, and other areas will continue with timely reporting of issues to M&O.
- Hire crossing guard at H Ave and 6th street

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| | General Fund District M&O budget/site budget |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 Safety Plan:

- Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.

- Improvements to plan will be made based on staff feedback of each drill to include as needed: reminders about blinds, locking doors, walkthrough routes, safety protocols.
- Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).
- Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.
- District purchase and install “lock-blocks” for every door to promote efficiencies and safety during a lock down. Check yearly to make sure they are working properly and in good condition.
- Determine personnel who need keys to certain areas of the school to ensure ability to lock down securely.
- Establish a re-unification process districtwide working with district, community, fire, and law enforcement.
- Inventory possible needed supplies in the event of an actual lockdown for a period of time (toilet buckets, water, snacks, toilet paper, etc.).
- Establish protocol for staff who leave campus during lunch time each day if a lockdown or disaster occurs in their absence.
- Meet yearly with community leaders (Coronado Police Department, Coronado Fire Department, CUSD Safety personnel) to expand the VES safety plan.
- Meet with Safety Planning Team to continue to refine and improve upon plan.
- Implement practice drills in conjunction with community safety authorities to determine what’s working and what needs to be refined.
- Incorporate staff and community improvement feedback and suggestions into the plan.
- Make needed changes to plan in accordance with new suggestions and determined needs.
- Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans.
- Emergency procedures are outlined for substitutes and visitors on campus.
- VES will update its safety plan using new template and hold appropriate safety drills annually.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3.3 PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:

- Data analysis and instructional focus discussions at weekly grade level PLCs. Develop data analysis PLC practices as needed per grade level.

- Progress monitoring discussions on identified students occur with input from Reading teachers, grade level colleagues, TOSAs, general education teachers, and administration, informally and formally each month.
- Enrichment/extension activities and assignments are provided to all identified students in the general education classroom, by their general education teacher, using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teachers are responsible for planning and implementing these activities.
- Teaching to High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through project-based experiences are taught within all grade levels across the district. Focus on voice and choice through universal designed learning needs to be emphasized.
- Meet the Masters Art Programming: Continue through parent volunteers and PTO funding/district funding.
- Incorporate the Arts (VAPA) into the school day while meeting state-mandated instructional minutes. Integrated and designated arts lessons will be weaved into the California adopted ELA/math/SS/Science standards. Our teachers will incorporate VAPA into project-based learning.
- Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.

Innovation Lab- Lead the Way materials ,training and curriculum.

- Conduct Parent Teacher conferences for those students not meeting grade level standards each Spring. This year, 103 P/T conferences were held with parents of struggling students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund

ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.4

English Language Learner Support:

- ELD designated instruction will occur with purpose, daily.
- Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis.
- ELD teacher small group instruction.
- Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.

- Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.
- Continue to fund FTE based on EL enrollment to meet EL needs.
- ELD instruction will be provided by our designated ELD teacher and the general education grade level classroom teacher.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-------------------|
| | LCFF |
| | LCFF Supplemental |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

- 3.5 Improve CUSD attendance rates and chronic absenteeism rates for all students.
- Ensure all VES attendance is accurately reported on a daily basis into Synergy.
 - Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis.
 - Promote and incentivize positive attendance during ACE Assemblies (school-wide recognition).
 - Ensure VES holds appropriate SART meetings for students whose attendance reaches appropriate thresholds.
 - Make visible what measures are in place to reward positive student attendance.
 - Make visible supports that are in place to support students having attendance concerns.
 - Make visible policy and accountability (i.e. credit available) for completed ISC work.
 - Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools).
 - Key actions are dependent on feedback and outcome from previous years.
 - Determine need for additional supports which may be helpful or necessary.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--------------|
| | General Fund |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.6 Decrease suspension rate and improve school connectedness/inclusivity

- Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on logical consequences (proportional, reasonable, developmentally appropriate, and intended to teach and reinforce a developing skill and create a safer environment).
- Maintain consistent and strong home/school communication regarding behavior.
- Interventions are based on positive discipline with strong parent/school team approach to resolve issues.
- Incorporate structured staff training on positive discipline, restorative practices, Harmony lesson implementation.
- Student Success Team (SST) supports referred students with behavior and academic needs.
- MFLC help support student needs on playground during recesses.
- Provide counseling resources as needed.
- Provide structured recess activities and review expectations as needed
- Increase adult presence and review supervision expectations
- Create and implement MTSS/PBIS frameworks for Year 4
- Implement Harmony for Year 5
- More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.
- Band for 4th and 5th graders and Choir for grades 2nd-5th.
- Evaluating what is successful or what is not and add other areas of interest we can add to enrichment.
- Continue to build on enrichment into other grades or across sites.
- More leadership opportunities (NPFH, Curbside Hosts, Junior Coaches for Recess in Playworks, Student Council, Anchored for Life, peer tutoring) for students who are at grade level to continue to develop their academics above and beyond.

Coordinate Clinical Counselor Services:

- Coordinate with our local Non-profit agency Coronado SAFE for on-campus support-outreach to build connection and facilitate psychoeducational groups that teach skills such as self-regulation and social skills.
- Build connection and teach skills (self-regulation and social skills which often supports student with an IEP)
- Support families through consultation and case management (connecting them to resources and or coordinating with outside mental health providers)
- Facilitate restorative conversations to help with conflict resolution.
- Provide students with support for issues that arise within the school day such as friendship problems or being unregulated.
- Consultation with teachers and aides to help them find ways to connect and intervene with students.

- Provide opportunities for students to make connections such as the recreational “Happy Minute” group that is provided weekly to students.
- Crisis intervention support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

PTO funding, site budget

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.7 Provide appropriate social/emotional supports for students in a variety of ways.

- Continue utilizing Harmony social emotional curriculum for grades TK-5.
- Maintain current staffing of Military Family Life Counselors (2 FTE) and maintain current full-time counseling support from 2.0 FTE.
- ERHMS counseling support will continue at current .3 as needed per student need.
- Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

City Funding, Military Funding, Site Funding

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.8

Provide training for students on digital proficiency and citizenship including ethical use of technology in the general education classroom.

Review Acceptable Use Policy site-wide
Innovation Lab- Use Project Lead the Way materials, training and curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Site Budget

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall implementation of the strategies/activities are as described.

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

Overall implementation of the strategies/activities are as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were added to this goal. Additions are found in the activities.

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------|
| Total Funds Provided to the School Through the Consolidated Application | \$0.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$ |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|-------------|-----------|
| General Fund | \$61,348.00 | 61,348.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|--------|
|----------------|--------|

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|--------|
|------------------|----------------|--------|

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
|-------------|--------------------|

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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|--------------------|----------------------------|
| Heidi Bergener | Principal |
| Ashlee Phair | Classroom Teacher |
| Tami Bromley | Classroom Teacher |
| Cecelia Marston | Classroom Teacher |
| Renelle Koczan | Other School Staff |
| Bill Molloie | Parent or Community Member |
| Scott Crane | Parent or Community Member |
| Annaliese Nassiri | Parent or Community Member |
| Jane Mitchell | Parent or Community Member |
| Brittany Lindquist | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

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

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.

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

Signature

Committee or Advisory Group Name

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.

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2023.

Attested:

Principal, Heidi Bergener, Ed.D. on 5/9/2023

SSC Chairperson, Jane Mitchell on 5/9/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019