School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Coronado Village Elementary
Address	600 Sixth Street Coronado, CA 92118
County-District-School (CDS) Code	37 68031 6038053
Principal	Heidi Bergener, Ed.D.
District Name	Coronado Unified School District
SPSA Revision Date	4/8/19
Schoolsite Council (SSC) Approval Date	5/20/19
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Learning (Goal 1)

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

Identified Need:

- Increased support to students with disabilities and socioeconomically disadvantaged is needed in English Language Arts and Math.
- Increase opportunities for classroom activities (PBL) integrating several standards across the grade level curriculum is needed to prepare students for college and career.
- More planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas.
- Additional preparation time (individual) in classroom for Science.
- Co-Teaching training and support TK-5 is needed to support students in the Least Restrictive Environment (LRE).

Develop data-based, individual

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

Communication (Goal 2)

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

Classrooms to Families, School to Community/Families

Identified Need:

- Currently there is inconsistent usage of Haiku and VES as a communication tool for parents.
- More parent communication regarding progress reports, report cards, grading criteria, and meaning of grades is needed.
- Simplified explanations, time frames of the MAP window, purpose of the NWEA MAP assessments, and directions on how to interpret scores (for teachers and parents) is needed.

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

Support (Goal 3)

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

Identified Need:

- Comprehensive Districtwide School Safety Plan for a disaster.

Site Strategy: Routine announced and unannounced drills-fire, lockdown, and earthquake. Safe and clean facilities. Thorough/complete VES Safety/Disaster Plan. Districtwide safety system coordinated with community stakeholders.

VES Demographics 2017/18 786 TK-5 students

168 New incoming Aug 2017 (21%)

46 English learners (11%)

227 Military-dependent (29%)

96 Special education (12%)

3 Intra-district

83 Inter-district (11%)

School Profile

GREATEST PROGRESS

- Personalized Education Plans (PEPs) created with all English Learners.
- Personalized Education Plans (PEPs) created with all students in MATH.
- PE for grades 1-3 to support small guided reading groups 5 days per week.
- Increased focus on social/emotional support for all students utilizing both the school counselor (LCSW) and the Military Family Life Counselor (MFLC) at both Village Main and ECDC campuses providing whole group, small group, and individual counseling sessions and classroom lessons.
- Increased amount of professional development for staff regarding areas of interest.
- Increased before and after school extension activities for students.
- Increased announced practice drills during inconvenient times of day.
- Increased staff education on Multi-Tiered Systems of Support (MTSS).
- ELA CAASPP 3rd grade 72% - 5% increase from 16/17
- Math CAASPP 3rd grade 79% - 5% increase from 16/17
- Math CAASPP 4th grade 66% - 7% increase from 16/17
- Year 3 implementation of a co-teaching model for MATH in grades K-5.
- Year 3 implementation of full/appropriate inclusion in grades K-5.
- Year 4 implementation of a full inclusion preschool.

GREATEST NEEDS

- Increase performance of students with disabilities and socioeconomically disadvantaged in English language arts and math.
- Increased parent communication regarding progress reports, report cards, grading criteria and meaning of grades.
- Social/emotional curriculum for students in grades 1-5.
- Increased opportunities for classroom activities (PBL) integrating several standards across the grade level curriculum.
- More planning and collaborating time for teachers within and across grade levels.
- Co-Teaching training and support (TK-5).
- Alignment between Fall parent/teacher conferences (NOV) and end of 1st semester report card (FEB).
- Alignment of assessment calendar to grading periods.
- Increased monthly practice drills and complete development of both site and district safety plans.
- Comprehensive MATH program K-5 to align with CMS CPM.
- Consistency with elementary homework policy/expectations of students/parents.
- District offered elementary assessment, report card, CA Dash Board presentations for parents/community.
- Comprehensive ELA program K-5 for general education (Keep Read Well for Special Education)
- Communication of IEP process (including frequent, consistent feedback) with teachers, parents, and community.
- Clear message to community from District on what last start Thursdays are all about.

LEA plans to address areas of greatest needs for continued improvement in the following manner:

- All teachers in grades K-5 have begun implementing instructional practices using the new NGSS standards and supporting materials (FOSS kits).
- Year 2 implementation of Lucy Calkins writing in all VES classrooms.
- District math TOSA and other professional development opportunities in mathematics have been made available to teachers to support math instructional practices.
- Based on district funding, increase planning and PD days for teachers to refine their practices and remain life-long learners.
- Enrichment Clubs continue to be offered both during students before and after school.
- Band and choir opportunities are now available to students.
- Site and district admin to collaborate with teacher leaders to align Fall p/t conferences with semester timing.

- Site and district admin to collaborate with committee/teacher leaders to align elementary assessment calendar to grading periods and Spring conferences.
- Monthly schedule of various drills created by site admin following district/site safety plan.
- Feedback from staff, students, and parents after different practice drills throughout the year.
- Increase parent communication for students who have IEPs (parent tools, resources, things to work on at home, etc.) to provide clear, consistent message.
- Clear homework expectations from district level to elementary sites/parents/ community.
- Site admin to collaborate with district admin and support district led parent/community information nights.
- Site and district admin to come up with a plan to begin piloting K-5 MATH and ELA program.

PERFORMANCE GAPS

- Students with disabilities and socioeconomically disadvantaged in English language arts and math.
- ELA CAASPP 4th grade – 4% decrease from 16/17
- ELA CAASPP 5th grade – 14% decrease from 16/17
- Math CAASPP 5th grade – 19% decrease from 16/17

INCREASED OR IMPROVED SERVICES

Using the Multi-Tiered Systems of Support (MTSS) model, grade levels, counselors, and administration will provide support through the Student Success Team (SST) process for all students including our military, EL, homeless, low-socioeconomic students, and foster youth sub groups. VES will ensure that these students are identified and placed in appropriate services per need.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Village Strategic LCAP Planning Committee representing all grade levels at Village Elementary from Preschool through 5th grade met on 12/12/17, 1/9/18, 1/23/18, 2/6/18, to discuss Strategic LCAP goals and prepare for the all-day Strategic LCAP community stakeholder meeting. Community all-day presentation and brainstorm session involving all stakeholders occurred on 2/27/18. The site general education teachers, technology teacher, ELD teacher, parents, school board members, special education teachers, community members, district representatives, military parents, parents of English learners, parents of special education students were all present at our all day 2/27/18 meeting. LCAP document was shared with staff on the following Early Release Wednesdays 2/7/18, 2/14/18, 2/21/18, and 2/28/18 and each grade level team provided feedback and input onto the hard copies and returned to administration to reflect current site LCAP. Site Leadership team was consulted at the Leadership meetings and LCAP was discussed at the following Leadership Meetings: 10/17/17, 12/5/17, 1/16/18, 3/6/18, and 4/10/18 and notes from brainstorming session were shared with team. Additionally, the LCAP was shared and discussed at the following School Site Council Meetings: 11/9/17, 1/18/18, 3/15/18. Signatures and approval of all SSC members was received on 4/20/18. A final copy of the site LCAP was sent out electronically to the VES staff, parents, district, SSC, ELAC, and community electronically on 4/30/18.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2018-19 school year?
Brainstorming charts for each Board/district/site goals were shared with all Village Strategic LCAP Committee members on 2/27/18. Notes were categorized and matched appropriately to one or more of the three CUSD Board goals.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.3%	0.38%	3	2	3
African American	1.8%	1.7%	1.78%	15	14	14
Asian	1.9%	1.6%	1.02%	16	13	8
Filipino	1.7%	1.6%	1.91%	14	13	15
Hispanic/Latino	18.2%	19.3%	18.85%	154	155	148
Pacific Islander	0.2%	0.4%	0.25%	2	3	2
White	71.3%	70.5%	68.79%	604	566	540
Multiple/No Response	3.7%	0.9%	3.31%	31	7	26
			Total Enrollment	847	803	785

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	173	132	120
Grade 1	98	135	122
Grade 2	144	113	133
Grade3	146	138	106
Grade 4	131	147	147
Grade 5	155	138	157
Total Enrollment	847	803	785

Conclusions based on this data:

1. Slight decrease in enrollment over time, but not enough to severely impact funding at this point.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	55	50	49	6.5%	6.2%	6.2%
Fluent English Proficient (FEP)	44	46	41	5.2%	5.7%	5.2%
Reclassified Fluent English Proficient (RFEP)	1	18	7	2.3%	32.7%	14.0%

Conclusions based on this data:

1. Our percentage of students who have been reclassified has decreased over time.
2. The number of students who are English Learners has stayed steady, hovering around 6%.
3. The number of students who come to us who are English Learners but are already Fluent English Speakers hovers around 5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	150	139	110	133	130	106	133	130	106	88.7	93.5	96.4
Grade 4	136	153	149	127	140	145	127	140	145	93.4	91.5	97.3
Grade 5	156	147	161	145	139	159	145	139	159	92.9	94.6	98.8
All Grades	442	439	420	405	409	410	405	409	410	91.6	93.2	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2467.	2474.	2464.	42	48.46	40.57	25	23.85	25.47	18	13.85	20.75	15	13.85	13.21
Grade 4	2496.	2491.	2516.	35	32.14	51.03	30	28.57	22.07	19	22.86	15.17	17	16.43	11.72
Grade 5	2571.	2538.	2543.	48	35.25	36.48	35	33.81	33.33	10	17.27	15.09	7	13.67	15.09
All Grades	N/A	N/A	N/A	42	38.39	42.68	30	28.85	27.32	16	18.09	16.59	13	14.67	13.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	46.15	35.85	42	40.00	50.94	20	13.85	13.21
Grade 4	30	34.29	43.45	52	53.57	44.14	18	12.14	12.41
Grade 5	46	39.57	41.51	41	43.88	41.51	12	16.55	16.98
All Grades	38	39.85	40.73	45	45.97	44.88	17	14.18	14.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	43.85	38.68	40	43.08	48.11	18	13.08	13.21
Grade 4	35	28.57	44.83	49	55.71	41.38	16	15.71	13.79
Grade 5	56	46.76	44.03	37	40.29	43.40	8	12.95	12.58
All Grades	45	39.61	42.93	41	46.45	43.90	14	13.94	13.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	35.38	29.25	56	61.54	62.26	5	3.08	8.49
Grade 4	18	20.00	40.00	78	70.71	53.10	4	9.29	6.90
Grade 5	34	29.50	30.19	61	59.71	60.38	5	10.79	9.43
All Grades	31	28.12	33.41	65	64.06	58.29	4	7.82	8.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	44.62	34.91	47	43.08	52.83	17	12.31	12.26
Grade 4	29	34.29	42.07	57	50.71	46.21	13	15.00	11.72
Grade 5	63	33.81	44.65	32	50.36	40.88	5	15.83	14.47
All Grades	44	37.41	41.22	45	48.17	45.85	12	14.43	12.93

Conclusions based on this data:

1. 4th Grade students in 2017-2018 outperformed other grade levels in reading and in math.
2. 4th and 5th graders increased test scores by 9 percent in the areas of Research/Inquiry Investigating, analyzing, and presenting information, in 2017-2018.
3. 4th graders increased test score b 20% in the area of Listening, Demonstrating effective communication skills, in 2017-2018. 3rd and 5th graders fell by 10-14 %.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	150	139	110	140	132	107	140	132	107	93.3	95	97.3
Grade 4	136	153	148	129	147	147	129	147	147	94.9	96.1	99.3
Grade 5	156	147	161	148	142	159	148	142	159	94.9	96.6	98.8
All Grades	442	439	419	417	421	413	417	421	413	94.3	95.9	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2470.	2482.	2479.	36	42.42	39.25	38	37.12	31.78	14	12.88	19.63	11	7.58	9.35
Grade 4	2500.	2508.	2525.	25	29.93	41.50	34	35.37	35.37	32	27.21	14.29	9	7.48	8.84
Grade 5	2567.	2531.	2545.	47	30.99	37.74	24	21.13	26.42	21	28.87	22.64	8	19.01	13.21
All Grades	N/A	N/A	N/A	37	34.20	39.47	32	31.12	30.99	22	23.28	18.89	10	11.40	10.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	53	63.64	55.14	29	25.00	31.78	18	11.36	13.08
Grade 4	37	43.54	57.82	43	39.46	25.17	19	17.01	17.01
Grade 5	53	38.03	44.03	31	35.21	37.11	16	26.76	18.87
All Grades	48	47.98	51.82	34	33.49	31.48	18	18.53	16.71

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	47.73	49.53	45	42.42	39.25	12	9.85	11.21
Grade 4	31	38.10	48.30	55	47.62	40.14	14	14.29	11.56
Grade 5	51	30.28	38.99	37	49.30	47.80	11	20.42	13.21
All Grades	42	38.48	45.04	45	46.56	42.86	12	14.96	12.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	41	53.79	47.66	49	38.64	42.06	10	7.58	10.28
Grade 4	38	40.82	50.34	49	46.26	37.41	13	12.93	12.24
Grade 5	49	28.17	35.22	39	53.52	50.94	12	18.31	13.84
All Grades	43	40.62	43.83	45	46.32	43.83	12	13.06	12.35

Conclusions based on this data:

1. In overall math achievement, students in 3rd and 4th grades fell almost 2% and in grade 5, grew 6%.
2. In math sub tests, we rose in % of students who were marked above standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	1518.9	1493.5	1543.9	11
All Grades				43

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*			*	*			*
Grade 2	*	*							*
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*	*	*	11
All Grades	19	44.19	16	37.21	*	*	*	*	43

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	11
All Grades	21	48.84	11	25.58	*	*	*	*	43

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*	*	*	11
All Grades	14	32.56	22	51.16	*	*	*	*	43

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	11
All Grades	27	62.79	13	30.23	*	*	43

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	11
All Grades	20	46.51	18	41.86	*	*	43

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	11
All Grades	15	34.88	24	55.81	*	*	43

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			11
All Grades	20	46.51	23	53.49			43

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
785	**10.4%**	**6.2%**	**0.1%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	49	6.2%
Foster Youth	1	0.1%
Homeless	0	0
Socioeconomically Disadvantaged	82	10.4%
Students with Disabilities	112	14.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	1.8%
American Indian	3	0.4%
Asian	8	1.0%
Filipino	15	1.9%
Hispanic	148	18.9%
Two or More Races	29	3.7%
Pacific Islander	2	0.3%
White	540	68.8%

Conclusions based on this data:

1. 14.3 % of all students are considered student with disabilities. This is over the national average of 10%.
2. Almost 70% of our students are white, 20% are Hispanic, and 2% are African American or Filipino. Almost 4% are marked 2 or more races.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
38.6 points above standard	9.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 7.4 points	Increased 6.7 points	1 students
380 students	33 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
0 Students	8 points below standard	12.4 points below standard
	Increased 23.5 points	Increased 26.6 points
	49 students	76 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8 students	1 students	6 students	6 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
12.3 points above standard	41.5 points above standard	0 Students	46.2 points above standard
Increased 11.8 points	Increased 3.6 points		Increased 7.2 points
74 students	15 students		270 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
33.9 points below standard	32 points above standard	42.7 points above standard
Increased 35.7 points	Increased 7.7 points	Increased 5.7 points
21 students	12 students	327 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	1

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
33.1 points above standard	12.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 9 points	Increased 3.9 points	1 students
380 students	33 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0 Students	7.7 points below standard	6 points below standard
	Increased 7.6 points	Increased
	49 students	26 points 76 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8 students	1 students	6 students	6 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
9.8 points above standard	33.9 points above standard	0 Students	40.6 points above standard
Increased 13.7 points	Declined -8 points		Increased 11.1 points
74 students	15 students		270 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
42.2 points below standard	38.4 points above standard	38.1 points above standard
Increased	Increased	Increased 9.6 points
18.8 points 21 students	19 points 12 students	327 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
43	44.2%	37.2%	16.3%	2.3%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	3	1

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
4.5% chronically absent	4.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.7%	Declined 11.2%	1 students
847 students	49 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	6.9% chronically absent	3.1% chronically absent
0 students	Increased 1%	Declined 3.2%
	102 students	127 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent
Declined 12.5%	3 students	8 students	Declined 6.7%
15 students			15 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	No Performance Color	Green
4.6% chronically absent	10.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.9% chronically absent
Declined 5.4%	Increased 2.6%	2 students	Maintained 0.4%
153 students	67 students		584 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	2

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
1.2% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Increased 0.7%	Maintained 0%	1 students
864 students	49 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	1.9% suspended at least once	3.9% suspended at least once
	Increased 1.9%	Increased 2.3%
	105 students	128 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
6.3% suspended at least once	Less than 11 Students - Data 3 students	Less than 11 Students - Data 8 students	0% suspended at least once
Increased 6.3% 16 students			Maintained 0% 15 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Orange
0.6% suspended at least once	0% suspended at least once	Less than 11 Students - Data 2 students	1.3% suspended at least once
Increased 0.6% 156 students	Maintained 0% 69 students		Increased 0.7% 595 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0% suspended at least once	0.5% suspended at least once	1.2% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Learning

Goal Statement

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

LCAP Goal

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

Basis for this Goal

- Increased support to students with disabilities and socioeconomically disadvantaged is needed in English language arts and math.
- Increase opportunities for classroom activities (PBL) integrating several standards across the grade level curriculum is needed to prepare students for college and career.
- More planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas.
- Increased preparation and planning time for the new FOSS Science Curriculum
- Co-Teaching training and support (TK-5) is needed to support students in the Least Restrictive Environment (LRE).
- Additional support and training for one to one writing conferencing with students using the newly adopted Lucy Calkins Writing curriculum.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
• CAASPP ELA: 78% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 75% of students at grade level in reading as measured by DRA/Lexile/MAP • Science: CAST field test (gr 5) • Math: benchmark assessments, math tasks, MAP, CAASPP data 74% meeting standards • VAPA: Implementation of (Arts for Learning) A4L grant	• CAASPP ELA: 80% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 80% of students at grade level in reading as measured by DRA/Lexile/MAP • Science: baseline CAST scores • Math: benchmark assessments, math tasks, MAP, CAASPP data 76% meeting standards • VAPA: Implementation of (Arts for Learning) A4L grant	• CAASPP ELA: 82% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 85% of students at grade level in reading as measured by DRA/Lexile/MAP • Science: CAST Yr 1 growth from baseline • Math: benchmark assessments, math tasks, MAP, CAASPP data CAASPP data 78% meeting standards • VAPA: Implementation of (Arts for Learning) A4L grant

Metric/Indicator	Baseline	Expected Outcome
EL: 4 % of ELs making growth will be baseline per ELPAC data (Yr 1). Grades 2-5 Math: 70% of students in these grades will make growth. Electronic portfolio participation will be baseline. Currently (4/18) LPAC assessment is being administered and results will be analyzed and reported in Fall of 2018/19 school year.	EL: ELs making growth will increase 2% per ELPAC data over baseline. (Yr.2) Grades 2-5 Math: 85% of students in these grades will make growth. Electronic portfolio participation will increase over baseline.	EL: ELs making growth will increase 4% per ELPAC data over baseline. (Yr.3) Grades 2-5 Math: 95%% of students in these grades will make growth. Electronic portfolio participation will increase over previous year.
CAASPP Grades 3-5 SWD ELA 51% Math 52% 17/18 SED ELA 54% Math 53% 17/18 MAP district scores for Grades K-5 Baseline Data Year (16/17 initial pilot) K Math Fall 17 144.9; Winter 155.6 1st Math Fall 17 167.8; Winter 181.2 2nd Math Fall 17 183.6; Winter 192.4 3rd Math Fall 17 196.5; Winter 202.1 4th Math Fall 17 209.6; Winter 214.3 5th Math Fall 17 217.4; Winter 221.5 2nd Rdg Fall 17 184.2; Winter 192.1 3rd Rdg Fall 17 196.9; Winter 201.4 4th Rdg Fall 17 207.6; Winter 211.6 5th Rdg Fall 17 211.4; Winter 215	CAASPP Grades 3-5 SWD ELA 61% Math 62% 18/19 SED ELA 64% Math 63% 18/19 MAP district scores for Grades K-5 Maintain 5% growth in area of MAP.	CAASPP Grades 3-5 Goals for 19/20 based on 5% increase SWD ELA 66% Math 67% SED ELA 69% Math 68% MAP district scores for Grades K-5 Maintain 5% growth in area of MAP.
• Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara, feedback on assignments will be give on Google Document submissions. • Success of PBL, in grades 1st-5th, will be observed in classroom instruction and teachers will provide feedback as to the depth and breath of student engagement. Goal for PBL lessons and projects is in math 1x per week and in larger projects, 1x per semester.	• Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara, feedback on assignments will be give on Google Document submissions. • Success of PBL, in grades 1st-5th, will be observed in classroom instruction and teachers will provide feedback as to the depth and breath of student engagement. Goal for PBL lessons and projects is in math 1x per week and in larger projects, 1x per semester.	• Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara, feedback on assignments will be give on Google Document submissions. • Success of PBL, in grades 1st-5th, will be observed in classroom instruction and teachers will provide feedback as to the depth and breath of student engagement. Goal for PBL lessons and projects is in math 1x per week and in larger projects, 1x per semester.

Planned Strategies/Activities

Strategy/Activity 1

1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready.

- Ensure alignment to ELA/ELD Framework
- Continue implementation of LC writing curriculum with a focus on Yr 3
- Pilot new reading curriculum 2019-2020; Implement reading curriculum 2020-2021
- Implement year 2 of NGSS for grades K-5 using FOSS NGSS curriculum
- Explore new HSS framework
- Math - implement high quality math tasks at least 2x/week.
- VAPA - implement Year 2 of Arts for Learning DoDEA grant (arts integration with ELA)
- TK/K – Walk To Read

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

1.2 Village will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests.

- All students in all grades 1-5 math will have a PEP in intervention and enrichment in Math and/or Reading
- Use available district tech resources to personalize learning
- Genius Hour Yr 2 for 4th/5th grades

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Staff

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	TIGG funding, Site budget, CSF funding

Strategy/Activity 3

1.3

- Increase performance of students with disabilities on CAASPP in 18/19 in ELA by 5%; in math by 5%
- Increase performance of students who are socioeconomically disadvantaged in ELA by 5% and math by 5% on CAASPP in 18/19.

Students to be Served by this Strategy/Activity

SWD

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	CSF, DoDEA, LCFF supplemental, TIIG

Strategy/Activity 4

1.4

VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.

- Computer Lab instruction is provided every other week for TK-5
- Continue Hapara in grades 4th and 5th grade
- Implement critical thinking exercises through project based learning
- Begin exploration of Innovation Lab focusing on the integrating technology and the sciences.

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	Site budget

Strategy/Activity 5

1.5

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

- History Social Science
- NGSS /FOSS Kits
- ELA/ELD Framework training
- Co-teaching model
- Math
- Writing
- Arts/VAPA
- Physical Education (SPARK, especially for instructional aides)

- Review of school schedule will reveal opportunities to increase professional development and collaboration time.
- Will increase Instructional strategies professional development at district and site level.
- Increase Professional development in Restorative Practices on monthly basis
- Review Multi-tiered Systems of Supports and PBIS behavioral models. Create systems and implement at site level.

- Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	Site, and District budget

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Communication

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Currently there is inconsistent usage of Haiku at VES as a communication tool for parents. Need districtwide search button for all parents to access information.
More parent communication regarding progress reports, report cards, grading criteria and meaning of grades is needed.
Grade level appropriate and clear language on report cards is needed.
Alignment between Fall parent/teacher conferences (NOV) and end of 1st semester report card (FEB 1) is needed. Possibly align with CMS and CHS.
Alignment of assessment calendar to grading periods is needed.
Simplified explanations, time frames of the MAP window, purpose of the MAP, and directions how to interpret scores is needed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
• Haiku usage K-2 will be baseline • 98.2% of parents participated in P/T conferences for 17/18.	• Haiku usage K-2 will be based on results from 2017/18. • 100% of parents will participate in P/T conferences.	• Haiku/Powerschool usage K-2 will be based on results from previous year. • Maintain at least 98% of parents will participate in P/T conferences.
• Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes	• Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes	• Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes
Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 98.5% 98.2% was parent conference attendance for fall 2017.	Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 99%	Number of meetings per year will be maintained as stated above. Maintain at least 98% of parents will participate in P/T conferences either in person or vertually.

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

2.1

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

- Implement SMORE Weekly Newsletters to parents.
- Use Intouch communication system to send out reminders per text/email on an as needed basis.
- VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO.
- Strive for 98% participation of parents at fall parent-teacher conferences.
- Parent information nights each year on educational topics related to elementary grades.
- Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language).
- Refresher MAP training for existing and new teachers.
- Increase number of family events by 1 in 18-19 (Bingo for Books)

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	Site and District budget

Strategy/Activity 2

2.2

Communication between VES administration and staff will include:

- VES Leadership Team, Strategic Planning Committee (District Level), School Site Council, ELAC, Co-Teaching Committee
- Monthly professional development meetings (elementary joint, site based, grade level, PLCs, and articulation)
- Weekly SMORE newsletter to parents and staff
- PLC agendas and notes sent out to whole staff per principal
- Minutes of teacher meetings to be handed in per Google Documents to record progress on grade level goals
- Goal and evaluation/reflection conferences 2x yearly, including per contact observations.

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	None

Strategy/Activity 3

Communication between VES staff to community will include:

- Parent Survey (district level)
- Weekly “upcoming dates” via Edulink to Parents and Staff
- Haiku (see above 2.1)
- Social media, local news outlets (ex: Coronado, Eagle Journal, Facebook, Twitter, district website)
- District Elementary Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed)
- Coffee with administration (3x per yr)
- PTO
- SSC
- ELAC
- LCAP Strategic Planning Committee at District Level

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Principal, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Source	General Fund

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support

Goal Statement

Village Elementary seeks to ensure that the Village Elementary Disaster Preparedness Plan aligns with the Coronado Unified School district's Master Safety/Disaster Preparedness Plan and is supported by the San Diego County Office of Education.
Safety/Supportive School:
* Safe and Clean Facilities
* Thorough/Complete VES Safety Plan
* Intervention and Enrichment before/during/after the instructional day

LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Basis for this Goal

Comprehensive Districtwide School Safety Plan for a disaster

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street	• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street	• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street
Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc. • Improvements made based on staff feedback • Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.)	Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc. • Meet with community leaders to expand plan • Meet with Safety Planning Team to continue to refine and improve upon plan • Implement practice drills in conjunction with	Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc. • Meet with community leaders to expand plan • Meet with Safety Planning Team to continue to refine and improve upon plan • Implement practice drills in conjunction with

Metric/Indicator	Baseline	Expected Outcome
• Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model. • Add allen wrenches to pop and lock all pod doors to pod area. • District purchase and install “lock-blocks” for every door to promote efficiencies and safety during a lock down. • Determine personnel who need keys to certain areas of the school to ensure ability to lock down securely. • Establish a re-unification process districtwide working with district, community, fire, and law enforcement. • Inventory possible needed supplies in the event of an actual lock down for a period of time (toilet buckets, water, snacks, toilet paper, etc.) • Establish protocol for staff who leave campus during lunch time each day if a lockdown or disaster occurs in their absence. • Based on LCAP Strategic Planning Committee meetings – began discussions for implementation of new morning procedures for the 18/19 school year – No parents on campus in the morning at drop off to mirror Village ECDC morning procedures. Two gates open in morning verses the current four gates. • Held staff development meeting to brainstorm ideas to increase safety at both Village sites after Florida incident.	community safety authorities to determine what’s working and what needs to be refined • Incorporate staff and community improvement feedback and suggestions into the plan • Make needed changes to plan in accordance with new suggestions and determined needs • Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans • Emergency procedures outlined for substitutes and visitors on campus.	community safety authorities to determine what’s working and what needs to be refined • Incorporate staff and community improvement feedback and suggestions into the plan • Make needed changes to plan in accordance with new suggestions and determined needs • Inventory and update supplies needed (per site) to best support safety plans • Emergency procedures outlined for substitutes and visitors on campus.
• 70% of identified students will make growth on MAP Math benchmark.	• 85% of identified students will make growth on MAP Math benchmark.	• 100% of identified students will make growth on MAP Math benchmark.

Metric/Indicator	Baseline	Expected Outcome
• 89% of identified students will make 3 or more levels of growth in reading in Grades 1 and 2. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. • Meet the Masters-Continue • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • Begin discussions on how to fund a reading intervention teacher for	• 91% of identified students will make 3 or more levels of growth in reading in grades 1 and 2. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. • Meet the Masters-Continue • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to	• 94% of identified students will make 3 or more levels of growth in reading in Grades 1 and 2. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. Incorporate MTSS enrichment and intervention time within the school day. • Meet the Masters-Continue collaborating with PTO for funding. Enlist in parent volunteers. Ensure it is happening for EACH grade levels. 2 teachers chose not to participate in the 2018-2019 school year. • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. This is funded by

Metric/Indicator	Baseline	Expected Outcome
students in grades 4 and 5 to support. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. • BAND for 4th and 5th graders incorporated into the instructional day. • Fountas and Pinnell Leveled Literacy Intervention additional kit purchased for reading intervention for primary grade to support students below grade level in Reading. • 1K to each grade level for a Science assembly from PTO.	continue to develop their academics above and beyond.	the DoDEA grant, Arts for Learning and is planned 1 grade level at a time. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment into afterschool activities if needed. • Continue to build on enrichment into other grades or across sites, look at scheduling to include Enrichment and Intervention throughout the school day, for each child. Incorporate MTSS data analysis for small group instruction across the grade levels. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.
• ELD instructional minutes will remain no fewer than 30 minutes daily. • Begin discussing Guided Language Acquisition Design (GLAD) strategies. • Look at school-wide scheduling to ensure designated and integrate ELD strategies are happening on a daily basis. • Consider curriculum options to ensure designated ELD instruction closely matches the integrated ELD. ELPAC, and CAASPP performance. • Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.	• ELD instructional minutes will remain no fewer than 30 minutes daily. • Provide PD in Guided Language Acquisition Design (GLAD) strategies to implement in lessons throughout grade levels to increase EL language levels, ELPAC, and CAASPP performance. Current Data: 43 EL Students; 6.2 percent of current population 44.2% Scored Level 4; Well Developed 37.2 Scored Level 3; Moderately developed 16.3% Scored Level 2; Somewhat Developed 2.3 % Scored Level 1; Beginning stages CAASPP Scores:	• ELD instructional minutes will remain no fewer than 30 minutes daily, including 1 FTE • Continue PD in Guided Language Acquisition Design (GLAD) strategies to increase EL language levels, ELPAC, and CAASPP performance. • Improve ELPAC scores in each level by 3% for students in United States for 1 year or more. Goal 2018-2019 CAASPP Scores: Increase 5 points in ELA Increase 5 points in Math

Metric/Indicator	Baseline	Expected Outcome
	EL students Increased 6.7 points in ELA in 17-18 EL students Increased 3.9 points in Math in 17-18	
• Improve P2 attendance rate by 0.5%. • Improve chronic absenteeism rate by .5% in all subgroups.	• Improve P2 attendance rate by .5%. Current is 96.5 % Attendance rate • Improve chronic absenteeism rate by .5%. Current Chronic Absenteeism is at 4.5%. EL chronically absent @ 4.1%, SED @ 6.9%, SWD at 3.1%	• Improve P2 attendance rate by 0.5%. • Improve chronic absenteeism rate by .5% in all subgroups.
Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed.	Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed.	Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed. • Create MTSS for Year 1, 18-19 • Create PBIS for Year 1, 18-19 • Implement Sanford harmony for Year 1, 18-19

Metric/Indicator	Baseline	Expected Outcome
Decrease amount of walk-ins (parents requesting IEPs without moving through the MTSS/SST process and number of individual caseloads from baseline year by 1%. (DECREASE OF 22.8%) Increase group and classroom presentations and pilot Social/emotional curriculum and supports.	Decrease amount of walk-ins and number of individual caseloads from 17/18 by 1%. Current enrollment of SWD is 14.3 %. (National average is approx. 10%) Increase group and classroom presentations and pilot Social/emotional curriculum and supports.	Decrease amount of walk-ins and number of individual caseloads from 18/19 by 1%. Increase group and classroom presentations and pilot Social/emotional curriculum and supports.
Technology TK-5 Scope and Sequence Digital Citizens Google Doc student training and assignments in all classrooms Computer Lab for all students every other week	Technology TK-5 Scope and Sequence Digital Citizens Google Doc student training and assignments in all classrooms Computer Lab for all students every other week	Technology TK-5 Scope and Sequence implemented. Moving forward with Innovation Lab for 2019-2020. Digital Citizens curriculum implemented throughout th school year. Google Doc student training and assignments in 90% classrooms. Goal for 19-20 is 100% of google document usage in grades 2nd-5th. Computer Lab for all students every other week, creation of Innovation Lab, year 1 implementation using project Lead the Way materials , training and curriculum. Usage of selected coding program in 2019-2020

Planned Strategies/Activities

Strategy/Activity 1

3.1

VES will maintain safe and clean facilities.

- Ingress and egress locations will continue to be staffed appropriately.
- Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O.
- Discuss needs for Crossing Guard at H Ave and 6th street

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Classified Staff, Certificated Staff, District Personnel from Maintenance and Operations

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	District M&O budget/site budget

Strategy/Activity 2

3.2

VES will update its safety plan using new template and hold appropriate safety drills annually.

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

- Meet with community leaders to expand plan
- Meet with Safety Planning Team to continue to refine and improve upon plan
- Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined
- Incorporate staff and community improvement feedback and suggestions into the plan
- Make needed changes to plan in accordance with new suggestions and determined needs
- Inventory and update supplies needed (per site) to best support safety plans
- Emergency procedures outlined for substitutes and visitors on campus.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Certificated and Classified Staff, Administration

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	None

Strategy/Activity 3

3.3 Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.

- 100% of identified students will make growth on MAP Math benchmark.
- 94% of identified students will make 3 or more levels of growth in reading in Grades 1 and 2.
- Data analysis and instructional focus discussions at weekly grade level PLCs
- Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read).
- Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district.

- Meet the Masters-Continue
- Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. This is funded by the DoDEA grant, Arts for Learning and is planned 1 grade level at a time.
- Evaluating what is successful or what is not and add other areas of interest we can add to enrichment.
- Continue to build on enrichment into other grades or across sites.
- More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Certificated and Classified Staff, Administration

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

3.4

Continue; FTE based on EL enrollment.

- ELD instructional minutes will remain no fewer than 30 minutes daily.
- Continue PD in Guided Language Acquisition Design (GLAD) strategies to increase EL language levels, ELPAC, and CAASPP performance.
- Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.

Goal 2018-2019 CAASPP Scores:

Increase 5 points in ELA

Increase 5 points in Math

Students to be Served by this Strategy/Activity

English Learners

Timeline

2018-2019 School Year

Person(s) Responsible

ELD Teacher= 1.0 FTE; Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF

Description	LCFF Supplemental

Strategy/Activity 5

3.5

Improve CUSD attendance rates and chronic absenteeism rates for all students.

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

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Teachers, Admin, Parents, Students

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	Site/District budget

Strategy/Activity 6

3.6

Decrease suspension rate.

- Decrease suspension rate.
- Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences.
- Maintain consistent and strong home/school communication regarding behavior.
- Interventions are based on positive discipline with strong parent/school team approach to resolve issues.
- Student Success Team (SST) supports referred students with behavior needs.
- Monthly Character Counts awards promote positive behavior and citizenship.
- MFLC and student Peace Patrol help support student needs on playground during recesses.
- Provide counseling resources as needed.
- Create MTSS for Year 1, 18-19
- Create PBIS for Year 1, 18-19
- Implement Sanford harmony for Year 1, 18-19

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Teachers, Admin, Parents, Students

Proposed Expenditures for this Strategy/Activity

Description PTO funding, site budget

Strategy/Activity 7

3.7

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

- Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education.
- Continue utilizing Sanford Harmony social emotional curriculum for grades 1-5.
- Maintain current staffing of Military Family Life Counselors (2 FTE) – one at each site and increase current full-time counseling support from 1.0 FTE to 1.5 FTE (intern) to support 2 different sites.
- Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc.

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Teachers, Admin, Parents, Students

Proposed Expenditures for this Strategy/Activity

Description City Funding, Military Funding, Site Funding

Strategy/Activity 8

3.8
Provide training for students on digital proficiency and citizenship including ethical use of technology during Computer Lab time and with the use of Chromebooks throughout the year in the general education classroom.

Review Acceptable Use Policy site-wide
Review Technology Scope and Sequence
Technology TK-5 Scope and Sequence implemented. Moving forward with Innovation Lab for 2019-2020.
Digital Citizens curriculum implemented throughout th school year.

Google Doc student training and assignments in 90% classrooms. Goal for 19-20 is 100% of google document usage in grades 2nd-5th.

Computer Lab for all students every other week, creation of Innovation Lab, year 1 implementation using project Lead the Way materials , training and curriculum.

Usage of selected coding program in 2019-2020

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019 School Year

Person(s) Responsible

Teachers, Admin, Parents, Students

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Description	Site Budget

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
• CAASPP ELA: 78% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 75% of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAA SPP • Science: CAST field test (gr 5) • Math: benchmark assessments, math tasks, MAP, CAASPP data 74% meeting standards • VAPA: Evaluation of A4L grant	• CAASPP ELA: 80% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 80% of students at grade level in reading as measured by DRA/Lexile/MAP • Science: baseline CAST scores • Math: benchmark assessments to be implemented consistently, math tasks, MAP, CAASPP data 76% meeting standards • VAPA: Evaluation of A4L grant	• CAASPP ELA: 82% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 85% of students at grade level in reading as measured by DRA/Lexile/MAP • Science: CAST Yr 1 growth from baseline TBD in June of 2019. • Math: benchmark assessments not implemented school wide, math tasks implemented per teacher discretion, MAP, CAASPP data CAASPP data 78% meeting standards • VAPA: Evaluation of A4L grant
EL: % of ELs making growth will be baseline per ELPAC data (Yr 1). Grades 2-5 Math: 70% of students in these grades will make growth. Electronic portfolio participation will be baseline. Currently (4/18) LPAC assessment is being administered and results will be analyzed and reported in Fall of 2018/19 school year.	EL: ELs making growth will increase 2% per ELPAC data over baseline. (Yr.2) Grades 2-5 Math: 85% of students in these grades will make growth. Electronic portfolio participation will increase over baseline.	Electronic portfolio participation did not happen during the 2017-2018 school year. • ELD instructional minutes continued with no fewer than 30 minutes daily, including 1 FTE • PD in Guided Language Acquisition Design (GLAD) strategies to increase EL language levels, ELPAC, and CAASPP performance did not take place. Continued efforts for high impact strategies will continue in 18-19 and 19-20. Goal 2018-2019 CAASPP Scores: Increase 5 points in ELA

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Increase 5 points in Math
CAASPP Grades 3-5 17/18 SWD ELA 51% Math 52% SED ELA 54% Math 53% MAP district scores for Grades K-5 Baseline Data Year (16/17 initial pilot) K Math Fall 17 144.9; Winter 155.6 1st Math Fall 17 167.8; Winter 181.2 2nd Math Fall 17 183.6; Winter 192.4 3rd Math Fall 17 196.5; Winter 202.1 4th Math Fall 17 209.6; Winter 214.3 5th Math Fall 17 217.4; Winter 221.5 2nd Rdg Fall 17 184.2; Winter 192.1 3rd Rdg Fall 17 196.9; Winter 201.4 4th Rdg Fall 17 207.6; Winter 211.6 5th Rdg Fall 17 211.4; Winter 215	CAASPP Grades 3-5 17/18 SWD ELA 61% Math 62% SED ELA 64% Math 63% MAP district scores for Grades K-5 Year 2 – Growth to be determined upon baseline information gathered.	18/19 TBD 2017-2018 Date As Follows CAASPP Grades 3-5 SWD ELA 71%; Math 72% SED ELA 74%; Math 73% MAP district scores for Grades K-5 Spring 2019 TBD June 2019 Year 3 – Growth to be determined upon baseline information and Year 2 data.
• Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara. • Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback.	• Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara. • Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback.	• Students successfully completed assignments and projects appropriate to their grade using technology throughout the school year. Next steps will be to quantify these activities through documentation. • Teachers in 4th/5th grades used Hapara to monitor student activity on computes, not necessarily for giving feedback. Most feedback was given per Google Documents. • Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback. Per teachers in grades 3rd-5th, PBL activities occurred 1x per week.
• CAASPP ELA: 78% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 78% of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAA SPP	• CAASPP ELA: 80% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: 78 % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAA SPP	• CAASPP ELA: 82% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type were not created. • Reading: 80% of students at grade level in reading as measured by DRA/Lexile

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Science: CAST field test (gr 5) • Math: benchmark assessments, math tasks, CAASPP data 74% meeting standards • VAPA: Evaluation of A4L grant	• Science: baseline CAST scores • Math: benchmark assessments, math tasks, CAASPP data 76% meeting standards • VAPA: Evaluation of A4L grant	• Science: CAST Yr 1 growth from baseline TBD june 2019. • Math: benchmark assessments, math tasks, CAASPP data CAASPP data 78% meeting standards • VAPA: Evaluation of A4L grant will take place in June 2019

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready. • Ensure alignment to ELA/ELD Framework • Continue implementation of LC writing curriculum with a focus on TBD Yr 3) • Implement reading curriculum (Yr o if adopted • Implement year 2 of NGSS for grades K-5 using Foss NGSS curriculum • Explore new HSS framework. • Math - implement high quality math tasks at least 2x/week.	VES provided standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready. • Ensure alignment to ELA/ELD Framework (Critical Need- ELA Pilot/Adoption) will continue in future 2019-2020. • Continue implementation of LC writing curriculum. (Critical Need) Continue for 2019-2020 • Basic Implement year 2 of NGSS for grades K-5 using Foss NGSS curriculum (Implemented 50%) Continue for 2019-2020 • Explore new HSS framework. (Completed at a	District provided curriculum District Funding for professional development (Mark Alcorn) -Minimum traning occurred in 2017-2018 school year. Release time for curriculum and resource management and articulation Data Management	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
• VAPA - implement Year 2 of Arts for Learning DoDEA grant (arts integration with ELA) • TK/K – Walk To Read	minimal level, if at all. Not a critical need) • Math - implement high quality math tasks at least 2x/month (Completed at 25% level, Critical Need: New Math Curriculum) • VAPA - implement Year 2 of Arts for Learning DoDEA grant (arts integration with ELA) (Completed to a marked degree, 90%) • TK/K – Walk To Read (Completed to a marked degree, 90%) • Bridges math Adoption for 2019-2020 • ELA Pilot in 2019-2020 • ELA Adoption in 2020-2021 • SPED Curriculum Review in next steps- consider options for students needing more intense intervention support in ELA and Math.		
1.2 Village will provide opportunities to personalize learning for students based on	Village provided opportunities to personalize learning for students based on strengths and needs,	TIGG funding, Site budget, CSF funding	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
strengths and needs, personal passions, and academic interests. • All ELs and all grades 1-5 math will have a PEP in intervention and enrichment in Math and/or Reading. • Electronic portfolio usage Yr 1 (didn't pilot last year) • Use available district tech resources to personalize learning • Genius Hour Yr 2 • Various use of other software introduced at CUE to increase personalization of learning	personal passions, and academic interests. • All ELs and students in all grades 1-5 math will have a PEP in intervention and enrichment in Math and/or Reading. In math intervention 100% of students received a PEP plan. • Use available district tech resources to personalize learning using supplemental reading support program in ELA and math. In some grade levels, Genius Hour uses technology to support individualized learning. • Genius Hour Yr 2 in Grades 4th-5th, implemented at 50%. • Various use of other software introduced at CUE to increase personalization of learning. Information from CUE was not presented. Teachers who attended CUE have evidence of strategies learned in classroom instruction.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	* Implemented PEP plans whole school has lacked accountability and norms. 2019-2020 will continue to implement and solidify norms and accountability.		
1.3 • Increase performance of students with disabilities on CAASPP in 18/19 in ELA by 3%; in math by 3% • Increase performance of students who are socioeconomically disadvantaged in ELA by 3% and math by 3% on CAASPP in 18/19.	1.3 • Increased performance of students with disabilities on CAASPP in 18/19 in ELA by 3%; in math by 3% • Piloted new math curriculum in 2018-2019. Will adopt in 2019-2020. • Increase performance of students who are socioeconomically disadvantaged in ELA by 3% and math by 3% on CAASPP in 18/19.Test scores TBD	CSF, DoDEA, LCFF supplemental, TIIG	
1.4 VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students. • Survey teachers on effectiveness of CUSD K-5 Tech Scope and Sequence. • Computer Lab instruction is provided every other week for TK-5 • Continue Hapara in grades 2-5.	1.4 VES ensured access to and proficiency of 21st century learning tools, resources, and skills for staff and students. • Computer Lab instruction is provided every other week for TK-5. New schedule will to reflect those classes who miss classes due to Mondays and Fridays, and Innovation	Site budget	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
• Implement critical thinking exercises and creativity drills from the PBL Project and Beyond website at least 1x/week.	lab to replace computer Lab. • Continue Hapara in 4th/5th to monitor computer activity, but not give actual feedback to students. • Feedback given to student work based on Google Documents. • Implement critical thinking exercises and PBL learning opportunities 1x/semester. Website was not used as described in goal. • Survey for teachers did not exist. Continue to work on survey implementation.		
1.5 VES/District will provide professional develop in the areas of: • History Social Science • NGSS /Foss Kits • ELA/ELD Framework training • Co-teaching model • Math • Writing • Arts/VAPA • Physical Education (SPARK, especially for instructional aides)	1.5 VES/District provided professional develop in the areas of: • High Impact Instructional strategies • Arts/VAPA • Restorative Practices • MTSS Systems • PBIS • Sanford Harmony Implementation Professional Development was not given in History/Social Science, ELA/ELD or Writing. Research with the OC Diagnostic Center will	Site, and District budget	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.	take place for Co-teaching PD in the 2019-2020 school year. Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.		

Analysis

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

The overall implementation of the strategies/activities was completed with known concerns about relationships and trust at the school site. Much time has been spent this year, rebuilding relationships and trust so that implementation of strategies and activities as mentioned above and below, can take place.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies and programs implemented were strong in nature and student growth was noted. SPED and EL students will continue to receive increased services by highly trained employees.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

On target

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.

Next Steps: Innovation Lab, Implement Bridges Math adoption with fidelity, explore new ELA adoption, continue PEP plans based on student MAP score data, increase data analysis practices, continue with Sanford Harmony and Restorative Practices, increase FOSS Science lesson implementation. Changes in scheduling and close look at the co-teach model will be examined through data analysis and an action plan creation.

Review PEP plans for whole school implementation per Google Drive. Communicate purpose for PEP plans at the beginning of the year.

Further develop co-teaching training and anti-bias education for our teachers.

Review curricular expectations for Lucy Calkins writing, FOSS Science implementation, Bridges Math materials

Encourage Parents to schedule events around calendared holidays so that students are not missing school.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Haiku usage K-2 will be baseline • 98.2% of parents participated in P/T conferences for 17/18.	• Haiku usage K-2 will be based on results from 2017/18. • 100% of parents will participate in P/T conferences.	• Haiku/Powerschool usage K-2 will be based on results from previous year. Push at beginning of school year to get everyone on board. A few teachers continue to resist usage. • Maintained over 90% of of parents participated in P/T conferences.
• Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes	• Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes	• Feedback from teachers in year-end conferences was not passed on to staff. Continued growth needed in this area. • Year-end reflection with Leadership Team was not conducted. Survey to be passed out in June of 2019. • Various meeting agendas and notes posted and sent to staff and parents.
Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 98.5% 98.2% was parent conference attendance for fall 2017.	Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 99%	• Number of meetings per year will be maintained as stated above. • Maintained P/T conference attendance of above 90%

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1	2.1	Site and District budget	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Shareholder participation, communication, and engagement will continue to be a priority to support all VES students. • Survey teachers on K-2 Haiku usage. • VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. • Strive for 100% participation of parents at fall parent-teacher conferences. • Parent information nights each year on educational topics related to elementary grades. • Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language). • Refresher MAP training for existing and new teachers.	Shareholder participation, communication, and engagement continued to be a priority to support all VES students. • Survey teachers on K-2 Haiku usage. • VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. • Maintain over 90% participation of parents at fall parent-teacher conferences. • Parent information nights each year on educational topics related to elementary grades happened in conjunction with Coronado SAFE and Restorative Practices/Anxiety. • Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language).		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	• Refresher MAP training for existing and new teachers did not take place.		
2.2 Communication between VES administration and staff will include: • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co- Teaching Committee • Monthly professional development meetings (elementary joint, site based, grade level, PLCs, and articulation) • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences	2.2 Communication between VES administration and staff included • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co- Teaching Committee • Monthly professional development meetings (elementary joint, site based, grade level, PLCs, and articulation) • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences Notes: 2019-2020 plans to include more consistent communication.	None	
2.3 Communication between VES staff to community will include: • Parent survey • Weekly “upcoming dates” via	2.3 Communication between VES staff to community will include: • Parent survey • Weekly SMORE parent newletters via Edulink to parents	NONE	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Edulink to parents • Haiku (see above 2.1) • social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) • District Elementary Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) • Coffee with administration (3x per yr) • PTO • SSC • ELAC • LCAP Strategic Planning Committee (District Level)	• Haiku (see above 2.1) • Social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) • District Elementary Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) • Coffee with administration (3x per yr) • PTO • SSC • ELAC • LCAP Strategic Planning Committee (District Level)		

Analysis

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

Parent informational nights took place in conjunction with Coronado Safe pertaining to areas of Mental Health and Restorative Practices. Parent outreach included PTO, SSC, ELAC and District level committees serving LCAP and ECDC Site Planning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents have reported that they have enjoyed receiving the weekly newsletters. The parents have also asked to continue the ACE assemblies which provide opportunities for students to be recognized for their academics, efforts and

growth mindset. Parents have reported an increase in communication between parents and teachers. Teachers communicate weekly to parents regarding upcoming activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

On target

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.

Next Steps:
Send out Survey to teachers and parents in June 2019
Revise Communication plan if needed
Pre-schedule all dates at the beginning of the year
Communicate calendars in 1 location
Continue communications with parents and teachers re SMORE and edulink.
Continue working with PTO on parent events and fundraisers to help provide vital funding for Village instructional programs.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Village Elementary seeks to ensure that the Village Elementary Disaster Preparedness Plan aligns with the Coronado Unified School District's Master Safety/Disaster Preparedness Plan and is supported by the San Diego County Office of Education (SDCOE).
Safety/Supportive School:
* Safe and Clean Facilities
* Thorough/Complete VES Safety Plan
* Intervention and Enrichment before/during/after the instructional day

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street	• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street	• Ingress and egress locations were staffed appropriately. • Inspections by site administration of classrooms, playgrounds, and other areas at both campuses continued with timely reporting of issues to M&O. These visits happened quarterly. Goals for 2019-2020 weekly inspections will be made. • Discuss needs for Crossing Guard at H Ave and 6th street. Work with district to implement Safety Patrol in 2019-2020.
Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc. • Improvements made based on staff feedback • Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.) • Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model. • Add allen wrenches to pop and lock all pod doors to pod area. • District purchase and install “lock-blocks” for every door to promote	Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc. • Meet with community leaders to expand plan • Meet with Safety Planning Team to continue to refine and improve upon plan • Implement practice drills in conjunction with community safety authorities to determine what’s working and what needs to be refined • Incorporate staff and community improvement feedback and suggestions into the plan • Make needed changes to plan in accordance with	Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc. • Met with community leaders to expand plan, reviewed with SSC. • Meet with Safety Planning Team to continue to refine and improve upon plan • Implemented schedule for practice drills in conjunction with community safety authorities to determine what’s working and what needs to be refined • Incorporated staff and community improvement feedback and suggestions into the plan

Metric/Indicator	Expected Outcomes	Actual Outcomes
efficiencies and safety during a lock down. • Determine personnel who need keys to certain areas of the school to ensure ability to lock down securely. • Establish a re-unification process districtwide working with district, community, fire, and law enforcement. • Inventory possible needed supplies in the event of an actual lock down for a period of time (toilet buckets, water, snacks, toilet paper, etc.) • Establish protocol for staff who leave campus during lunch time each day if a lockdown or disaster occurs in their absence. • Based on LCAP Strategic Planning Committee meetings – began discussions for implementation of new morning procedures for the 18/19 school year – No parents on campus in the morning at drop off to mirror Village ECDC morning procedures. Two gates open in morning verses the current four gates. • Held staff development meeting to brainstorm ideas to increase safety at both Village sites after Florida incident.	new suggestions and determined needs • Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans • Emergency procedures outlined for substitutes and visitors on campus.	• Made needed changes to plan in accordance with new suggestions and determined needs • Inventoried and updated supplies needed (per site) to best support safety plans • Emergency procedures outlined for substitutes and visitors on campus happened in 2018-2019. Provide subs training 3x a year in 2018-2019.
• 70% of identified students will make growth on MAP Math benchmark. • 89% of identified students will make 3 or more levels of growth in reading in Grades 1 and 2. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers,	• 85% of identified students will make growth on MAP Math benchmark. • 91% of identified students will make 3 or more levels of growth in reading in grades 1 and 2. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers,	• 100% of identified students made growth on MAP Math benchmark. • 94% of identified students made 3 or more levels of growth in reading in Grades 1 and 2. • Data analysis and instructional focus discussions at weekly grade level PLCs did not take place on a consistent basis. Goals and protocols for 2019-2020 data analysis will be made.

Metric/Indicator	Expected Outcomes	Actual Outcomes
general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. • Meet the Masters-Continue • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • Begin discussions on how to fund a reading intervention teacher for students in grades 4 and 5 to support. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. • BAND for 4th and 5th graders incorporated into the instructional day. • Fountas and Pinnell Leveled Literacy	general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. • Meet the Masters-Continue • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.	• Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments were not provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. Goals and protocols for 2019-2020 data analysis will be made. • Meet the Masters- happened in all by 2 classrooms. Continue in ALL classrooms in the 2019-2020 school year. • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Continue to build on enrichment into other grades or across sites including schedule changes to incorporate Enrichment and intervention opportunities daily. • More leadership opportunities for students who are at grade level to continue to develop their academics above and

Metric/Indicator	Expected Outcomes	Actual Outcomes
Intervention additional kit purchased for reading intervention for primary grade to support students below grade level in Reading. • 1K to each grade level for a Science assembly from PTO.		beyond were continued as previously scheduled. New goals for 2018-2019 and 2019-2020 will be made to provide leadership opportunities in tutoring, mentoring and playground support.
• ELD instructional minutes will remain no fewer than 30 minutes daily. • Begin discussing Guided Language Acquisition Design (GLAD) strategies.	• ELD instructional minutes will remain no fewer than 30 minutes daily. • Provide PD in Guided Language Acquisition Design (GLAD) strategies to implement in lessons throughout grade levels to increase EL language levels, ELPAC, and CAASPP performance.	• ELD instructional minutes remained no fewer than 30 minutes daily. • GLAD Strategies were not implemented in 2017-2018.
• Improve P2 attendance rate by 1% • Improve chronic absenteeism rate by 2%.	• Improve P2 attendance rate by 1%. • Improve chronic absenteeism rate by 2%.	• Improve P2 attendance rate by 0.5%. • Improve chronic absenteeism rate by .5% in all subgroups. Goals for 2018-2019 will contain more realistic goals for attendance based on previous year's data collection.
Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and	Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred	Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship.

Metric/Indicator	Expected Outcomes	Actual Outcomes
• MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed.	students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed.	• MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed happened on an inconsistent basis in 2017-2018.
Decrease amount of walk-ins and number of individual caseloads from baseline year by 3%. (DECREASE OF 22.8%) Increase group and classroom presentations and pilot Social/emotional curriculum and supports.	Decrease amount of walk-ins and number of individual caseloads from 17/18 by 5%. Increase group and classroom presentations and pilot Social/emotional curriculum and supports.	Decrease amount of walk-ins and number of individual caseloads from 18/19 by 5%. Increase group and classroom presentations and pilot Social/emotional curriculum and supports ie: Sanford Harmony and Restorative Practices in 2018-2019.
Technology TK-5 Scope and Sequence Digital Citizens 21st Century Learners Google Doc student training and assignments in all classrooms Computer Lab for all students every other week	Technology TK-5 Scope and Sequence Digital Citizens 21st Century Learners Google Doc student training and assignments in all classrooms Computer Lab for all students every other week	Technology TK-5 Scope and Sequence Digital Citizens 21st Century Learners Google Doc student training and assignments in all classrooms was inconsistent. Continues efforts in following years will continue. Computer Lab for all students every other week

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.1 VES will maintain safe and clean facilities.	VES continues to maintain safe and clean facilities.	District M&O budget/site budget	
3.2 VES will update its safety plan using new template and hold appropriate safety drills annually.	VES updated its safety plan using new template and hold appropriate safety drills annually.	None	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.3 Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.	Through data-driven decision making, CUSD developed and evaluated intervention sequences and enrichment experiences that support the needs of all learners.	ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds	
3.4 Continue; FTE based on EL enrollment.	Continued; FTE based on EL enrollment.	LCFF Supplemental	
3.5 Improve CUSD attendance rates and chronic absenteeism rates for all students. • Ensure all VES attendance is accurately reported on a daily basis into Synergy. • Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. • Promote and incentivize positive attendance. • Ensure VES holds appropriate SART meetings for students whose attendance	Attendance Improved .5% overall from this point in time since last year. Activities described were implemented with fidelity.	Site/District budget	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
reaches appropriate thresholds. • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary.			
3.6 Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to	Our overall suspensions increased by 1.2 %. Our students with disabilities increase by 2.3 %.	site budget	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed.			
3.7 Provide appropriate social/emotional supports for students in a variety of ways.	Activities implemented as described. Next steps are to include MTSS and PBIS planning and implementation.	City Funding, Military Funding, Site Funding	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
• Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education. • Continue utilizing Sanford Harmony social emotional curriculum for grades 1-5. • Maintain current staffing of Military Family Life Counselors (2 FTE) – one at each site and increase current full-time counseling support from 1.0 FTE to 1.5 FTE (intern) to support 2 different sites. • Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc.	Implemented Restorative Practices in 2018-2019 Implemented Sanford Harmony in 2018-2019		
3.8 Provide training for students on digital proficiency and citizenship including ethical use of technology during Computer Lab time and with the use of Chromebooks throughout the year in the general education classroom.	• Activities implemented as described with Acceptable Use Policy and Computer Lab expectations/digital citizenship. • Efforts to move forward with Innovation Lab	Site Budget	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Review Acceptable Use Policy site-wide Review Technology Scope and Sequence	for 2019-2020 school year will continue.		

Analysis

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

Implementation of activities as described above.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

On target.

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.

Growth in development of the Innovation Lab is much needed. Next steps in creating cohesion amongst practices is needed.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
General Fund	$60,402.00	60,402.00

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:

Heidi Bergener School Principal

Susan Keller, Allyson Bans, Tami Bromley, Eveleen Coker, Lindsey Cummins, Crystal Garner Classroom Teachers

Maribel Kastlunger Other School Staff

Roelof Roos, Katie Iwashita; Joy Urtnowski; Caitlin Lewis, Tammy Farrier, Dana Allen Parent or Community Members

Name of Members	Role

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.