

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Village Elementary	37 68031 6038053	April 2024	June 2024

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 will 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 so they can reach their highest potential.

Identified Need:

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

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. Village Elementary will be responsive to student data on a daily basis to inform and adjust teaching and learning.

COMMUNICATION (Goal 2)

Intent: Village Elementary will communicate openly, freely, and accurately to engage and involve all shareholders.

Identified Need:

- Communicating school initiatives to shareholders
- Creating opportunities for shareholders to reinforce school initiatives in multiple environments
- Building community support and connection to Village Elementary

Site Strategy: Village Elementary seeks to increase community connection to the school and our initiatives incorporating monthly "Parents as Partners" meetings. Village seeks to increase its ability to serve as a gathering place for the community by hosting monthly community events.

SUPPORT (Goal 3)

Intent: Village Elementary will maintain safe and supportive schools where students and staff thrive.

Identified Need:

- Consistent, high quality Social / Emotional learning curriculum that develops interpersonal skills
- Curriculum that instills positive character traits.
- Positive school-wide culture with a common language
- Positive and supportive culture for staff that promotes agency and distributed leadership
- Structures for organized and accountable school improvement based on goals.

Site Strategy:

Village will build an inclusive and supportive school culture through the Leader in Me program that promotes character development, interpersonal competence, and critical social / emotional learning skills. Incorporation of Leader in Me also will build a positive staff culture and create structures for streamlined continuous improvement efforts.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet the requirements.

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

All teachers have access to district and county professional development.

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SPSA was sent to Village School staff and SSC per email on 4/1/24 for review and advisement. The SPSA was shared and discussed at the School Site Council Meeting on 4/23/24. Site leadership team was consulted with revisions and plan was reviewed, edits made. Signatures and approval from all SSC members was received on 4/23/24. A final copy of the site SPSA will be sent out electronically to the VES staff, parents, district, SSC, ELAC after the May Governing Board Approval.

Resource Inequities

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

There are no resource inequities identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0%	2	0	0
African American	1.0%	0.70%	1.03%	6	5	8
Asian	0.2%	0.28%	0.64%	1	2	5
Filipino	0.7%	0.56%	0.38%	4	4	3
Hispanic/Latino	19.1%	22.91%	21.92%	116	164	171
Pacific Islander	0.3%	0.14%	0.26%	2	1	2
White	63.2%	60.47%	60.38%	385	433	471
Multiple/No Response	7.4%	6.15%	6.67%	45	44	52
Total Enrollment				609	716	780

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	93	125	131
Grade 1	91	106	125
Grade 2	103	114	129
Grade3	84	132	123
Grade 4	104	109	155
Grade 5	134	130	117
Total Enrollment	609	716	780

Conclusions based on this data:

1. Our student enrollment grew by 64 students during the 2022-23 school year
2. Student group demographics have stayed relatively the same % for 3 years in a row. We witnessed a 3% increase in our Latino sub group population in the 2021-2022 school year. Our white sub group fell 3% in the 2021-2022 school year.
3. There has been significant variation in the enrollment in 4th and 5th grade for the 2022-23 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	38	79	83	6.2%	11.0%	10.6%
Fluent English Proficient (FEP)	36	37	41	5.9%	5.2%	5.3%
Reclassified Fluent English Proficient (RFEP)	5	6	14	13.2%	7.5%	16%

Conclusions based on this data:

1. The number of English Language Learners has more than doubled since 2020-21
2. We have had around 10-15% of students reclassifying each year.
3. Our English Learner sub group has increased each year

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	138	124	83	136	115	83	136	115	95.4	98.6	92.7
Grade 4	107	112	155	102	105	148	102	105	148	95.3	93.8	95.5
Grade 5	133	137	119	125	131	117	125	131	117	94.0	95.6	98.3
All Grades	327	387	398	310	372	380	310	372	380	94.8	96.1	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2467.	2477.	2477.	40.96	48.53	48.70	31.33	24.26	27.83	21.69	14.71	12.17	6.02	12.50	11.30
Grade 4	2526.	2516.	2509.	43.14	42.86	43.24	34.31	25.71	29.05	14.71	18.10	16.22	7.84	13.33	11.49
Grade 5	2561.	2576.	2544.	42.40	47.33	36.75	35.20	36.64	33.33	13.60	10.69	13.68	8.80	5.34	16.24
All Grades	N/A	N/A	N/A	42.26	46.51	42.89	33.87	29.03	30.00	16.13	14.25	14.21	7.74	10.22	12.89

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	28.92	36.76	35.65	61.45	54.41	56.52	9.64	8.82	7.83	
Grade 4	29.41	29.52	29.05	65.69	67.62	63.51	4.90	2.86	7.43	
Grade 5	31.20	39.69	31.62	64.00	59.54	55.56	4.80	0.76	12.82	
All Grades	30.00	35.75	31.84	63.87	59.95	58.95	6.13	4.30	9.21	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25.30	33.09	38.26	67.47	56.62	50.43	7.23	10.29	11.30
Grade 4	30.39	32.38	25.68	64.71	55.24	65.54	4.90	12.38	8.78
Grade 5	40.00	41.98	30.77	48.80	48.09	56.41	11.20	9.92	12.82
All Grades	32.90	36.02	31.05	59.03	53.23	58.16	8.06	10.75	10.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.25	23.53	17.39	79.52	63.97	74.78	7.23	12.50	7.83
Grade 4	24.51	26.67	22.97	66.67	60.95	70.95	8.82	12.38	6.08
Grade 5	21.60	23.66	18.80	73.60	72.52	73.50	4.80	3.82	7.69
All Grades	20.32	24.46	20.00	72.90	66.13	72.89	6.77	9.41	7.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25.30	30.15	24.35	71.08	61.03	66.09	3.61	8.82	9.57
Grade 4	29.41	20.00	21.62	65.69	73.33	67.57	4.90	6.67	10.81
Grade 5	34.40	35.11	31.62	58.40	59.54	56.41	7.20	5.34	11.97
All Grades	30.32	29.03	25.53	64.19	63.98	63.68	5.48	6.99	10.79

Conclusions based on this data:

1. Growth in overall CAASPP performance from the 2022-23 5th grade cohort.
2. Year over year increase in students performing below standard for research / inquiry substandard for the past three school years
3. 10% increase in students performing below standard in reading for the 2022-23 5th grade cohort

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	138	124	85	137	116	85	137	116	97.7	99.3	93.5
Grade 4	107	112	155	102	109	151	102	109	151	95.3	97.3	97.4
Grade 5	133	137	119	125	133	118	125	133	118	94.0	97.1	99.2
All Grades	327	387	398	312	379	385	312	379	385	95.4	97.9	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2471.	2475.	2494.	31.76	33.58	48.28	42.35	40.15	32.76	12.94	20.44	14.66	12.94	5.84	4.31
Grade 4	2528.	2529.	2517.	37.25	38.53	35.76	34.31	37.61	34.44	25.49	16.51	19.87	2.94	7.34	9.93
Grade 5	2543.	2560.	2550.	33.60	42.86	42.37	29.60	28.57	22.03	23.20	19.55	20.34	13.60	9.02	15.25
All Grades	N/A	N/A	N/A	34.29	38.26	41.56	34.62	35.36	30.13	21.15	19.00	18.44	9.94	7.39	9.87

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	32.94	45.26	52.59	56.47	46.72	42.24	10.59	8.03	5.17	
Grade 4	45.10	40.37	44.37	50.00	46.79	40.40	4.90	12.84	15.23	
Grade 5	30.40	37.59	39.83	54.40	52.63	47.46	15.20	9.77	12.71	
All Grades	35.90	41.16	45.45	53.53	48.81	43.12	10.58	10.03	11.43	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49.41	43.07	51.72	43.53	48.18	40.52	7.06	8.76	7.76
Grade 4	39.22	34.86	40.40	51.96	54.13	47.68	8.82	11.01	11.92
Grade 5	29.60	33.83	32.20	63.20	56.39	53.39	7.20	9.77	14.41
All Grades	38.14	37.47	41.30	54.17	52.77	47.27	7.69	9.76	11.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	34.12	31.39	36.21	61.18	59.12	62.07	4.71	9.49	1.72
Grade 4	35.29	44.95	34.44	57.84	48.62	56.29	6.86	6.42	9.27
Grade 5	28.00	31.58	30.51	63.20	60.90	51.69	8.80	7.52	17.80
All Grades	32.05	35.36	33.77	60.90	56.73	56.62	7.05	7.92	9.61

Conclusions based on this data:

1. Decrease in overall Math CAASPP scores from 2021-22 for 2022-23 4th and 5th grade cohort
2. 11% increase in students performing below standard for communicating reasoning in the 2022-23 5th grade cohort
3. Increase in students performing above standard for 2022-23 4th and 5th grade cohort

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1458.6	1495.4	*	1474.4	1496.0	*	1421.6	1494.0	4	12	16
1	*	*	*	*	*	*	*	*	*	7	10	6
2	1454.2	1492.9	1479.4	1461.5	1497.2	1496.8	1446.6	1488.2	1461.4	12	11	12
3	*	1506.7	1540.5	*	1506.7	1552.0	*	1506.2	1528.5	7	14	11
4	*	*	1511.6	*	*	1514.6	*	*	1508.1	7	9	16
5	*	*	*	*	*	*	*	*	*	4	8	9
All Grades										41	64	70

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	56.25	*	33.33	25.00	*	33.33	6.25	*	0.00	12.50	*	12	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	27.27	16.67	33.33	45.45	33.33	16.67	9.09	41.67	16.67	18.18	8.33	12	11	12
3	*	14.29	54.55	*	57.14	36.36	*	28.57	9.09	*	0.00	0.00	*	14	11
4	*	*	18.75	*	*	50.00	*	*	12.50	*	*	18.75	*	*	16
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.90	23.44	37.14	31.71	45.31	37.14	14.63	23.44	17.14	9.76	7.81	8.57	41	64	70

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	50.00	68.75	*	16.67	18.75	*	33.33	0.00	*	0.00	12.50	*	12	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	50.00	54.55	33.33	25.00	27.27	33.33	8.33	0.00	33.33	16.67	18.18	0.00	12	11	12
3	*	35.71	81.82	*	50.00	9.09	*	14.29	9.09	*	0.00	0.00	*	14	11
4	*	*	62.50	*	*	12.50	*	*	18.75	*	*	6.25	*	*	16
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.54	46.88	61.43	29.27	32.81	22.86	2.44	14.06	11.43	9.76	6.25	4.29	41	64	70

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	31.25	*	33.33	37.50	*	58.33	18.75	*	0.00	12.50	*	12	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	9.09	0.00	58.33	45.45	41.67	8.33	18.18	16.67	25.00	27.27	41.67	12	11	12
3	*	0.00	9.09	*	57.14	72.73	*	42.86	9.09	*	0.00	9.09	*	14	11
4	*	*	6.25	*	*	31.25	*	*	31.25	*	*	31.25	*	*	16
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.20	9.38	14.29	48.78	40.63	40.00	24.39	34.38	22.86	14.63	15.63	22.86	41	64	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	50.00	62.50	*	41.67	31.25	*	8.33	6.25	*	12	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	27.27	25.00	50.00	54.55	75.00	16.67	18.18	0.00	12	11	12
3	*	42.86	54.55	*	50.00	45.45	*	7.14	0.00	*	14	11
4	*	*	31.25	*	*	56.25	*	*	12.50	*	*	16
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.66	35.94	44.29	36.59	53.13	51.43	9.76	10.94	4.29	41	64	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	56.25	*	58.33	31.25	*	8.33	12.50	*	12	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	58.33	63.64	66.67	25.00	18.18	33.33	16.67	18.18	0.00	12	11	12
3	*	57.14	72.73	*	42.86	27.27	*	0.00	0.00	*	14	11
4	*	*	62.50	*	*	25.00	*	*	12.50	*	*	16
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	65.85	51.56	68.57	24.39	39.06	25.71	9.76	9.38	5.71	41	64	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67	31.25	*	75.00	62.50	*	8.33	6.25	*	12	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	25.00	18.18	0.00	50.00	63.64	41.67	25.00	18.18	58.33	12	11	12
3	*	0.00	9.09	*	78.57	72.73	*	21.43	18.18	*	14	11
4	*	*	6.25	*	*	50.00	*	*	43.75	*	*	16
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.39	17.19	14.29	60.98	59.38	54.29	14.63	23.44	31.43	41	64	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	62.50	*	66.67	18.75	*	0.00	18.75	*	12	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	18.18	41.67	58.33	54.55	41.67	25.00	27.27	16.67	12	11	12
3	*	14.29	63.64	*	78.57	36.36	*	7.14	0.00	*	14	11
4	*	*	25.00	*	*	50.00	*	*	25.00	*	*	16
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.07	21.88	42.86	68.29	64.06	41.43	14.63	14.06	15.71	41	64	70

Conclusions based on this data:

1. Increase in overall scale score for all grade level cohorts from 2021-22 to 2022-23
2. Significant increase in the percentage of students progressing at least on ELPI level from 39% in 2021-22 to 73% in 2022-23
3. The reading domain has the largest amount of students performing at the beginning level compared to the other ELD Domains (listening, writing, speaking)

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
780	14.9	10.6	0.5
Total Number of Students enrolled in Coronado Village Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	10.6
Foster Youth	4	0.5
Homeless	1	0.1
Socioeconomically Disadvantaged	116	14.9
Students with Disabilities	99	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1
Asian	5	0.6
Filipino	3	0.4
Hispanic	171	21.9
Two or More Races	52	6.7
Pacific Islander	2	0.3
White	471	60.4

Conclusions based on this data:

- 12.7 % of all students are classified as students with disabilities which is consistent with the state average of 12%
- 15% of our students are Socioeconomically Disadvantaged which is well below the state average of 60%

-
-
3. Our English Learner population is below the state average of 19%

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Green
Mathematics Blue		

Conclusions based on this data:

1. Our math performance is in the highest range for California state metrics
2. Our Chronic Absenteeism rate is considerably high
3. Our suspension rate is in the adequate range for California state metrics

School and Student Performance Data

Academic Performance English Language Arts

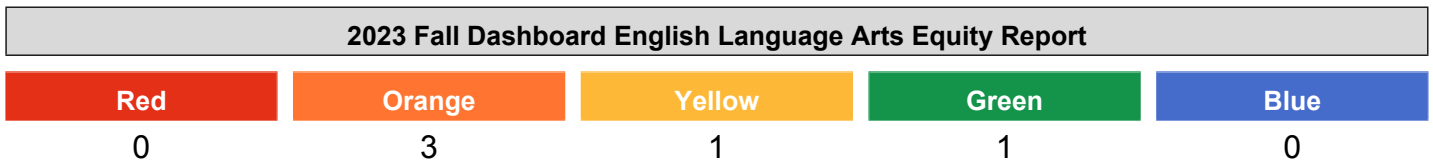
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>41.9 points above standard</p> <p>Decreased -12.2 points</p> <p>373 Students</p>	<p>English Learners</p> <p>Orange</p> <p>24.9 points below standard</p> <p>Decreased Significantly -21.4 points</p> <p>48 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.3 points below standard</p> <p>Decreased -10.8 points</p> <p>54 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>39.7 points below standard</p> <p>Decreased Significantly -35 points</p> <p>69 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.7 points above standard Decreased -13.5 points 87 Students	42.9 points above standard Decreased -12 points 29 Students	Less than 11 Students 2 Students	 Green 54 points above standard Decreased -11.7 points 227 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.7 points below standard Decreased Significantly -34.7 points 27 Students	25 points above standard Decreased Significantly -15.4 points 21 Students	50.7 points above standard Decreased -10.8 points 308 Students

Conclusions based on this data:

1. There is a significant decrease in ELA performance for all students. However, we are still significantly above standard
2. Our English Learners are performing significantly below standard and also decreased in achievement significantly
3. Our students with disabilities are performing significantly below standard and also decreased in achievement significantly

School and Student Performance Data

Academic Performance Mathematics

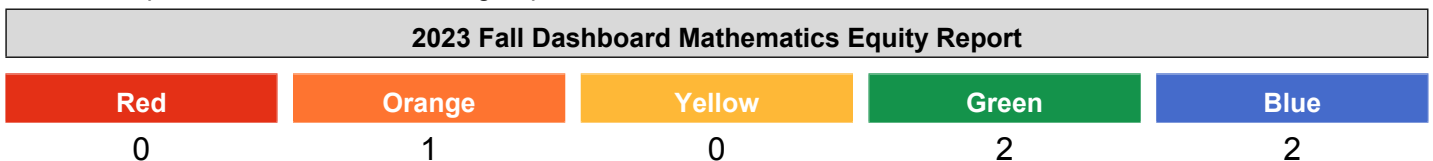
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 38.6 points above standard Maintained +0.5 points 372 Students	English Learners Blue 6.4 points above standard Increased Significantly +15.4 points 46 Students	Foster Youth Less than 11 Students 4 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 5.9 points below standard Increased +6.5 points 54 Students	Students with Disabilities Orange 42 points below standard Decreased -10.9 points 68 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.4 points above standard Decreased -4.4 points 87 Students	25.5 points above standard Decreased -3.6 points 29 Students	Less than 11 Students 2 Students	 Blue 47.6 points above standard Maintained +1.4 points 226 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
26.8 points below standard Increased +4.3 points 26 Students	30.6 points above standard Maintained +0.3 points 21 Students	44.2 points above standard Maintained -0.9 points 308 Students

Conclusions based on this data:

1. In math, all students scored "Very High", scoring 38.6 points above standard.
2. The performance of our English Learners increased significantly (15.4 points) in Math
3. Students with disabilities are achieving below standard and also decreased significantly (10.9 points)

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
75 points above standard making progress towards English language proficiency
Number of EL Students: 44 Students Performance Level: 5

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.

2023 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
4	6	1	30

Conclusions based on this data:

- 68% of our English Learners are progressing at least one ELPI level in 2023.
- 84% of students either progressed or maintained their ELPI level
- 16% of our students decreased on ELPI level

School and Student Performance Data

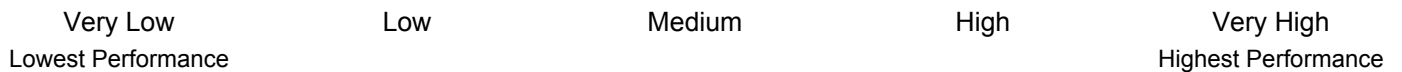
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

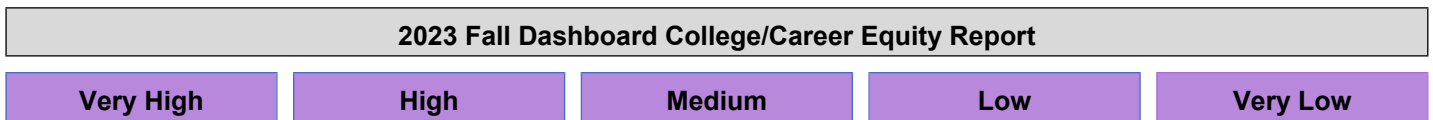
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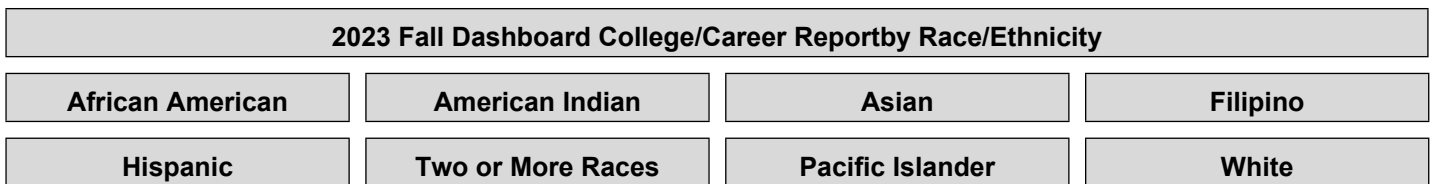
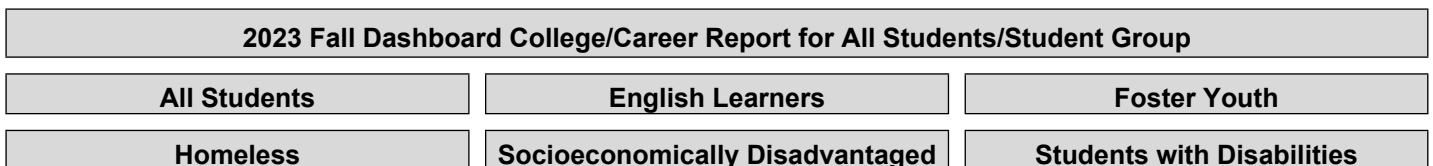
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

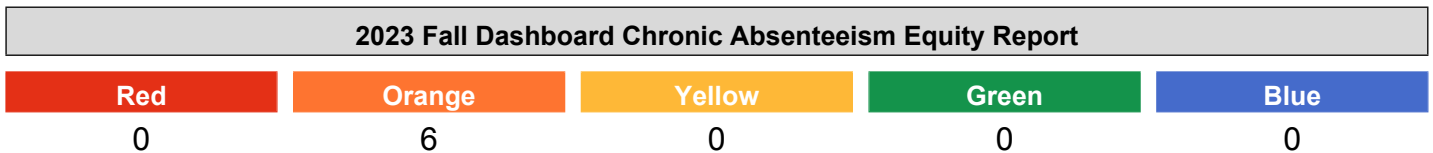
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>11.8% Chronically Absent</p> <p>Increased 1.2</p> <p>815 Students</p>	<p>English Learners</p> <p>Orange</p> <p>11.4% Chronically Absent</p> <p>Increased 1.3</p> <p>88 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>18.5% Chronically Absent</p> <p>Increased 1.3</p> <p>124 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>16.4% Chronically Absent</p> <p>Maintained 0.2</p> <p>134 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13% Chronically Absent Increased 1.3 185 Students	 Orange 17.7% Chronically Absent Increased 4.1 124 Students	Less than 11 Students 2 Students	 Orange 10.3% Chronically Absent Increased 0.9 486 Students

Conclusions based on this data:

1. We have 11.8% of students categorized as Chronically absent which is significantly high
2. There is not significant variance in the subgroups in terms of chronic absenteeism which implies that it needs to be addressed at an individual level.

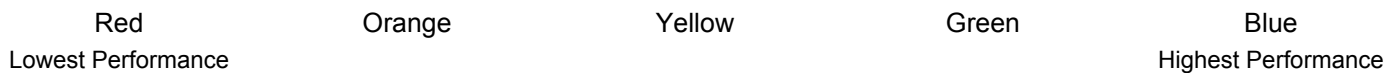
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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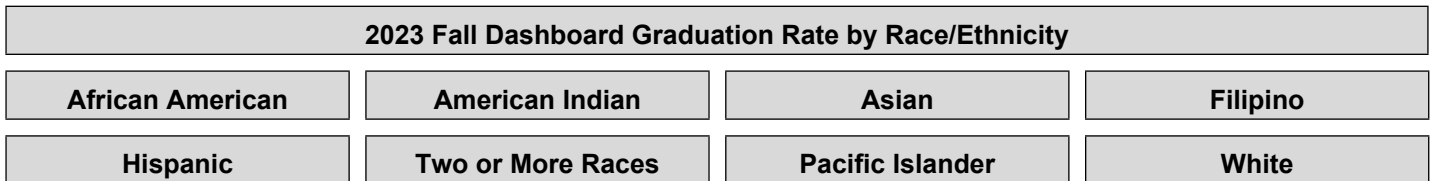
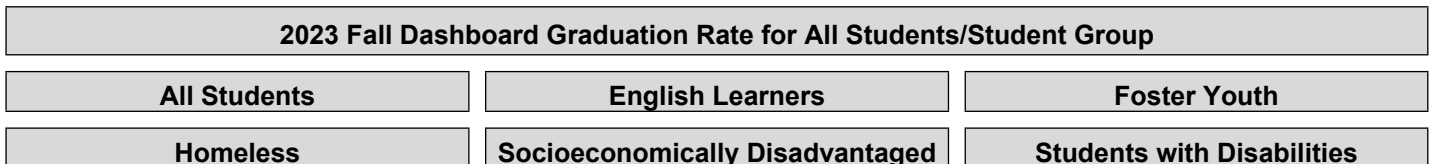
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This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

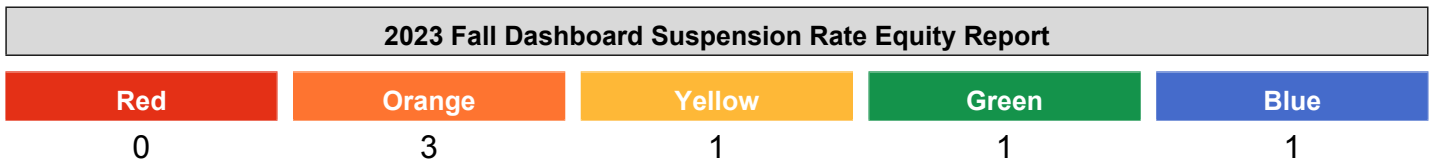
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0.1</p> <p>824 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 2.3</p> <p>88 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>2.4% suspended at least one day</p> <p>Maintained -0.1</p> <p>125 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2</p> <p>136 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>11 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased Significantly 2.2</p> <p>186 Students</p>	 <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined -0.9</p> <p>124 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained -0.2</p> <p>491 Students</p>

Conclusions based on this data:

1. In 2022-23 Village Elementary had a low overall suspension rate
2. In 2022-23 Village Elementary suspended English Learners and Students with disabilities at a higher rate compared to the overall rate

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

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success

Goal 1

Village Elementary will integrate personalized learning and provide instruction that is responsive to student data. Village Elementary will ensure that, through data-driven decision making, intervention and enrichment experiences, and social/emotional services, that all students' needs are supported and met so they can reach their highest potential.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores (Grades 3-5)	2022-23 3rd Grade: 77% of students met or exceeded state standards	2023-2024 3rd Grade: 78% of students meet or exceed state standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade: 72% of students met or exceeded state standards 5th Grade: 71% of students met or exceeded state standards	4th Grade: 85% of students meet or exceed state standards 5th Grade: 82% of students meet or exceed state standards
CAASPP Math Scores (Grades 3-5)	2022-23 3rd Grade: 81% of students met or exceeded state standards 4th Grade: 70% of students met or exceeded state standards 5th Grade: 64% of students met or exceeded state standards	2023-2024 3rd Grade: 78% of students meet or exceed state standards 4th Grade: 85% of students meet or exceed state standards 5th Grade: 82% of students meet or exceed state standards
CAST Scores (Grades 3-5)	2022-23 No CAST interim data for grade 3 No CAST interim data for grade 4 54% of 5th Grade Students met or exceeded standards	2023-2024 3rd Grade: 78% of students meet or exceed state standards based on interim data 4th Grade: 85% of students meet or exceed state standards based on interim data 5th Grade: 82% of students meet or exceed state standards
ELPAC Scores	2022-23 68% of students are currently progressing at least one ELPI level	2023-24 100% of students progress at least one ELPI Level
IEP Goals	2022-23 No data readily available as this is a new goal for the 2023-24 school year.	2023-24 100% of students meet their annual IEP goals
Number Corner 4 Interim Data	2022-23 Kindergarten: 89% of students "meeting" grade level standards	2023 -24 Kindergarten: 93% of students will be "meeting" grade level standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st Grade: 82% of students "meeting" grade level standards 2nd Grade: 71% of students "meeting" grade level standards	1st Grade: 84% of students will be "meeting" grade level standards 2nd Grade: 89% of students will be "meeting" grade level standards
EOY DIBELS Data	2022-23: Kindergarten: 64% of students perform at or above benchmark on their composite score 1st Grade: 86% of students perform at or above benchmark on their composite score 2nd: Grade: 79% of students perform at or above benchmark on their composite score	2023 - 24 Kindergarten: 93% of students perform at or above benchmark on their composite score 1st Grade: 84% of students perform at or above benchmark on their composite score 2nd: Grade: 89% of students perform at or above benchmark on their composite score
Benchmark Interim 4 Data	2022-23: Kindergarten: 89% of students met grade level standards 1st Grade: 71% of students met grade level standards 2nd: Grade: 67% of students met grade level standards	2023 - 24 Kindergarten: 93% of students will be meeting grade level standards 1st Grade: 84% of students will be meeting grade level standards 2nd: Grade: 89% of students will be meeting grade level standards

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

* Use Bridges in Math Curriculum- Focus on assessments, data analysis and intervention/extension materials/curriculum implementation and small group needs.

* Use Read Well reading curriculum for levels 1-12 to support systematic leveled readers for teaching instruction for grades K and 1.

* Use Benchmark Advance phonics program for ELA in grades K-2nd

* Use DIBLES for assessments and small group instruction

- * Use ELA/ELD Framework within designated and integrated ELD times.
- * Use Benchmark Advance ELA curriculum for whole group and small group (leveled readers and skill-based instruction) during universal access
- * VAPA Arts for Learning- Students will receive 1x week of integrated art lesson.
- * Kindergarten- Use data to guide small, flexible reading groups that span across the grade level. Work towards implementing grade-wide data analysis to conduct small group skills practice throughout the grade level.
- * Use TCI curriculum for Social Studies
- * Use FOSS Science curriculum and work with district to examine other options for science curriculums
- * Use of Intervention Reading materials- LLI, Wilson Reading Read Well, Benchmark Advance and Bridges Intervention materials as needed for student support.
- * Use World Language programming and curriculum school wide, grades K-5th grade for 1x week, Spanish language instruction
- * Develop Innovation Lab experiences that are aligned to grade level FOSS explorations

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
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. Village will also provide timely reteaching of specific skills based on formative assessment data during W.I.N. time.

- * Use available district tech resources to personalize learning in the areas of ELA, math, writing, etc.
- * Use master schedule to implement WIN (What I Need) time focusing on intervention and extension personalized/small group learning opportunities for students based on current Math and ELA needs.
- * Use support staff and trained parent volunteers to help implement small groups as needed for teacher support and management.
- * Training teachers in the optimal use of formative assessment and how data can be used to address gaps in learning during W.I.N. Time.
- * Workplace training for Bridges for teachers- schedule with Learning Department for next year.

* Participate in professional development related to differentiation in the Bridges curriculum focusing in on intervention and extension activites/resources/content.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund
CSF, DoDEA, LCFF supplemental, TIIG

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund
Site budget

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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.
- Use PLC structure to guide work of data driven small group instruction and implementation. Monthly 1/2 Day release time will be given for teachers to engage in the PLC process while students engage in a fine arts rotation.
- Co-teaching model in the areas of math and moving towards ELA co-teaching integration where appropriate.
- Implementation of Bridges in Mathematics and Number Corner curriculum, and staff professional development focus on assessment, intervention and small group instruction. Focus on automaticity of math facts and creating fun and engaging ways to promote practice.
- Physical Education (SPARK, Playworks training) encouraging voice and choice during recess times, grades K-5.
- Playworks Recess programming to support playground behavior and sportsmanship
- LiM implementation- Pre-planned lessons that connect students to themselves and each other. Planning LiM lessons in grade level PLCs will be important so that the grade level is on the same page. (Use Google Docs)
- Culturally Responsive Teaching
- Multi-tiered Systems of Supports (MTSS) tiered framework development and implementation will provide the structure for meeting student's needs in the areas of academics, behavior and social-emotional learning.
- Review of school schedule will reveal opportunities to increase professional development and collaboration time, especially in the area of co-teaching/planning.
- Multi-tiered Systems of Supports (MTSS) and PBIS behavioral models. Create systems and implement at site level.
- Continue to monitor and adjust master schedule to allow for Innovation lab visits weekly for students in grades K-5 while allowing for collaboration and PLC grade level time for teachers. PLC time will be data focused to drive intervention and extension, and professional development.
- World Language Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund Site, and District budget
	Foundation CSF- Jill Hartman Foundation
	District Funded Prop 28

Annual Review

SPSA Year Reviewed: 2022-23

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.

Implementation of the strategies mentioned above with fidelity and consistency will help achieve the goals articulated in the annual measurable outcomes

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

There should be no major differences between the intended implementation and the budgeted expenditures to implement. To fund the 1/2 day PLC release, Prop 28 funds can be supplemented through CSF- Jill Hartman Foundation

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

There are not major changes that will be made to this goal.

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 will communicate openly, freely, and accurately to engage and involve all shareholders in order to reduce the Chronic Absenteeism Rate

Identified Need

- Decreasing Chronic Absenteeism Rate
- Communicating school initiatives to shareholders
- Creating opportunities for shareholders to reinforce school initiatives in multiple environments
- Building community support and connection to Village Elementary

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decreasing Chronic Absenteeism Rate	2022-23 Chronic Absenteeism Rate: 11.8%	2023-24 Chronic Absenteeism Rate: 5%
Communicating School Initiatives to shareholders	2022-23 Over 400 views on the weekly newsletter	2023-24 Over 400 weekly views on the weekly newsletter
Number of Events Open to the School Community	2022-23 5 Events	2023-24 10 Events

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

Decreasing Chronic Absenteeism

- Incorporate monthly Incentives for whole school and grade level attendance.
- Create a school wide goal through the Leader in Me program that incorporates leading and lagging measures for ADA and Chronic Absenteeism
- Continue to follow through with the SART / SARB process for Chronically Absent 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

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

Communicating School Initiative to shareholders

- Communicate progress on school wide initiatives and goal periodically through the newsletter. This could include a "progress towards school-wide goals" subsection.

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)]

District Funded

Subscription to S'more

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

Building Community Support for Village Elementary

- Planning and executing a monthly event for the school community to engage in. This could include:

Monthly morning Principal "Parents as Partners" coffee chats at Village Hall.

Movie nights

Spaghetti Dinners

Pancake Breakfasts

Veterans Day Event

Turkey Dinner Lotto

Harvest Hoedown

Bingo for Books

Jog-A-Thon

School Dance

Artisan's Alley Breakfast

Incoming Kindergarten play dates

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)]

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)

Event related expenses

Annual Review

SPSA Year Reviewed: 2022-23

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.

Implementation of the above strategies and activities consistently and with fidelity should result in significant progress toward the articulated goals stated 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.

There should be no major differences between the intended implementation and budgeted expenditures to implement these activities. The PTO funds used to put on the events should generate revenue. Site funds will be able to cover the expenses for the attendance incentives.

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

There are no anticipated changes that will be made to this goal, outcomes, metrics, or strategies.

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 will maintain safe and supportive schools where students and staff thrive.

Identified Need

- Consistent, high quality Social / Emotional learning curriculum that develops interpersonal skills
- Curriculum that instills positive character traits.
- Positive school-wide culture with a common language
- Positive and supportive culture for staff that promotes agency and distributed leadership
- Structures for organized and accountable school improvement based on goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Leader in Me Measurable Results Assessment	2022-23: No current data due to adoption of program during the 2023-24 school year	2023-24: Baseline Data yields that we are in the needs improvement (50-69) or satisfactory (70-79) range
California Healthy Kids Survey	2022-23: 3rd Grade: 86% of metrics in the top quartile 4th Grade: 67% of metrics in the top quartile 5th Grade: 75% of metrics in the top quartile	2023-24: 3rd Grade: 100% of Metrics in the top quartile 4th Grade: 100% of Metrics in the top quartile 5th Grade: 100% of Metrics in the top quartile

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

Whole School Implementation of Leader in Me SEL Curriculum

- Training all teachers on LiM curriculum
- Implementation of daily lessons
- Incorporation of weekly leadership assemblies on Friday

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)

School Wide Program (SWP)
None Specified
Sanford Education Funds

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

Implementation of Leader in Me Lighthouse Framework for whole school improvement

- Academic, Culture, and Leadership Action Teams
- Lighthouse Team to set goals and monitor progress towards goals
- Measurable Results Assessment Given during Back to School Night

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)

School Wide Program (SWP)
Sanford Education Funds

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

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.

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

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.

	LCFF LCFF Supplemental
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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

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.

	General Fund Site/District budget
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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

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.

	PTO funding, site budget
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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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	City Funding, Military Funding, Site Funding

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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: 2022-23

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.

Implementation of the strategies and activities consistently and with fidelity should result in achievement of the goals articulated 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.

Continued implementation of Leader in Me will exhaust site funds in one year. The district has agreed to use curriculum funds for continued funding of this SEL curriculum

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

There are no intended changes that will be made to this goal, outcomes, or metrics at this time.

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
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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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Peter Kuhns	Principal
Madison Avery	Classroom Teacher
Lindsey Cummins	Classroom Teacher
Maritza Arellano	Other School Staff
Jacqueline Hardt	Parent or Community Member
Kate Kerns	Parent or Community Member
Emily Haselbaur	Parent or Community Member
Michelle Grinberg	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Peter Kuhns on 5/9/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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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.

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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