

# 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	3/22/2022	June 2022

## 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) that has been present since COVID-19 began in March 2020.
- Increased support to students with disabilities and who are socioeconomically disadvantaged, as needed, in English Language Arts and Math.
- More 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 newly adopted curriculums in ELA, Math 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 Districtwide 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.
- Review data in ELA and math to identify COVID-19 academic and social emotional deficits. Work with stakeholders and district to identify needs and create a plan of action upon return of students.
- Provide Summer School programming for enrichment/extension/socialization.

#### Site Strategy:

- Plan and execute routine announced and unannounced drills: fire, lockdown, and earthquake.
- Provide safe and clean facilities.
- Complete thorough VES Safety/Disaster Plan.
- Coordinate districtwide 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 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. Per negotiations in Spring of 2021, new observation and evaluation system is being piloted in the 2021-2022 school year. Full implementation will occur in the 2022-2023 school year.

## 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 groups that are recalibrated by local Benchmark Advance and Bridges assessments, universal reading screeners for phonics and formal reading assessments, 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, Registered Behavior Technicians, and professional development in newly adopted ELA and Math curriculums provided by TOSAs and curriculum experts.

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.

## 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, Harcourt Social Studies, 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 Reading Intervention Systems, FOSS Science Curriculum, Harcourt Social Studies and TCI-new pilot for Social Studies, SPARK PE curriculum, 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 Language Acquisition Committee (ELAC), District English Language Acquisition 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.

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, District Engagement Committees.

## Funding

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

Fiscal support (EPC)

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

SPSA was sent to Village School Staff on March 24th, 2022 for review and advisement. Site leadership team was consulted at the 4/5/2022 and plan was reviewed, edits made. The SPSA was shared and discussed at the School Site Council Meeting on 4/6/2022. Signatures and approval from all SSC members was received on April 29, 2022. A final copy of the site SPSA was sent out electronically to the VES staff, parents, district, SSC, ELAC, and community on 5/2/2022.

## 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.36%	0.5%	0.3%	3	4	2
African American	1.43%	1.64%	1.0%	12	13	6
Asian	0.48%	0.25%	0.2%	4	2	1
Filipino	1.43%	1.13%	0.7%	12	9	4
Hispanic/Latino	19%	16.98%	19.1%	159	135	116
Pacific Islander	0.36%	0.25%	0.3%	3	2	2
White	65.47%	66.54%	63.2%	548	529	385
Multiple/No Response	5.62%	6.79%	7.4%	47	54	45
	<b>Total Enrollment</b>			837	795	609

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	156	147	93
Grade 1	115	122	91
Grade 2	129	119	103
Grade 3	145	131	84
Grade 4	120	150	104
Grade 5	172	126	134
<b>Total Enrollment</b>	837	795	609

### Conclusions based on this data:

1. Enrollment decreased to 609 in 2020-2021. Currently, enrollment has increased to 752 in 2021-2022 from 609 in the 2020-2021 school year. Growth of 143 students that is not reflected in this data.
2. Student group demographics have stayed relatively the same % for 3 years in a row. We witnessed a 2% increase in our Latino population, from 17% to 19% in the 2020-2021 school year. Our white sub group fell 3% in the 2020-2021 school year.
3. Fewer grade level teachers were needed 2020-2021, due to COVID 19 enrollment drop.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	55	52	38	6.6%	6.5%	6.2%
Fluent English Proficient (FEP)	51	45	36	6.1%	5.7%	5.9%
Reclassified Fluent English Proficient (RFEP)	5	10	3	10.2%	18.2%	5.8%

### Conclusions based on this data:

1. The number of Reclassified EL students fell 15% in 2020-2021. These numbers are due to COVID-19. Plans to regain percentage are articulated in the plan.
2. Fluent English speaker population hovers around 5.5%.
3. EL population has remained about 6% each year, even with the decrease in enrollment for the 2020-2021 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	110	144	87	106	142	83	106	142	83	96.4	98.6	95.4
Grade 4	149	117	107	145	115	102	145	115	102	97.3	98.3	95.3
Grade 5	161	169	133	159	165	125	159	165	125	98.8	97.6	94.0
All Grades	420	430	327	410	422	310	410	422	310	97.6	98.1	94.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2464.	2471.	2467.	40.57	43.66	40.96	25.47	29.58	31.33	20.75	15.49	21.69	13.21	11.27	6.02
Grade 4	2516.	2512.	2526.	51.03	41.74	43.14	22.07	30.43	34.31	15.17	9.57	14.71	11.72	18.26	7.84
Grade 5	2543.	2561.	2561.	36.48	47.27	42.40	33.33	29.70	35.20	15.09	13.33	13.60	15.09	9.70	8.80
All Grades	N/A	N/A	N/A	42.68	44.55	42.26	27.32	29.86	33.87	16.59	13.03	16.13	13.41	12.56	7.74

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.85	43.66	28.92	50.94	45.07	61.45	13.21	11.27	9.64
Grade 4	43.45	46.09	29.41	44.14	39.13	65.69	12.41	14.78	4.90
Grade 5	41.51	47.88	31.20	41.51	46.67	64.00	16.98	5.45	4.80
All Grades	40.73	45.97	30.00	44.88	44.08	63.87	14.39	9.95	6.13

### 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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.68	33.10	25.30	48.11	54.93	67.47	13.21	11.97	7.23
Grade 4	44.83	36.52	30.39	41.38	48.70	64.71	13.79	14.78	4.90
Grade 5	44.03	44.24	40.00	43.40	44.24	48.80	12.58	11.52	11.20
All Grades	42.93	38.39	32.90	43.90	49.05	59.03	13.17	12.56	8.06

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.25	35.92	13.25	62.26	59.15	79.52	8.49	4.93	7.23
Grade 4	40.00	37.39	24.51	53.10	50.43	66.67	6.90	12.17	8.82
Grade 5	30.19	43.03	21.60	60.38	50.30	73.60	9.43	6.67	4.80
All Grades	33.41	39.10	20.32	58.29	53.32	72.90	8.29	7.58	6.77

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.91	33.10	25.30	52.83	54.93	71.08	12.26	11.97	3.61
Grade 4	42.07	36.52	29.41	46.21	45.22	65.69	11.72	18.26	4.90
Grade 5	44.65	46.67	34.40	40.88	41.82	58.40	14.47	11.52	7.20
All Grades	41.22	39.34	30.32	45.85	47.16	64.19	12.93	13.51	5.48

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 the domain ELA: Research and Inquiry, the number of students who scored below standard dropped significantly. Over 92% of all students scored above, at or nearly meeting standard expectations.
2. In the domain Writing: Producing Clear and Purposeful Writing, the number of students who scored below standard dropped. Over 89% of all students in writing scored above, at or nearly meeting standard expectations.
3. In the domain Reading: Demonstrating Understanding of Literary and Non-fictional Texts, the number of students who scored below standard dropped. Over 90% of 3rd graders and 96% of 4th and 5th graders 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	110	144	87	107	144	85	107	144	85	97.3	100	97.7
Grade 4	148	117	107	147	115	102	147	115	102	99.3	98.3	95.3
Grade 5	161	169	133	159	168	125	159	168	125	98.8	99.4	94.0
All Grades	419	430	327	413	427	312	413	427	312	98.6	99.3	95.4

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2479.	2485.	2471.	39.25	44.44	31.76	31.78	33.33	42.35	19.63	12.50	12.94	9.35	9.72	12.94
Grade 4	2525.	2529.	2528.	41.50	40.87	37.25	35.37	28.70	34.31	14.29	24.35	25.49	8.84	6.09	2.94
Grade 5	2545.	2559.	2543.	37.74	47.62	33.60	26.42	20.83	29.60	22.64	18.45	23.20	13.21	13.10	13.60
All Grades	N/A	N/A	N/A	39.47	44.73	34.29	30.99	27.17	34.62	18.89	18.03	21.15	10.65	10.07	9.94

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.14	59.72	32.94	31.78	25.69	56.47	13.08	14.58	10.59
Grade 4	57.82	52.17	45.10	25.17	27.83	50.00	17.01	20.00	4.90
Grade 5	44.03	51.19	30.40	37.11	30.95	54.40	18.87	17.86	15.20
All Grades	51.82	54.33	35.90	31.48	28.34	53.53	16.71	17.33	10.58

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49.53	54.86	49.41	39.25	37.50	43.53	11.21	7.64	7.06
Grade 4	48.30	45.22	39.22	40.14	44.35	51.96	11.56	10.43	8.82
Grade 5	38.99	42.26	29.60	47.80	40.48	63.20	13.21	17.26	7.20
All Grades	45.04	47.31	38.14	42.86	40.52	54.17	12.11	12.18	7.69

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47.66	50.00	34.12	42.06	38.89	61.18	10.28	11.11	4.71
Grade 4	50.34	47.83	35.29	37.41	43.48	57.84	12.24	8.70	6.86
Grade 5	35.22	38.10	28.00	50.94	48.81	63.20	13.84	13.10	8.80
All Grades	43.83	44.73	32.05	43.83	44.03	60.90	12.35	11.24	7.05

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 2020-2021, in Math Overall Achievement, students achieving below standard dropped. Over 70% of 3rd graders and 96% of 4th and 5th graders in math scored above, at or nearly meeting standard expectations.
2. In 2020-2021, in Math: Concepts & Procedures: Applying Mathematical Concepts and Procedures, students achieving below standard dropped. Over 89% of 3rd, 4th and 5th graders scored above, at or nearly meeting standards expectations.
3. In 2020-2021, 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 92% 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	1410.5	*	*	1429.3	*	*	1366.4	*	*	14	4
<b>1</b>	*	1468.8	*	*	1483.2	*	*	1453.8	*	*	11	7
<b>2</b>	*	*	1454.2	*	*	1461.5	*	*	1446.6	*	5	12
<b>3</b>	*	*	*	*	*	*	*	*	*	*	4	7
<b>4</b>	*	*	*	*	*	*	*	*	*	*	7	7
<b>5</b>	1518.9	1563.5	*	1493.5	1540.4	*	1543.9	1586.1	*	11	11	4
<b>All Grades</b>										43	52	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.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	7.14	*	*	57.14	*	*	21.43	*		14.29	*	*	14	*
<b>1</b>	*	9.09	*		72.73	*	*	9.09	*		9.09	*	*	11	*
<b>2</b>	*	*	33.33		*	33.33		*	16.67		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	63.64	*	*	18.18	*	*	18.18	*	*	0.00	*	11	11	*
<b>All Grades</b>	44.19	25.00	43.90	37.21	48.08	31.71	*	17.31	14.63	*	9.62	9.76	43	52	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.



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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	21.43	*	*	50.00	*	*	14.29	*		14.29	*	*	14	*
<b>1</b>	*	45.45	*	*	36.36	*		18.18	*		0.00	*	*	11	*
<b>2</b>	*	*	50.00		*	25.00		*	8.33		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	63.64	*	*	18.18	*	*	0.00	*	*	18.18	*	11	11	*
<b>All Grades</b>	48.84	46.15	58.54	25.58	30.77	29.27	*	11.54	2.44	*	11.54	9.76	43	52	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.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*	*	21.43	*	*	64.29	*		14.29	*	*	14	*
<b>1</b>	*	0.00	*	*	45.45	*	*	36.36	*		18.18	*	*	11	*
<b>2</b>	*	*	8.33	*	*	58.33		*	8.33		*	25.00	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	11	11	*
<b>All Grades</b>	32.56	17.31	12.20	51.16	26.92	48.78	*	40.38	24.39	*	15.38	14.63	43	52	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.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	50.00	*	*	35.71	*		14.29	*	*	14	*
<b>1</b>	*	72.73	*	*	27.27	*		0.00	*	*	11	*
<b>2</b>	*	*	33.33		*	50.00		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	27.27	*	*	54.55	*	*	18.18	*	11	11	*
<b>All Grades</b>	62.79	50.00	53.66	30.23	36.54	36.59	*	13.46	9.76	43	52	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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	21.43	*	*	64.29	*		14.29	*	*	14	*
<b>1</b>	*	18.18	*	*	72.73	*		9.09	*	*	11	*
<b>2</b>	*	*	58.33	*	*	25.00		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	72.73	*	*	18.18	*	*	9.09	*	11	11	*
<b>All Grades</b>	46.51	40.38	65.85	41.86	48.08	24.39	*	11.54	9.76	43	52	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.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*	*	92.86	*		7.14	*	*	14	*
<b>1</b>	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
<b>2</b>	*	*	25.00	*	*	50.00		*	25.00	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	54.55	*	*	45.45	*	*	0.00	*	11	11	*
<b>All Grades</b>	34.88	21.15	24.39	55.81	63.46	60.98	*	15.38	14.63	43	52	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.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	35.71	*	*	28.57	*		35.71	*	*	14	*
<b>1</b>	*	0.00	*	*	90.91	*		9.09	*	*	11	*
<b>2</b>	*	*	16.67	*	*	58.33		*	25.00	*	*	12
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	27.27	*	*	72.73	*		0.00	*	11	11	*
<b>All Grades</b>	46.51	23.08	17.07	53.49	61.54	68.29		15.38	14.63	43	52	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.

**Conclusions based on this data:**

1. In 2020-2021, in ELD: Listening and Speaking, students achieving beginning level dropped by almost 5% and 3% respectively.
2. In 2020-2021, in ELD: Reading, students achieving beginning level dropped by 1%.
3. In 2020-2021, in ELD: Writing, students achieving beginning level dropped by 1%.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>609</b>	<b>12.3</b>	<b>6.2</b>	<b>0.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	6.2
Foster Youth	3	0.5
Homeless		
Socioeconomically Disadvantaged	75	12.3
Students with Disabilities	80	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0
American Indian or Alaska Native	2	0.3
Asian	1	0.2
Filipino	4	0.7
Hispanic	116	19.0
Two or More Races	45	7.4
Native Hawaiian or Pacific Islander	2	0.3
White	385	63.2

### Conclusions based on this data:

- 13.1% of all students are considered to be classified as students with disabilities. This is over the national average of 10%. Total enrollment is lower, but incidents of students with disabilities is 3% higher than previous years.

2. 63% of our students are White, 19% are Hispanic, 1% are African American, and .7 % are Filipino. 7.4% are marked 2 or more races (up 1% from last year).
3. 12.3% of our students are socioeconomically disadvantaged (up 2% from last year) and 6.2% are English Learners (same as last year).





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

1. In English Language Arts and Math, VES earned blue on the performance level indicators.
2. In Chronic Absenteeism and Suspension Rate, VES earned green on the performance level indicators.

# School and Student Performance Data

## Academic Performance English Language Arts

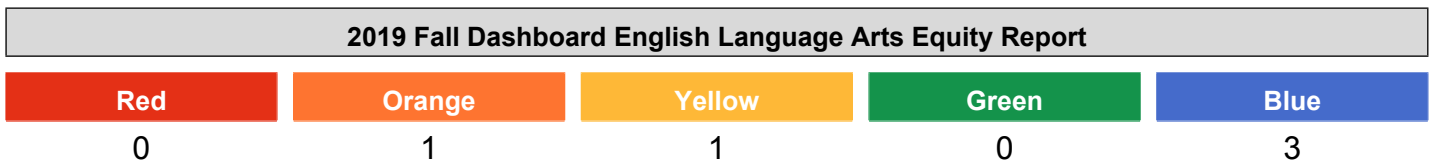
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 46.7 points above standard Increased ++8.4 points 413	<p><b>English Learners</b></p> Blue 10.9 points above standard Increased Significantly ++20.8 points 36	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Orange 8.9 points below standard Maintained -1 points 52	<p><b>Students with Disabilities</b></p> Yellow 5.8 points below standard Increased ++6 points 72

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e1ecf4; padding: 2px;">29.3 points above standard</span> Increased Significantly ++16.4 points 89	 No Performance Color <span style="background-color: #e1ecf4; padding: 2px;">33.7 points above standard</span> Declined -7.8 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue <span style="background-color: #e1ecf4; padding: 2px;">55.9 points above standard</span> Increased ++10.3 points 269

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1ecf4; padding: 2px;">46.5 points below standard</span> Declined -12.6 points 11	<span style="background-color: #e1ecf4; padding: 2px;">36.2 points above standard</span> Increased ++4.2 points 25	<span style="background-color: #e1ecf4; padding: 2px;">50.7 points above standard</span> Increased ++8.4 points 356

**Conclusions based on this data:**

1. In English Language Arts, all students increased by 8.4 points, scoring 46.7 points above standard in ELA.
2. In English Language Arts, English Learners increased by 20.8 points, scoring 10.9 points above standard and students with disabilities grew by 6 points, scoring 5.8 points below standard in ELA.
3. In English Language Arts, our Hispanic population grew by 16.6 points (scoring 29.3 points above standard), our population with two or more races declined by 7.8 points (yet scored 33.7 points above standard) and our white population grew by 10.3 points (scoring 55.9 points above standard).



# School and Student Performance Data

## Academic Performance Mathematics

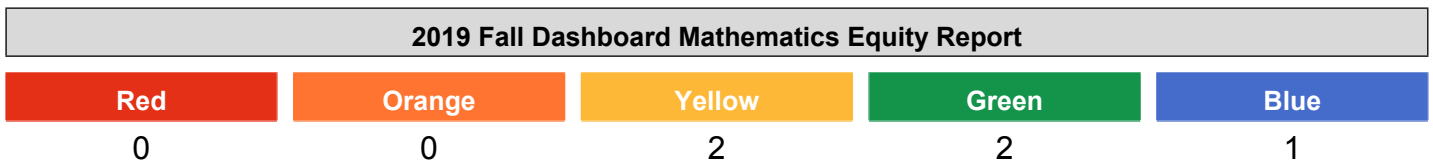
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 41.9 points above standard Increased ++9.3 points 413	<p><b>English Learners</b></p> Green 5.8 points below standard Increased ++7.2 points 36	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 17.2 points below standard Declined -9.6 points 52	<p><b>Students with Disabilities</b></p> Yellow 12.1 points below standard Declined -6.3 points 72

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e0f0ff; padding: 2px;">21.9 points above standard</span> Increased ++13.2 points 89	 No Performance Color <span style="background-color: #e0f0ff; padding: 2px;">22.4 points above standard</span> Declined -11.5 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue <span style="background-color: #e0f0ff; padding: 2px;">53.3 points above standard</span> Increased ++13.2 points 269

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0f0ff; padding: 2px;">45.6 points below standard</span> Declined -3.4 points 11	<span style="background-color: #e0f0ff; padding: 2px;">11.8 points above standard</span> Declined Significantly -26.6 points 25	<span style="background-color: #e0f0ff; padding: 2px;">47.9 points above standard</span> Increased ++10.4 points 356

**Conclusions based on this data:**

1. In math, all students increased by 9.3 points, scoring 41.9 points above standard.
2. In math, our Hispanic population grew by 13.2 points (scoring 21.9 points above standard), our population with two or more races declined by 11.5 points (yet scored 22.4 points above standard) and our white population grew by 13.2 points (scoring 53.3 points above standard).
3. In math, English Learners increased by 7.2 points, scoring 5.8 points above standard and students with disabilities declined 6.3 points, scoring 12.1 points below standard. Our socioeconomically disadvantaged students declined by 9.6 points (17.2 points below average).

# School and Student Performance Data

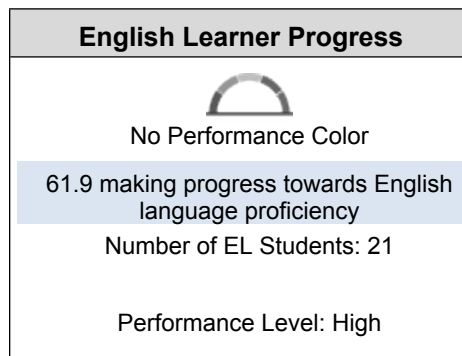
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 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.

### 2019 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
14.2	23.8	9.5	52.3

#### Conclusions based on this data:

- 61.9% of our 21 EL students are making progress towards English language proficiency.
- 52.3% of students progressed at least one ELPI Level. 9.5% maintained ELPI level 4, and 23.8% maintained ELPI level 1, 2L, 2H, 3L or 3H.
- 14.2% of students decreased one ELPI Level.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

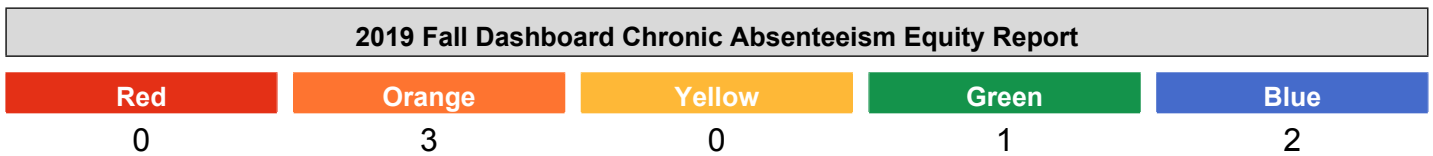
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Green 3.9 Declined -0.6 869	<p><b>English Learners</b></p>  Orange 8.8 Increased +4.7 57	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 7.7 Increased +0.8 117	<p><b>Students with Disabilities</b></p>  Blue 2.1 Declined -1.1 97

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 8.3 Increased +8.3 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.9 Increased Significantly +3.4 164	 Blue 2 Declined -8.4 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 3 Declined -1 571

**Conclusions based on this data:**

1. VES chronic absenteeism for all students declined by .6 points. Students with disabilities and students who are two or more races also declined by 1.1 points and 8.4 points respectively. This is positive news.
2. Our English Language Learners and Socioeconomically Disadvantaged populations increased by 4.7 points and .8 points respectively, placing us in the Orange category on the dashboard.
3. Our African American and Hispanic populations increased by 8.3 points and 3.4 points respectively.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

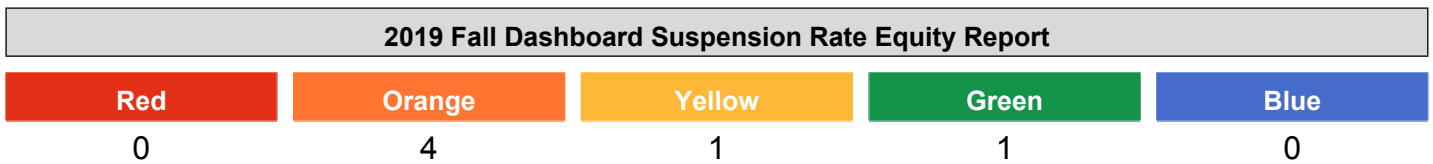
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1</p> <p>Maintained -0.1</p> <p>893</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.8</p> <p>Increased +1.8</p> <p>57</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.4</p> <p>Increased +1.5</p> <p>118</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.2</p> <p>Increased +1.2</p> <p>97</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 5px;">0</span> Declined -6.3 14	 No Performance Color Less than 11 Students - Data <span style="padding: 5px;">3</span>	 No Performance Color Less than 11 Students - Data <span style="padding: 5px;">5</span>	 No Performance Color <span style="background-color: #e6f2ff; padding: 5px;">0</span> Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 5px;">1.2</span> Increased +0.5 168	 Yellow <span style="background-color: #e6f2ff; padding: 5px;">1</span> Increased +1 102	 No Performance Color Less than 11 Students - Data <span style="padding: 5px;">3</span>	 Green <span style="background-color: #e6f2ff; padding: 5px;">1</span> Declined -0.3 586

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1

**Conclusions based on this data:**

1. Our suspension rates were maintained in 2020-2021.
2. Our Conditions & Climate: Suspension Rates per the performance indicator, is orange for the following student subgroups: English Learners, Socioeconomically Disadvantaged and Students with Disabilities.
3. Our African American suspensions fell by 6.3% and our Hispanic suspension rate grew by .5%.

# 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 to students to help recover learning loss due to COVID-19 and accelerate learning for all.
- 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 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:

- 100% of VES students participate in daily learning activities.
- VAPA: 100% percent of students have

Participation:

- VAPA: 100% percent of students have access to weekly VAPA lesson as identified through the

Participation:

- 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"> <li>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.</li> </ul>	<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"> <li>90% of all students in grades K-5 have 1:1 computer access for personalized learning.</li> <li>Survey teachers for interactive whiteboards.</li> </ul>	<p>through the Arts for Learning (A4L) grant. Funding for VAPA will be taken over by CSF.</p> <ul style="list-style-type: none"> <li>100% of all students in grades 1-5 have 1:1 computer access for personalized learning.</li> <li>Install interactive whiteboards for 100% of teachers who choose to have one in their classroom.</li> </ul>
<p>Local Data Measures for ELA :</p> <ul style="list-style-type: none"> <li>Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year.</li> </ul>	<p>Local Data Measures for ELA :</p> <ul style="list-style-type: none"> <li>Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year.</li> </ul> <p>2021-2022 Interim 1 Assessment Data for Village Overall: Meeting Standards: 30% Developing Standards: 44% Below Standards: 14% No Score: 8%</p> <p>Interim 2 Assessment Data for Village Overall: Meeting Standards: 44% Developing Standards: 39% Below Standards: 6% No Score: 10%</p> <p>Interim 3 Assessment Data for Village Overall: Meeting Standards: 54% Developing Standards: 32% Below Standards: 5% No Score: 9%</p> <p>2020-2021 Exams- Taken at</p>	<ul style="list-style-type: none"> <li>Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year.</li> </ul> <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

School and at Home with Parental Support

Interim 1: Assessment Data Per Grade Level:  
Kindergarten: 78% Meeting Standards (no 2020-2021 data to compare)  
1st Grade: 61% Meeting Standards (no 2020-2021 data to compare)  
2nd Grade: 65% Meeting Standards (no 2020-2021 data to compare)  
3rd Grade: 68% Meeting Standards (no 2020-2021 data to compare)  
4th Grade: 61% Meeting Standards (no 2020-2021 data to compare)  
5th Grade: 47% Meeting Standards (no 2020-2021 data to compare)

Interim 2 Assessment Data Per Grade Level:  
Kindergarten: 2022 50% vs. 2021 78% Meeting Standards  
1st Grade: 2021-2022 50% vs. 2020-2021 61% Meeting Standards (-11%)  
2nd Grade: 2021-2022 39% vs. 2020-2021 65% Meeting Standards (-26%)  
3rd Grade: 2021-2022 33% vs. 2020-2021 68% Meeting Standards (-35%)  
4th Grade: 2021-2022 54% vs. 2020-2021 61% Meeting Standards (-7%)  
5th Grade: 2021-2022 49% vs. 2020-2021 47% Meeting Standards (+2%)

Interim 3 Assessment Data Per Grade Level  
Kindergarten: 72% 2021-2022 vs. 2020-2021 75% Meeting Standards (-3%)  
1st Grade: 71% 2021-2022 vs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2020-2021 80% Meeting Standards (-9%)            2nd Grade: 56% 2021-2022 vs. 2020-2021 69% Meeting Standards (-13%)            3rd Grade: 43% 2021-2022 vs. 2020-2021 71% Meeting Standards (-28%)            4th Grade: 47% 2021-2022 vs. 2020-2021 61% Meeting Standards (-14%)            5th Grade: 40% 2021-2022 vs. 2020-2021 38% Meeting Standards (+2%)</p>	
<p>Local Data Measures for Math:</p>	<p>Local Data Measures for Math:</p> <ul style="list-style-type: none"> <li>Bridges in Mathematics/Number Corner</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Number Corner Baseline Data for Village Overall:            Meeting/ Approaching: 79% 2021-2022 vs. 2020-2021 No Data Recorded            Strategic/Intensive: 18% 2021-2022 vs. 2020-2021 No Data Recorded            No Score: 3% 2021-2022 vs. 2020-2021 No Data Recorded</p>	<p>Local Data Measures for Math:</p> <ul style="list-style-type: none"> <li>Bridges in Mathematics/Number Corner</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>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%.</li> <li>IXL Number of hours spent, number of questions answered will be analyzed/ Goals for next year</li> </ul>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Number Corner Baseline Data for % Students Meeting/Approaching  
Kinder: 96% 2021-2022 vs. 2020-2021 No Data Recorded  
1st Grade: 89% 2021-2022 vs. 2020-2021 No Data Recorded  
2nd Grade: 97% 2021-2022 vs. 2020-2021 No Data Recorded  
3rd Grade: 74% 2021-2022 vs. 2020-2021 No Data Recorded  
4th Grade: 68% 2021-2022 vs. 2020-2021 No Data Recorded  
5th Grade: 58% 2021-2022 vs. 2020-2021 No Data Recorded

Number Corner Check Up 2 Data for Village Overall:  
Meeting/ Approaching: 79% 2021-2022 vs. 2020-2021 No Data Recorded  
Strategic/Intensive: 17% 2021-2022 vs. 2020-2021 No Data Recorded  
No Score: 6% 2021-2022 vs. 2020-2021 No Data Recorded

Number Corner Check Up 2 Data for % Students Meeting/Approaching  
Kinder: 95% 2021-2022 vs. 2020-2021 No Data Recorded  
1st Grade: 85% 2021-2022 vs. 2020-2021 No Data Recorded  
2nd Grade: 82% 2021-2022 vs. 2020-2021 No Data Recorded  
3rd Grade: 73% 2021-2022 vs. 2020-2021 No Data Recorded  
4th Grade: 80% 2021-2022 vs. 2020-2021 No Data Recorded  
5th Grade: 68% 2021-2022 vs. 2020-2021 No Data Recorded

Number Corner Check Up 3 Data for Village Overall:  
Meeting/ Approaching: 88% 2021-2022 vs. 2020-2021 78% (+10)  
Strategic/Intensive: 7 % 2021-2022 vs. 2020-2021 12% (-5)

will be created based on collected data.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

No Score: 5% 2021-2022 vs.  
2020-2021 9% (-4)

Number Corner Check Up 3

Data: % Students

Meeting/Approaching

Kinder: 91% 2021-2022 vs.  
2020-2021 84% (+7)

1st Grade: 91% 2021-2022 vs.  
2020-2021 87% (+7)

2nd Grade: 92% 2021-2022 vs.  
2020-2021 87% (+8)

3rd Grade: 92% 2021-2022 vs.  
2020-2021 81% (+11)

4th Grade: 91% 2021-2022 vs.  
2020-2021 70% (+21)

5th Grade: 82% 2021-2022 vs.  
2020-2021 72% (+10)

Current Check Up 4 Data for  
Village Overall

Meeting/ Approaching: \_\_  
2021-2022 vs. 2020-2021 88%  
(+)

Strategic/ Intensive: \_ 2021-  
2022 vs. 2020-2021 10% (-)

No Score: \_ 2021-2022 vs.  
2020-2021 3% (-)

Current Check Up 4 Data: % of  
Students Meeting/Approaching

Kinder: \_\_ 2021-2022 vs.  
2020-2021 94% (+)

1st Grade: \_\_ 2021-2022 vs.  
2020-2021 95% (+)

2nd Grade: \_\_ 2021-2022 vs.  
2020-2021 90% (+)

3rd Grade: \_\_ 2021-2022 vs.  
2020-2021 90% (+)

4th Grade: \_\_ 2021-2022 vs.  
2020-2021 84% (+)

5th Grade: \_\_ 2021-2022 vs.  
2020-2021 78% (+)

IXL Data

2021-2022 vs. 2020-2021

Aug through March

Total Hours: 3,527 vs. 265

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>(1316.47% increase)            Total Questions: 771, 815 vs. 50,809 (1419.05% increase)            Math: 479, 732 vs. 22,418 (2039.94% increase)            ELA: 292, 083 vs. 28,391 (928.787% increase)</p>	
<p>State Data Measures:</p> <ul style="list-style-type: none"> <li>CAASPP data from 2021-2022</li> </ul>	<p>CAASPP State Data Measures for 2018-2019 and 2020-2021:</p> <p>3rd: ELA            2018-2019: 72%            2020-2021: 73%</p> <p>3rd: Math            2018-2019: 77%            2020-2021: 74%</p> <p>4th: ELA            2018-2019 72%            2020-2021 77%</p> <p>4th: Math            2018-2019 69%            2020-2021 71%</p> <p>5th: ELA            2018-2019: 76%            2020-2021: 77%</p> <p>5th: Math            2018-2019: 68%            2020-2021: 63%</p>	<p>State Data Measures:            CAASPP Grades 3-5 for 2021-2022            Goals for 2022-23 will be based on 1% increase from 2021-2022 data</p>
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Teachers will progress monitor student assessments.</li> <li>Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that are approved to</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Teachers will progress monitor student assessments.</li> <li>Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that are approved to</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Teachers will progress monitor student assessments.</li> <li>Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that are approved to</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>support ELA and Math curriculums.</p> <ul style="list-style-type: none"> <li>School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide.</li> </ul>	<p>support ELA and Math curriculums.</p> <ul style="list-style-type: none"> <li>School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide.</li> </ul>	<p>support ELA and Math curriculums.</p> <ul style="list-style-type: none"> <li>School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide.</li> </ul>
<p>EL:</p> <ul style="list-style-type: none"> <li>2019 Fall Dashboard Student English Language Acquisition Results</li> </ul>	<p>EL:</p> <ul style="list-style-type: none"> <li>61.9% of our 21 EL students are making progress towards English language proficiency.</li> <li>52.3% of students progressed at least one ELPI Level.</li> <li>9.5% maintained ELPI level 4, and 23.8% maintained ELPI level 1, 2L, 2H, 3L or 3H.</li> </ul> <p>14.2% of students decreased one ELPI Level.</p>	<p>EL:</p> <ul style="list-style-type: none"> <li>63% of students will make progress towards English Language proficiency per the ELPAC.</li> <li>2% will increase in the number of students who progressed at least one ELPI level.</li> <li>3 or less students will show a decrease their ELPI level.</li> </ul>

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

2021-2022

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

\* Implement Year 3 of Bridges in Math Curriculum- Focus on assessments, data analysis and intervention/extension materials/curriculum implementation and small group needs.

- \* Review ELA curriculum for beginning readers. Consider using Readwell for levels 1-12 to support systematic leveled readers for teaching instruction.
- \* Review Benchmark Advance Phonics program. Consider Benchmark Advance phonics program for ELA in grades K-2nd in 2022-2023 school year.
- \* Ensure alignment to ELA/ELD Framework within designated and integrated ELD times.
- \* Implement Benchmark Advance ELA curriculum 2021-2022 (including training and coaching) from curriculum publishers and district Teachers on Special Assignments (TOSAs). Focus on data analysis and use of data for instructional planning and small group instruction during WIN (What I Need) time.
- \* VAPA Arts for Learning- Students will receive 1x week of integrated art lesson.
- \* Kindergarten- Continue post-COVID implementation of small group reading groups, using Readwell and Benchmark Advance Reading Curriculum. Use data to guide small, flexible reading groups that span across the grade level.
- \* Complete pilot for new Social Studies Framework and implement school-wide for 2022-2023 school year.
- \* Continue implementation of Next Generation of Science Standards (NGSS) for grades K-5 using FOSS Science curriculum.
- \* Focus on Success Criteria and increasing language usage, function and focus in the classroom by students. Use PLC time for professional development and book study to improve teaching practices and student achievement in this area of study.
- \* 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 Wilson for phonics supports as needed for WIN time.
- \* Implement World Language programming and curriculum school wide.

**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.



- \* Genius Hour implementation for grades 4th and 5th. This includes self-selected projects by students increasing voice, choice and meaningful student engagement.
- \* Explicit STEAM integration for 2nd Grade
- \* 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.

### 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 co-teaching in math and English Language Arts.
  - \* 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 Spouth 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.
  - \*SPED team will attend SCIA (Special Circumstances Instructional Assistance) training and work collaboratively with district level RBT Nora Menzies and (RBTs) Registered Behavior Technitions for behavior support.
  - \*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.
  - \*Provide Inclusion and Co-teaching training for co-teaching pairs.



\*Assess dually identified EL and SPED students with alternative ELPAC test that is reserved for students with the most cognitive disabilities.

**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

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 for synchronous and asynchronous learning.  
\* Continue Hapara in grades 4th and 5th as needed  
\* Implement critical thinking exercises through project based learning and Genius Hour Projects.  
\* Implement 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)

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)

All

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.
- Training for data driven PLCs throughout the 2021-2022 school year. 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 TK-5.
- Playworks Recess and PE programming to support return to play and sportsmanship
- Harmony implementation- Preplanned 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.
- Monthly meetings with staff to increase unity and communication
- Review of school schedule will reveal opportunities to increase professional development and collaboration time, especially in the area of co-teaching/planning.
- Increase professional development in yearly book studies.
- Review Multi-tiered Systems of Supports 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 Implementation and supports
- Healthy Youth Act Implementation

**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)

[Empty box for Amount(s)]

Source(s)

General Fund

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

- 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 MTSS framework progress with families and stakeholders.
- Use data systems to analyze student data and communicate results and next steps to stakeholders.
- Implement new MLS (data storage and collections) system which will replace Powerschool.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- Maintain at least 98% of parents will participate in P/T conferences in the Fall.
- Weekly Village Newsletters for Families and Staff outlining the above identified needs.
- Work with PTO for weekly updates in the newsletter

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- Work with PTO for weekly updates in the newsletter

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Feedback from teachers in year-end conferences</li> <li>Year-end reflection with Leadership Team</li> <li>Various meeting agendas and notes</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers in year-end conferences</li> <li>Year-end reflection with Leadership Team</li> <li>Various meeting agendas and notes</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers in year-end conferences</li> <li>Year-end reflection with Leadership Team</li> <li>Various meeting agendas and notes</li> </ul>

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.
- Use Intouch communication system to send out reminders per text/email on an as needed basis.
- 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 2021-2022.

#### 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 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
- PLC agendas and notes sent out to whole staff per principal once data driven system is designed and articulated with the CUSD Learning Department
- 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
- Social media, local news outlets (e.g.: Coronado, Eagle Journal, Coronado Times, Facebook, Twitter, district website)
- District Elementary Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed)
- Coffee with administration (3x per yr)
- 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: 2020-21**

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
- Increase planning time for Sanford Harmony and cohesion with 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.
- Review data in ELA and math to identify COVID-19 academic and social emotional deficits.
- Work with stakeholders and district to identify needs and create a plan of action upon return of students.
- Provide Summer School programming for enrichment/extension/socialization

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Clean and Healthy School:

- Ingress and egress locations will continue to be staffed appropriately.

Clean and Healthy School:

- Ingress and egress locations will continue to be staffed appropriately.

Clean and Healthy School:

- Ingress and egress locations will continue to be staffed appropriately.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Stage crossing guard at H Ave and 6th street and at G and 7th street.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly inspections by site administration of classrooms, playgrounds, and other areas will continue with timely reporting of issues to Maintenance and Operations.</li> <li>Stage crossing guard at H Ave and 6th street and at G and 7th street.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly inspections by site administration of classrooms, playgrounds, and other areas will continue with timely reporting of issues to Maintenance and Operations.</li> <li>Stage crossing guard at H Ave and 6th street and at G and 7th street.</li> </ul>
<p>Safety Plan:</p> <ul style="list-style-type: none"> <li>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</li> <li>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.</li> <li>Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).</li> <li>Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.</li> <li>District purchase and install “lock-blocks”</li> </ul>	<p>Safety Plan:</p> <ul style="list-style-type: none"> <li>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</li> <li>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.</li> <li>Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).</li> <li>Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.</li> <li>District purchase and install “lock-blocks”</li> </ul>	<p>Safety Plan:</p> <ul style="list-style-type: none"> <li>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</li> <li>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.</li> <li>Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).</li> <li>Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.</li> <li>District purchase and install “lock-blocks”</li> </ul>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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- Implement practice drills in conjunction with community safety

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>authorities to determine what's working and what needs to be refined.</p> <ul style="list-style-type: none"> <li>• Incorporate staff and community improvement feedback and suggestions into the plan.</li> <li>• Make needed changes to plan in accordance with new suggestions and determined needs.</li> <li>• Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans.</li> <li>• Emergency procedures are outlined for substitutes and visitors on campus.</li> </ul>	<p>authorities to determine what's working and what needs to be refined</p> <ul style="list-style-type: none"> <li>• Incorporate staff and community improvement feedback and suggestions into the plan.</li> <li>• Review and approve safety plan yearly with School Site Council. Share only pertinent information with the public for safety reasons.</li> <li>• Make needed changes to plan in accordance with new suggestions and determined needs through review of safety plan with district and law enforcement.</li> <li>• 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.</li> <li>• Continued communication of emergency procedures that are outlined for substitutes and visitors on campus.</li> </ul>	<p>authorities to determine what's working and what needs to be refined</p> <ul style="list-style-type: none"> <li>• Incorporate staff and community improvement feedback and suggestions into the plan.</li> <li>• Review and approve safety plan yearly with School Site Council. Share only pertinent information with the public for safety reasons.</li> <li>• Make needed changes to plan in accordance with new suggestions and determined needs through review of safety plan with district and law enforcement.</li> <li>• 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.</li> <li>• Continued communication of emergency procedures that are outlined for substitutes and visitors on campus.</li> </ul>
<p>PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:</p> <ul style="list-style-type: none"> <li>• Not currently in action: Data analysis and instructional focus discussions at weekly grade level PLCs.</li> </ul>	<p>PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:</p> <ul style="list-style-type: none"> <li>• Not currently in action: Data analysis and instructional focus discussions at weekly grade level PLCs.</li> </ul>	<p>PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:</p> <ul style="list-style-type: none"> <li>• Data analysis and instructional focus discussions at monthly grade level PLCs.</li> </ul>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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 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 student voice and choice through universal designed learning to be emphasized.
- Meet the Masters-Continue through parent volunteers and

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- Meet the Masters-Continue through parent volunteers and

- Train staff for school-wide use of PLC data dives, using data to drive instruction.
- 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.
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- Meet the Masters-Continue through parent volunteers and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>PTO funding/district funding.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.</li> </ul> <p>Innovation Lab- Lead the Way materials ,training and curriculum.</p> <ul style="list-style-type: none"> <li>More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond (Playworks, tutoring)</li> <li>Band for 4th and 5th graders and Choir for 2nd-5th graders takes place before school.</li> </ul>	<p>PTO funding/district funding</p> <ul style="list-style-type: none"> <li>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.</li> <li>Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.</li> <li>Innovation Lab- Lead the Way materials ,training and curriculum.</li> <li>More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.</li> <li>Band for 4th and 5th graders incorporated into the instructional day (outside of COVID protocols).</li> </ul>	<p>PTO funding/district funding</p> <ul style="list-style-type: none"> <li>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.</li> <li>Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.</li> <li>Innovation Lab- Lead the Way materials ,training and curriculum.</li> <li>More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.</li> <li>Band for 4th and 5th graders incorporated into the instructional day (outside of COVID protocols).</li> </ul>
<p>English Language Learner Support:</p> <ul style="list-style-type: none"> <li>ELD designated instructional minutes will remain no fewer</li> </ul>	<p>English Language Learner Support:</p> <ul style="list-style-type: none"> <li>ELD designated instructional minutes will remain no fewer than 30 minutes daily.</li> </ul>	<p>English Language Learner Support:</p> <ul style="list-style-type: none"> <li>ELD designated instructional minutes will remain no fewer than 30 minutes daily.</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>than 60 minutes weekly.</p> <ul style="list-style-type: none"> <li>Look at school-wide instructional practices to ensure integrated ELD strategies are happening on a daily basis.</li> <li>Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.</li> <li>Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.</li> <li>Incorporate push-in services for ELD as much as possible.</li> </ul> <p>2018-2019 Data: 43 EL Students; 6.2 percent of current population 44.2% Scored Level 4; Well Developed 37.2 Scored Level 3; Moderately developed 16.3% Scored Level 2; Somewhat Developed 2.3 % Scored Level 1; Beginning stages</p>	<ul style="list-style-type: none"> <li>Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis.</li> <li>Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.</li> <li>Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.</li> <li>Incorporate push-in services for ELD as much as possible.</li> </ul> <p>2019-2020 Current Data: 55 EL Students; 16% percent of current population 41.0 % Scored Level 4; Well Developed 20% Scored Level 3; Moderately developed 25.4 % Scored Level 2; Somewhat Developed .07 % Scored Level 1; Beginning stages .05% No results given</p>	<ul style="list-style-type: none"> <li>Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis in ALL learning environments.</li> <li>Incorporate push-in services for ELD as much as possible.</li> <li>Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.</li> <li>Focus writing prompts to Benchmark Unit Essential Questions.</li> <li>Incorporate elements of ELPAC skills in everyday instruction.</li> <li>Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.</li> </ul> <p>ex: 2020-2021 Grow 3% in Well Developed Grow 3% in Moderately developed Grow 3% in Somewhat Developed</p>
<p>Attendance:</p> <ul style="list-style-type: none"> <li>Improve P2 attendance rate by 0.5%.</li> <li>Improve chronic absenteeism rate by .5% in all subgroups.</li> <li>Create master schedule for online learning BRIDGE and in-person hybrid. Communicate plan to</li> </ul>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>Improve P2 attendance rate by .5%.</li> </ul> <p>Current is 96.5% attendance rate</p> <ul style="list-style-type: none"> <li>Improve chronic absenteeism rate by .5%.</li> </ul> <p>Current chronic absenteeism is at 4.5%. EL chronically absent @ 4.1%,</p>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>Improve P2 attendance rate by 0.5%.</li> <li>Improve chronic absenteeism rate by .5% in all subgroups.</li> </ul> <p>Improve CUSD attendance rates and chronic absenteeism rates for all students.</p>



Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

staff and community members. Assure attendance is properly taken and engagement reports are collected on a weekly basis. Cross reference teacher and school records.

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.
- 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.

SED @ 6.9%, SWD at 3.1%

- 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. 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>credit available) for completed ISC work.</p> <ul style="list-style-type: none"> <li>• Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools).</li> <li>• Key actions are dependent on feedback and outcome from previous years.</li> <li>• Determine need for additional supports which may be helpful or necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• Determine need for additional supports which may be helpful or necessary.</li> </ul>
<p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Interventions are based on positive discipline (MTSS) with</li> </ul>	<p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Interventions are based on positive</li> </ul>	<p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Interventions are based on positive discipline (MTSS) with</li> </ul>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>strong parent/school team approach to resolve issues through Restorative Practices.</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) supports referred students with academic/social emotional/ behavior needs.</li> <li>• Monthly awards promote positive behavior and citizenship.</li> <li>• MFLC and Counseling Interns help support student needs on playground during recesses.</li> <li>• Provide counseling resources as needed.</li> <li>• Create MTSS/PBIS for Year 4</li> <li>• Implement Sanford Harmony for Year 4</li> </ul>	<p>discipline (MTSS) with strong parent/school team approach to resolve issues through Restorative Practices.</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) supports referred students with academic/social emotional/ behavior needs.</li> <li>• Monthly awards promote positive behavior and citizenship.</li> <li>• MFLC and Counseling Interns help support student needs on playground during recesses.</li> <li>• Provide counseling resources as needed.</li> <li>• Create MTSS/PBIS for Year 4</li> <li>• Implement Sanford Harmony for Year 4</li> </ul>	<p>strong parent/school team approach to resolve issues through Restorative Practices.</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) supports referred students with academic/social emotional/ behavior needs.</li> <li>• Monthly awards promote positive behavior and citizenship.</li> <li>• MFLC and Counseling Interns help support student needs on playground during recesses.</li> <li>• Provide counseling resources as needed.</li> <li>• Create MTSS/PBIS for Year 4</li> <li>• Implement Sanford Harmony for Year 4</li> </ul>
<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.</li> <li>• 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.</li> <li>• ERHMS counseling support will continue at current .3 as needed per student need.</li> </ul>	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.</li> <li>• 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.</li> <li>• ERHMS counseling support will continue at current .3 as needed per student need.</li> </ul>	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.</li> <li>• 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.</li> <li>• ERHMS counseling support will continue at current .3 as needed per student need.</li> </ul>

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

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.
- Stage 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)
	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**

- 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.
- 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. In 2020-2021, 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 instructional minutes will remain no fewer than 30 minutes daily.
- Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis.
- Incorporate push-in services for ELD as much as possible.
- 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 designated ELD minute requirements.
- 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.
  - 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)

[Empty box for 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 Sanford 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)

[Empty box for 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, Year 3 implementation using 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: 2020-21**

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	\$58,321.00	58,321.00

## 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
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## Expenditures by Goal

Goal Number	Total Expenditures
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# 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
Ashley Phair	Other School Staff
Jillian Arnold	Classroom Teacher
Crystal Garner	Classroom Teacher
Jennifer Vernallis	Parent or Community Member
Kathleen Spane	Parent or Community Member
Joy Urtnowski	Parent or Community Member
Annaliese Nassiri	Parent or Community Member
Jane Mitchell	Parent or Community Member
Tanya White	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**

English Learner Advisory Committee

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 4/6/2022.

Attested:

Principal, Heidi Bergener, Ed.D. on 3/14/2022

SSC Chairperson, Joy Urtnowski on

# 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.**

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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](mailto: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](mailto: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](mailto: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.

## **Stakeholder 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 Stakeholder 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](mailto: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 (Stakeholder 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 (Stakeholder 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/>

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