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.

Table of Contents

SPSA Title Page	1
Table of Contents	2
School Vision and Mission	3
School Profile	4
Stakeholder Involvement	5
School and Student Performance Data	6
Student Enrollment	6
CAASPP Results	8
ELPAC Results	12
Student Population	15
Overall Performance	16
Academic Performance	17
Academic Engagement	23
Conditions & Climate	26
Goals, Strategies, & Proposed Expenditures	28
Goal 1	28
Goal 2	33
Goal 3	36
Annual Review and Update	47
Goal 1	47
Goal 2	56
Goal 3	61
Budget Summary and Consolidation	71
Budget Summary	71
Allocations by Funding Source	71
School Site Council Membership	72

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%)

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 lifelong 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.

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.

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup											
	Per	cent of Enrollr	ment	Number of Students							
Student Group	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					
		To	tal Enrollment	847	803	785					

Student Enrollment Enrollment By Grade Level

	Student Enrollment by Grade Level										
Overda	Number of Students										
Grade	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.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment										
24 1 42	Num	ber of Stud	lents	Percent of Students						
Student Group	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%.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students												
Grade	# of Stu	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Students Tested			
Level	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 Mean Scale Score			Score	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Level	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											
Overde Level	% A	bove Stan	dard	% At o	or Near Sta	ndard	% Below Standard				
Grade Level	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												
% Above Standard % At or Near Standard % Below Standard												
Grade Level	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												
All Grades	45	39.61	42.93	41	46.45	43.90	14	13.94	13.17			

Listening Demonstrating effective communication skills											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	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												
% Above Standard % At or Near Standard % Below Standard												
Grade Level	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												
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 %.

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students												
Grade	# of Sti	udents E	nrolled	# of St	tudents 1	Tested	# of Students with Scores			% of Students Tested			
Level	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	Mean Scale Score				Standa xceede		%	Standa Met	ırd	, ,	Standa early M			ard t	
Level	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												
Overde Level	% A	bove Stan	dard	% At o	or Near Sta	ndard	% Below Standard					
Grade Level	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												

Using	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Overde Level	% A	bove Stan	dard	% At	or Near Sta	ndard	% B	% Below Standard					
Grade Level	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												
% Above Standard % At or Near Standard % Below Sta													
Grade Level	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	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.

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	Lev	vel 4	Lev	rel 3	Lev	rel 2	Lev	rel 1	Total Number of			
Level	#	%	#	%	#	%	#	%	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	Lev	/el 4	Lev	el 3	Lev	rel 2	Lev	rel 1	Total Number of			
Level	#	%	#	%	#	%	#	%	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	Lev	rel 4	Lev	el 3	Lev	rel 2	Lev	rel 1	Total Number of			
Level	#	%	#	%	#	%	#	%	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 De	veloped	Somewhat/	Moderately	Begir	nning	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 De	veloped	Somewhat	Somewhat/Moderately E		nning	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 De	veloped	Somewhat	/Moderately	Begi	nning	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 De	veloped	Somewhat/	Moderately	Begi	nning	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:

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:

- 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.

Overall Performance

Academic Performance English Language Arts Green Mathematics Green English Learner Progress No Performance Color

Conclusions based on this 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



Orange



Green

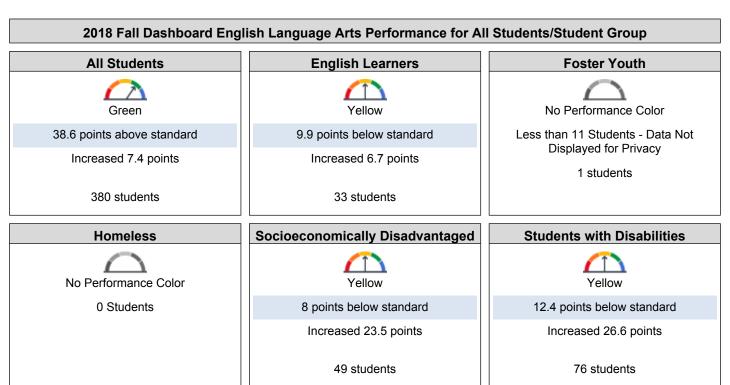
Blue

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 by Race/Ethnicity

African American

No Performance Color

Less than 11 Students - Data

Not Displayed for Privacy

8 students

American Indian

No Performance Color

Less than 11 Students - Data

Not Displayed for Privacy

1 students

Asian

No Performance Color Less than 11 Students - Data

Not Displayed for Privacy
6 students

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6 students

Hispanic

Greer

12.3 points above standard

Increased 11.8 points

74 students

Two or More Races

No Performance Color
41.5 points above standard

Increased 3.6 points

15 students

Pacific Islander

No Performance Color

0 Students

White

Blue

46.2 points above standard

Increased 7.2 points

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

33.9 points below standard

Increased 35.7 points

21 students

Reclassified English Learners

32 points above standard Increased 7.7 points

12 students

English Only

42.7 points above standard

Increased 5.7 points

327 students

Conclusions based on this data:

Academic Performance **Mathematics**

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

Lowest Performance





Blue

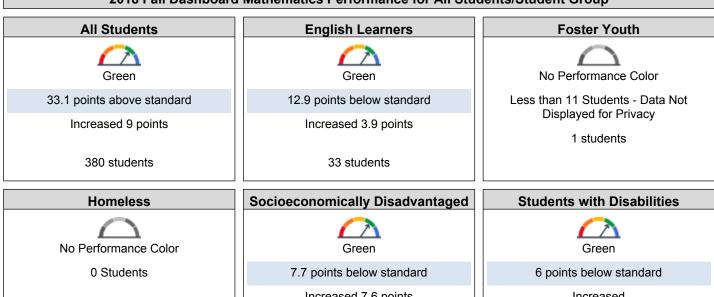
Highest Performance

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



2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Color
Less than 11 Students - Data

Not Displayed for Privacy 8 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 students

Asian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6 students

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6 students

Hispanic

Greer

9.8 points above standard

Increased 13.7 points

74 students

Two or More Races

No Performance Color

33.9 points above standard

Declined -8 points

15 students

Pacific Islander

No Performance Color

0 Students

White

Blue

40.6 points above standard

Increased 11.1 points

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

42.2 points below standard

Increased

18 8 points 21 students

Reclassified English Learners

38.4 points above standard

Increased

19 noints 12 students

English Only

38.1 points above standard

Increased 9.6 points

327 students

Conclusions based on this 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:

Academic Performance College/Career

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

Lowest Performance	Red	C	range	Yell	ow	Green		Blue	Highest Performance
This section provides n	umber of	student (groups in	each color.					
		2018 F	all Dash	board Colle	ege/Career	Equity F	Report		
Red Orango				Yell	ow		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 Fa	all Dashb	ooard Co	ollege/Care	er for All St	tudents/	Student G	roup	
All Stude	ents			English L	earners			Fos	ter Youth
Homeless			Socioeconomically Disadvantaged S			Stud	Students with Disabilities		
	2	2018 Fal	l Dashbo	oard Colleg	e/Career by	/ Race/E	thnicity		
African America	n	Ame	erican In	dian		Asian			Filipino
Hispanic		Two	or More I	Races	Pacific Islander		White		
This section provides a Prepared.	This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.								
	20	018 Fall	Dashboa	ard College	/Career 3-Y	ear Perf	formance		
Class of 2016		Class of 2017		Class of 2018					
Prepared			Prepared		Prepared		•		
Approaching Prepared Not Prepared			Approaching Prepared Not Prepared		Approaching Prepared Not Prepared				
Conclusions based o	Conclusions based on this data:								

Academic Engagement Chronic Absenteeism

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

Lowest Performance



Orange



Green

Blue

Highest Performance

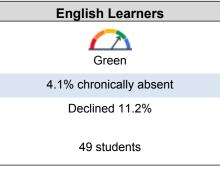
This section provides number of student groups in each color.

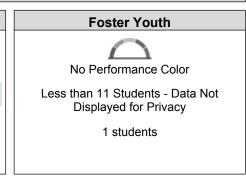
2018 Fall Dashboard Chronic Absenteeism Equity Report						
Red Orange Yellow Green Blue						
0	2	0	3	1		

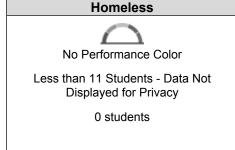
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

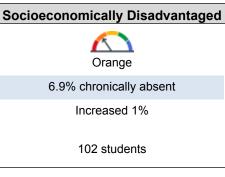
2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

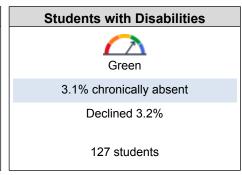
All Students					
Green					
4.5% chronically absent					
Declined 0.7%					
847 students					











2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

No Performance Color 0% chronically absent Declined 12.5%

American Indian No Performance Color

Less than 11 Students - Data Not Displayed for Privacy 3 students

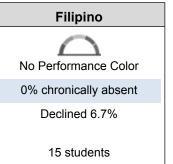
Asian

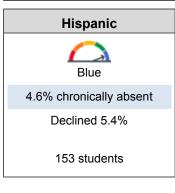
No Performance Color

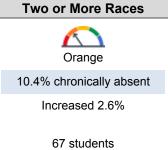
Less than 11 Students - Data

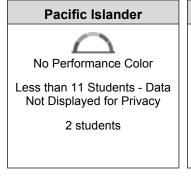
Not Displayed for Privacy

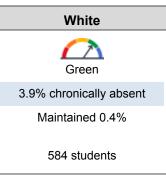
8 students











Conclusions based on this 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	Yell	ow	Green	l	Blue	Highest Performance
This section provide	es number of	f student groups in	each color.					
		2018 Fall Dashb	oard Grad	uation Rate	Equity	Report		
Red		Orange	Yellow			Green		Blue
This section provide high school diploma							idents w	vho receive a standard
	2018 Fa	all Dashboard Gra	duation Ra	te for All S	Students	/Student	Group	
All Students Englis			English L	Learners		Foster Youth		
Hon	neless	Socioe	conomicall	y Disadvaı	ntaged	Students with Disabilities		
	2	2018 Fall Dashbo	ard Gradua	tion Rate t	y Race/	Ethnicity		
African Ame	rican	American In	dian		Asian			Filipino
Hispanio	C	Two or More	Races	Pacific Islander			White	
This section provide entering ninth grade					_	•	ma withi	in four years of
		2018 Fall Da	shboard G	aduation F	Rate by `	/ear		
	201	7				20	18	
Conclusions base	ed on this d	ata:						

Conditions & Climate Suspension Rate

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

Lowest Performance











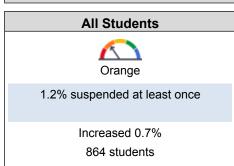
Highest Performance

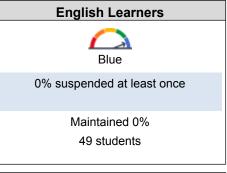
This section provides number of student groups in each color.

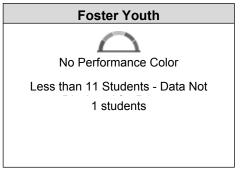
2018 Fall Dashboard Suspension Rate Equity Report							
Red	Red Orange Yellow Green Blue						
0	3	1	0	2			

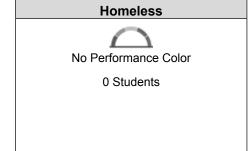
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

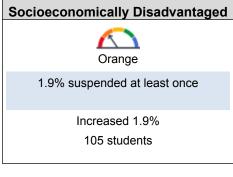
2018 Fall Dashboard Suspension Rate for All Students/Student Group

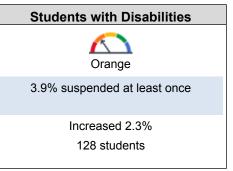












2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American No Performance Color

6.3% suspended at least once

> Increased 6.3% 16 students

American Indian

No Performance Color Less than 11 Students - Data 3 students

Asian

No Performance Color Less than 11 Students - Data 8 students

Filipino

No Performance Color

0% suspended at least once

Maintained 0% 15 students

Hispanic



0.6% suspended at least once

> Increased 0.6% 156 students

Two or More Races



0% suspended at least once

Maintained 0% 69 students

Pacific Islander

No Performance Color

Less than 11 Students - Data 2 students

White



1.3% suspended at least once

> 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:

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

- 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

Baseline

- 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

Expected Outcome

- 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

RA.	~ 4	- /	-	i ~ ~	
IVI	2111		шо		tor

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.

Baseline

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.

Expected Outcome

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.
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 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

ΑII

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

ΑII

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

ΑII

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

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

ΑII

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

ΑII

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

- 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

Baseline

- 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

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

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

- 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.
- 70% of identified students will make growth on MAP Math benchmark.

Baseline

- 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.

Expected Outcome

- 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.

 85% of identified students will make growth on MAP Math benchmark. 100% 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, 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

Baseline

- 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
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 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

Expected Outcome

- 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

- 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.

- 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.

Baseline

continue to develop their academics above and beyond.

- **Expected Outcome**
 - 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.
- 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 FTF
- 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

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 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%

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.

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- 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

ΑII

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

DescriptionASE 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

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

ΑII

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

ΑII

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

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
- Science: CAST field test (gr 5)
- Math: benchmark assessments, math tasks, MAP, CAASPP data 74% meeting standards
- VAPA: Evaluation of A4L grant

Expected Outcomes

- 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

Actual Outcomes

- 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

Expected Outcomes

Actual Outcomes

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%

Increase 5 points in Math

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

- Science: CAST field test (gr 5)
- Math: benchmark assessments, math tasks, CAASPP data 74% meeting standards
- VAPA: Evaluation of A4L grant

Expected Outcomes

- Science: baseline CAST scores
- Math: benchmark assessments, math tasks, CAASPP data 76% meeting standards
- VAPA: Evaluation of A4L grant

Actual Outcomes

- 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

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.

Actual Strategy/Activity

VES provided standardsaligned 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

Proposed Expenditures

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

Estimated Actual Expenditures

- VAPA implement Year
 2 of Arts for
 Learning
 DoDEA grant
 (arts integration
 with ELA)
- TK/K Walk To Read

Actual Strategy/Activity

- 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
 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,

Proposed Expenditures

Estimated Actual Expenditures

TIGG funding, Site budget, CSF funding

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 Yr2
- Various use of other software introduced at CUE to increase personalization of learning

Actual Strategy/Activity

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.

Proposed Expenditures

Estimated Actual Expenditures

Planned Actual **Proposed Estimated Actual** Strategy/Activity Strategy/Activity **Expenditures Expenditures** * Implemented PEP plans whole school has lacked accountability and norms. 2019-2020 will continue to implement and solidify norms and accountability. 1.3 1.3 CSF, DoDEA, LCFF Increase Increased supplemental, TIIG performance of performance of students with students with disabilities on disabilities on CAASPP in CAASPP in 18/19 in ELA by 18/19 in ELA by 3%; in math by 3%; in math by 3% 3% Piloted new Increase performance of math curriculum students who in 2018-2019. Will adopt in are 2019-2020. socioeconomica Increase disadvantaged performance of in ELA by 3% students who and math by 3% are on CAASPP in socioeconomica 18/19. disadvantaged in ELA by 3% and math by 3% on CAASPP in 18/19.Test scores TBD 1.4 1.4 Site budget

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.

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

 Implement critical thinking exercises and creativity drills from the PBL Project and Beyond website at least 1x/week.

Actual Strategy/Activity

- 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.

Expenditures

Proposed

Estimated Actual Expenditures

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

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

Actual Strategy/Activity

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.

Proposed Expenditures

Estimated Actual Expenditures

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 coteach 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

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

Strategies/Activities for Goal 2

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

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.

Actual Strategy/Activity

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/Anxiet y.
- Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language).

Proposed Expenditures

Estimated Actual Expenditures

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	2.2	None	
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	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.		
2.3	2.3	NONE	
Communication between VES staff to community will include: • Parent survey • Weekly "upcoming dates" via	Communication between VES staff to community will include: • Parent survey • Weekly SMORE parent newletters via Edulink to parents		

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)

Actual Strategy/Activity

- 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)

Proposed Expenditures

Estimated Actual Expenditures

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

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

Expected 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

Actual Outcomes

- 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

- 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.
- 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,

Expected Outcomes

- 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.

Actual Outcomes

- 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.

- 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.

- 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

Expected 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 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.

Actual Outcomes

- 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 Mastershappened 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

Expected Outcomes

Actual Outcomes

provide leadership opportunities in tutoring,

support.

beyond were continued as previously scheduled. New

goals for 2018-2019 and

2019-2020 will be made to

mentoring and playground

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.

• ELD instructional minutes

30 minutes daily.

will remain no fewer than

Begin discussing Guided

Design (GLAD) strategies.

Language Acquisition

- 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.

- MFLC and student Peace
 Patrol help support student needs on playground during recesses.
- Provide counseling resources as needed.

Expected Outcomes

- 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.

Actual Outcomes

- 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
	, , , , , , , , , , , , , , , , , , ,		P
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	
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/assist ant 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 Improved .5% overall from this point in time since last year. Activities described were implemented with fidelity.	Site/District budget	

appropriate SART meetings

attendance.Ensure VES holds

for students whose attendance

Planned Actual **Proposed Estimated Actual** Expenditures Strategy/Activity Strategy/Activity **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 Our overall suspensions site budget increased by 1.2 %. Decrease suspension Our students with disabilities increase by 2.3 rate. Schoolwide %. discipline policy provides students with opportunities to

Planned Actual Proposed **Estimated Actual** Expenditures Strategy/Activity Strategy/Activity **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 Activities implemented as City Funding, Military described. Next steps are Funding, Site Funding Provide appropriate to include MTSS and social/emotional supports PBIS planning and for students in a variety of implementation. ways.

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/dig ital citizenship.
- Efforts to move forward with Innovation Lab

Site Budget

Review Acceptable Use Policy site-wide Review Technology Scope and Sequence

Actual Strategy/Activity

for 2019-2020 school year will continue.

Proposed Expenditures

Estimated Actual Expenditures

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.