School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Village Elementary	37 68031 6038053	3/2/20	TBD

Purpose and Description

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

Schoolwide Program

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

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

CUSD

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

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

Our Board Goals:

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

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

3. SUPPORT: Maintain safe and supportive schools where students and staff thrive.

Village Elementary

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.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....4
Comprehensive Needs Assessment Components 5
Data Analysis 5
Surveys 5
Classroom Observations....5
Analysis of Current Instructional Program....5
Stakeholder Involvement 8
Resource Inequities 8
School and Student Performance Data 9
Student Enrollment....9
CAASPP Results....11
ELPAC Results 15
Student Population....18
Overall Performance 19
Academic Performance....20
Academic Engagement 26
Conditions & Climate....29
Goals, Strategies, & Proposed Expenditures....31
Goal 1....31
Goal 2....39
Goal 3....43
Budgeted Funds and Expenditures in this Plan 56
Funds Budgeted to the School by Funding Source....56
Expenditures by Funding Source 56
Expenditures by Budget Reference 56
Expenditures by Budget Reference and Funding Source 56
Expenditures by Goal....56
School Site Council Membership 57
Recommendations and Assurances 58

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

MAP, CAST, DRA, and CAASPP

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

small intervention and reading groups recalibrated by DRA, MAP, ReadWell levels, unit assessments

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently qualify

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

Access to district and county professional development

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

time allotted for Bridges Prep, collaboration, grade-level articulation, and individualized planning and data assessment

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

ToSAs in math, science, ELA/ELD, technology, program coordinator in SpEd

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

Wednesday meeting rotations

Teaching and Learning

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

District adopted curriculum is vetted by SDCOE

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

Schedule allows for --- time for math and __ time for ELA weekly

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

PEP time, Bridges Intervention, Reading groups

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

Bridges Math and Intervention and newly piloted Benchmark ELA curriculum. Full adoption and implementation and training in 2020-2021

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

Bridges Math and Intervention

Opportunity and Equal Educational Access

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

small reading group rotations, PEP time in schedule

Evidence-based educational practices to raise student achievement

small-group instruction, guided reading, number talks,

Parental Engagement

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

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

Funding

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

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

CUSD hosted a community-based 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.

Site Leadership team was consulted at the Leadership meetings and SPSA was discussed at the following Leadership Meetings: 2/20/2020 and notes from brainstorming session were shared with team.
Additionally, the SPSA was shared and discussed at the following School Site Council Meetings: 2/28/2020 and 3/15/2020
Signatures and approval of all SSC members was received on 3/2020. A final copy of the site SPSA was sent out electronically to the VES staff, parents, district, SSC, ELAC, and community electronically on 3/2020.

Resource Inequities

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

There are no resource inequities identified at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.38%	0.36%	2	3	3
African American	1.7%	1.78%	1.43%	14	14	12
Asian	1.6%	1.02%	0.48%	13	8	4
Filipino	1.6%	1.91%	1.43%	13	15	12
Hispanic/Latino	19.3%	18.85%	19%	155	148	159
Pacific Islander	0.4%	0.25%	0.36%	3	2	3
White	70.5%	68.79%	65.47%	566	540	548
Multiple/No Response	0.9%	3.31%	5.85%	7	26	49
			Total Enrollment	803	785	837

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	132	120	156
Grade 1	135	122	115
Grade 2	113	133	129
Grade3	138	106	145
Grade 4	147	147	120
Grade 5	138	157	172
Total Enrollment	803	785	837

Conclusions based on this data:

1. Slight increase in enrollment over time, but not enough to severely impact funding at this point.
2. Student group demographics have relatively stayed the same % for 3 years in a row.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	50	49	55	6.2%	6.2%	6.6%
Fluent English Proficient (FEP)	46	41	51	5.7%	5.2%	6.1%
Reclassified Fluent English Proficient (RFEP)	18	7	5	32.7%	14.0%	10.2%

Conclusions based on this data:

1. The number of students who are English Learners has stayed steady, hovering around 6%.
2. The number of students who come to us who are English Learners but are already Fluent English Speakers hovers around 5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	139	110	144	130	106	142	130	106	142	93.5	96.4	98.6
Grade 4	153	149	117	140	145	115	140	145	115	91.5	97.3	98.3
Grade 5	147	161	169	139	159	165	139	159	165	94.6	98.8	97.6
All Grades	439	420	430	409	410	422	409	410	422	93.2	97.6	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2474.	2464.	2471.	48.46	40.57	43.66	23.85	25.47	29.58	13.85	20.75	15.49	13.85	13.21	11.27
Grade 4	2491.	2516.	2512.	32.14	51.03	41.74	28.57	22.07	30.43	22.86	15.17	9.57	16.43	11.72	18.26
Grade 5	2538.	2543.	2561.	35.25	36.48	47.27	33.81	33.33	29.70	17.27	15.09	13.33	13.67	15.09	9.70
All Grades	N/A	N/A	N/A	38.39	42.68	44.55	28.85	27.32	29.86	18.09	16.59	13.03	14.67	13.41	12.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.15	35.85	43.66	40.00	50.94	45.07	13.85	13.21	11.27
Grade 4	34.29	43.45	46.09	53.57	44.14	39.13	12.14	12.41	14.78
Grade 5	39.57	41.51	47.88	43.88	41.51	46.67	16.55	16.98	5.45
All Grades	39.85	40.73	45.97	45.97	44.88	44.08	14.18	14.39	9.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.85	38.68	33.10	43.08	48.11	54.93	13.08	13.21	11.97
Grade 4	28.57	44.83	36.52	55.71	41.38	48.70	15.71	13.79	14.78
Grade 5	46.76	44.03	44.24	40.29	43.40	44.24	12.95	12.58	11.52
All Grades	39.61	42.93	38.39	46.45	43.90	49.05	13.94	13.17	12.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.38	29.25	35.92	61.54	62.26	59.15	3.08	8.49	4.93
Grade 4	20.00	40.00	37.39	70.71	53.10	50.43	9.29	6.90	12.17
Grade 5	29.50	30.19	43.03	59.71	60.38	50.30	10.79	9.43	6.67
All Grades	28.12	33.41	39.10	64.06	58.29	53.32	7.82	8.29	7.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.62	34.91	33.10	43.08	52.83	54.93	12.31	12.26	11.97
Grade 4	34.29	42.07	36.52	50.71	46.21	45.22	15.00	11.72	18.26
Grade 5	33.81	44.65	46.67	50.36	40.88	41.82	15.83	14.47	11.52
All Grades	37.41	41.22	39.34	48.17	45.85	47.16	14.43	12.93	13.51

Conclusions based on this data:

1. In 2018-2019, the overall achievement in ELA for students who met or exceeded standards grew by 4.41%. A total of 74.41% of VES students met or exceeded standards in this area.
2. In 2018-2019, in Reading: Demonstrating understanding of literary and non-fictional texts, the students who met or exceeded standards grew by 4.44%. A total of 90.05% of VES students met or exceeded standards in this area.
3. In 2018-2019, in Writing: Producing clear and purposeful writing, the students who met or exceeded standards grew by .61%. A total of 87.44% of VES students met or exceeded standards in this area.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	139	110	144	132	107	144	132	107	144	95	97.3	100
Grade 4	153	148	117	147	147	115	147	147	115	96.1	99.3	98.3
Grade 5	147	161	169	142	159	168	142	159	168	96.6	98.8	99.4
All Grades	439	419	430	421	413	427	421	413	427	95.9	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2482.	2479.	2485.	42.42	39.25	44.44	37.12	31.78	33.33	12.88	19.63	12.50	7.58	9.35	9.72
Grade 4	2508.	2525.	2529.	29.93	41.50	40.87	35.37	35.37	28.70	27.21	14.29	24.35	7.48	8.84	6.09
Grade 5	2531.	2545.	2559.	30.99	37.74	47.62	21.13	26.42	20.83	28.87	22.64	18.45	19.01	13.21	13.10
All Grades	N/A	N/A	N/A	34.20	39.47	44.73	31.12	30.99	27.17	23.28	18.89	18.03	11.40	10.65	10.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.64	55.14	59.72	25.00	31.78	25.69	11.36	13.08	14.58
Grade 4	43.54	57.82	52.17	39.46	25.17	27.83	17.01	17.01	20.00
Grade 5	38.03	44.03	51.19	35.21	37.11	30.95	26.76	18.87	17.86
All Grades	47.98	51.82	54.33	33.49	31.48	28.34	18.53	16.71	17.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.73	49.53	54.86	42.42	39.25	37.50	9.85	11.21	7.64
Grade 4	38.10	48.30	45.22	47.62	40.14	44.35	14.29	11.56	10.43
Grade 5	30.28	38.99	42.26	49.30	47.80	40.48	20.42	13.21	17.26
All Grades	38.48	45.04	47.31	46.56	42.86	40.52	14.96	12.11	12.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.79	47.66	50.00	38.64	42.06	38.89	7.58	10.28	11.11
Grade 4	40.82	50.34	47.83	46.26	37.41	43.48	12.93	12.24	8.70
Grade 5	28.17	35.22	38.10	53.52	50.94	48.81	18.31	13.84	13.10
All Grades	40.62	43.83	44.73	46.32	43.83	44.03	13.06	12.35	11.24

Conclusions based on this data:

1. In overall math achievement, students in grades 3rd-5th, grew overall in mathematics by 1.44%.
2. In Math: Concepts and Procedures, students meeting or exceeding standards, in grades 3rd-5th, fell by less than 1%.
3. In Math: Communicating Reasoning, students meeting or exceeding standards, in grades 3rd-5th, grew by 1%,

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1410.5	*	1429.3	*	1366.4	*	14
Grade 1	*	1468.8	*	1483.2	*	1453.8	*	11
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	7
Grade 5	1518.9	1563.5	1493.5	1540.4	1543.9	1586.1	11	11
All Grades							43	52

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	*	57.14	*	21.43		14.29	*	14
1	*	9.09		72.73	*	9.09		9.09	*	11
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	63.64	*	18.18	*	18.18	*	0.00	11	11
All Grades	44.19	25.00	37.21	48.08	*	17.31	*	9.62	43	52

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.43	*	50.00	*	14.29		14.29	*	14
1	*	45.45	*	36.36		18.18		0.00	*	11
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	63.64	*	18.18	*	0.00	*	18.18	11	11
All Grades	48.84	46.15	25.58	30.77	*	11.54	*	11.54	43	52

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	21.43	*	64.29		14.29	*	14
1	*	0.00	*	45.45	*	36.36		18.18	*	11
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	36.36	*	36.36	*	27.27	*	0.00	11	11
All Grades	32.56	17.31	51.16	26.92	*	40.38	*	15.38	43	52

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	50.00	*	35.71		14.29	*	14
1	*	72.73	*	27.27		0.00	*	11
4	*	*	*	*	*	*	*	*
5	*	27.27	*	54.55	*	18.18	11	11
All Grades	62.79	50.00	30.23	36.54	*	13.46	43	52

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.43	*	64.29		14.29	*	14
1	*	18.18	*	72.73		9.09	*	11
4	*	*	*	*	*	*	*	*
5	*	72.73	*	18.18	*	9.09	11	11
All Grades	46.51	40.38	41.86	48.08	*	11.54	43	52

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	92.86		7.14	*	14
1	*	18.18	*	63.64	*	18.18	*	11
5	*	54.55	*	45.45	*	0.00	11	11
All Grades	34.88	21.15	55.81	63.46	*	15.38	43	52

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	35.71	*	28.57		35.71	*	14
1	*	0.00	*	90.91		9.09	*	11
5	*	27.27	*	72.73		0.00	11	11
All Grades	46.51	23.08	53.49	61.54		15.38	43	52

Conclusions based on this data:

1. We had 9 more English Learners in 2018-2019 than the previous year.
2. Scaled scores on the ELPAC assessments show growth in all areas for 5th grade students. Data in grades K-4th is inconclusive due to lack of presented data.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
837	**11.1**	**6.6**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	55	6.6
Socioeconomically Disadvantaged	93	11.1
Students with Disabilities	87	10.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.4
American Indian	3	0.4
Asian	4	0.5
Filipino	12	1.4
Hispanic	159	19.0
Two or More Races	47	5.6
Pacific Islander	3	0.4
White	548	65.5

Conclusions based on this data:

1. 10.4 % of all students are considered student with disabilities. This is over the national average of 10%.
2. 65% of our students are white, 19% are Hispanic, and 1.4% are African American or Filipino. 5.6% are marked 2 or more races.
3. 11% of our students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	3

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
46.7 points above standard	10.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.4 points	Increased Significantly ++20.8 points	1
413	36	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
0 Students	8.9 points below standard	5.8 points below standard
	Maintained -1 points	Increased ++6 points
	52	72

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	3	2	7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
29.3 points above standard	33.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	55.9 points above standard
Increased Significantly ++16.4 points	Declined -7.8 points	1	Increased ++10.3 points
89	21		269

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46.5 points below standard	36.2 points above standard	50.7 points above standard
Declined -12.6 points	Increased ++4.2 points	Increased ++8.4 points
11	25	356

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
41.9 points above standard	5.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.3 points	Increased ++7.2 points	1
413	36	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Yellow
	17.2 points below standard	12.1 points below standard
	Declined -9.6 points	Declined -6.3 points
	52	72

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	3	2	7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
21.9 points above standard	22.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	53.3 points above standard
Increased ++13.2 points	Declined -11.5 points	1	Increased ++13.2 points
89	21		269

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
45.6 points below standard	11.8 points above standard	47.9 points above standard
Declined -3.4 points	Declined Significantly -26.6 points	Increased ++10.4 points
11	25	356

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
61.9 making progress towards English language proficiency
Number of EL Students: 21
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	5	2	11

Conclusions based on this data:

1. 61.9% of our 21 EL students are making progress towards English language proficiency. Performance Level: High
2. 11 students progressed at least one ELPI Level. 7 students maintained their ELPI Level.
3. 3 students decreased one ELPI Level.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	2

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +8.3	3	4	Maintained 0
12			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Green
7.9	2	Less than 11 Students - Data Not Displayed for Privacy	3
Increased Significantly +3.4	Declined -8.4	3	Declined -1
164	100		571

Conclusions based on this data:

1. VES chronic absenteeism for all students improved by .6 points. Students with disabilities and students who are two or more races also improved by 1.1 points and 8.4 points respectively.
2. Our English Language Learners and Socioeconomically Disadvantaged populations declined by 4.7 points and .8 points respectively.
3. Our African American and Hispanic populations declined by 8.3 points and 3.4 points respectively.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
1	1.8	Less than 11 Students - Data Not
Maintained -0.1	Increased +1.8	1
893	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Orange
	3.4	5.2
	Increased +1.5	Increased +1.2
	118	97

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 3	Less than 11 Students - Data 5	0
Declined -6.3			Maintained 0
14			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
1.2	1	Less than 11 Students - Data 3	1
Increased +0.5	Increased +1		Declined -0.3
168	102		586

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.2	1

Conclusions based on this data:

1. Our suspension rates fell by .2 % from 2018-2019.
2. Our Conditions & Climate: Suspension Rates per the performance indicator, is orange for the following student subgroups: English Learners, Socioeconomically Disadvantaged and Students with Disabilities.
3. 1% of student of our student population was suspended in 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Work within the new bell schedule, in identified Intervention and Extension instructional blocks, to provide instruction at the students' academic and social-emotional level. Instruction to include: PEP goals and student planning, Genius Hour Projects, Intervention and Enrichment opportunities for ELA and Math, individualized computer reinforcement and extension of grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• CAASPP ELA: 70% of students met or exceeded standards in grades 3-5 as measured by CAASPP data • CAASPP Writing: 86.83% of students met or exceeded standards in grades 3-5 as measured by CAASPP data • Reading: 85.61% of students met or exceeded standards in grades 3-5 as measured by CAASPP data • Science: 60% of students met or exceeded standards in grades 3-5 as measured by CAST data	• CAASPP ELA: 74.41% of students met or exceeded standards in grades 3-5 as measured by CAASPP data • CAASPP Writing: 87.44% of students met or exceeded standards in grades 3-5 as measured by CAASPP data • Reading: 90.05% of students met or exceeded standards in grades 3-5 as measured by CAASPP data • Science: 64% of students met or exceeded standards in grades 3-5 as measured by CAST data	• CAASPP ELA: 76% of students will meet or exceed standards in grades 3-5 as measured by CAASPP data • CAASPP Writing: 88% of students will meet or exceed standards in grades 3-5 as measured by CAASPP data • Reading: 91% of students will meet or exceed standards in grades 3-5 as measured by CAASPP data • Science: 66% of students will meet or exceed standards in grades 3-5 as measured by CAST data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Math 70.46% of all students met or exceeded standards on benchmark assessments, MAP and math tasks. • VAPA: 100% percent of students have access to weekly VAPA lesson as identified through the Arts for Learning (A4L) grant. • 100% of all students in grades 1-5 have 1:1 computer access for personalized learning. • 50% of all students have individualized PEP plans.	• Math 71.91% of all students met or exceeded standards on benchmark assessments, MAP and math tasks. • VAPA: 100% percent of students have access to weekly VAPA lesson as identified through the Arts for Learning (A4L) grant. • 100% of all students in grades 1-5 have 1:1 computer access for personalized learning. • 60% of all students have individualized PEP plans.	• Math: benchmark assessments, math tasks, MAP, CAASPP data CAASPP data 78% meeting standards • VAPA: 100% percent of students have access to weekly VAPA lesson as identified through the Arts for Learning (A4L) grant. • 100% of all students in grades 1-5 have 1:1 computer access for personalized learning. • 100% of all students have individualized PEP plans that are student created, reviewed and used to guide individual learning opportunities.
EL: 61.9 % of students are making progress towards English Language proficiency per the ELPAC.	EL: • 61.9 % of students are making progress towards English Language proficiency per the ELPAC. • 11 students progressed at least one ELPI level. 7 students maintained their ELPI level. • 3 students decreased their ELPI level.	EL: • 63 % of students are making progress towards English Language proficiency per the ELPAC. • 2% increase in number of students who progressed at least one ELPI level. • 3 or less students decrease their ELPI level.
2017-2018 CAASPP Grades 3-5 SWD ELA 51% Math 52% 17/18 SED ELA 54% Math 53% 17/18 2018-2019 CAASPP Grades 3-5	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 Increase 2% or more in MEAN RIT above the national average

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goals for 19/20 based on 5% increase SWD ELA 66% Math 67% SED ELA 69% Math 68% . 2018 MAP Math: K Math Winter 155.6 1st Math Winter 181.2 2nd Math Winter 192.4 3rd Math Winter 202.1 4th Math Winter 214.3 5th Math Winter 221.5 2nd Reading Winter 192.1 3rd Reading Winter 201.4 4th Reading Winter 211.6 5th Reading Winter 215	Math: 2019 K Math Winter 158.6 (Grew) 1st Math Winter 181.2 (Maintained) 2nd Math Winter 193 (Grew) 3rd Math Winter 206 (Grew) 4th Math Winter 215.4 (Grew) 5th Math Winter 225.9 (Grew) 2nd Reading Winter 191.4 (73%-at or above norm grade level mean RIT) (Declined > .7 total mean RIT) 3rd Reading Winter 205.3 (81%-at or above norm grade level mean RIT) (Grew) 4th Reading Winter 212 (78%-at or above norm grade level mean RIT) (Grew) 5th Reading Winter 216.9 (73%-at or above norm grade level mean RIT) (Grew)	in area of MAP Math and ELA in Winter 2021.
• Students successfully complete assignments and projects using appropriate technology (interactive boards, lab tops, voice enhancers, individualized online PEP plans, educationally-based computer applications to accelerate learning, MAP and CAASPP practice tests, etc.) • Teachers will provide feedback on student engagement per use of Hapara, feedback on assignments will be give on Google	• Students successfully complete assignments and projects using appropriate technology (interactive boards, lab tops, voice enhancers, individualized online PEP plans, educationally-based computer applications to accelerate learning, MAP and CAASPP practice tests, etc.) • Teachers will provide feedback on student engagement per use of Hapara, feedback on assignments will be give on Google	• Students successfully complete assignments and projects using appropriate technology (interactive boards, lab tops, voice enhancers, individualized online PEP plans, educationally-based computer applications to accelerate learning, MAP and CAASPP practice tests, etc.) • Teachers will provide feedback on student engagement per use of Hapara, feedback on assignments will be give on Google

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom App submissions, FlipGrid, and other presentation-style apps, etc. Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that approved to support ELA and Math curriculums.	Classroom App submissions, FlipGrid, and other presentation-style apps, etc. Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that approved to support ELA and Math curriculums.	Classroom App submissions, FlipGrid, and other presentation-style apps, etc. Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that approved to support ELA and Math curriculums.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.1. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready.
* Implement Year 2 of Bridges Math Curriculum- Focus on assessments, data analysis
* Ensure alignment to ELA/ELD Framework within designated and integrated ELD times.
* Continue implementation of LC writing curriculum with a focus on Yr 3, incorporating elements of newly adopted Benchmark ELA curriculum.
* Implement Benchmark ELA curriculum 2020-2021 (including training and coaching)
* Implement year 3 of NGSS for grades K-5 using FOSS NGSS curriculum
* Implement Year 2 of Bridges Math Curriculum- Focus on assessments, data analysis and intervention/extension grouping
* VAPA - implement Year 3 of Arts for Learning DoDEA grant (arts integration with ELA)
*K – Implementation of Walk To Read

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.2 Village will provide opportunities 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 3 for grades 3-5
* Work with CUSD Learning Department to revise PEP plans so that they are grade level appropriate and user friendly for students, parents and staff.
* Use revised master schedule to implement intervention and extension personalized/small group learning opportunities for students based on current Math and ELA needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 4000-4999: Books And Supplies TIGG funding, Site budget, CSF funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

SWD

Strategy/Activity

1.3
* Work with the Orange County Diagnostic Center to review inclusion expectations for co-teaching in math.
* Provide time to analyze SWD data in the areas of ELA and Math to create plans of action in alignment with their IEP goals.
* Enlist support of the CUSD Program Specialist to support SPED teachers/Gen Ed teachers in best practices for co teaching and case management.
* Attend trainings with SELPA to be able to implement best practices in instructional/behavior management strategies for Certificated and Classified staff members.

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

Amount(s)	Source(s)
	General Fund CSF, DoDEA, LCFF supplemental, TIIG

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.4
VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.
* 1:1 Computer access is available for students 1st-5th and 1:4 ratio in grades TK/K.
* Continue Hapara in grades 4th and 5th grade
* Implement critical thinking exercises through project based learning and Genius Hour Projects
* Implement PLTW curriculum in Innovation Lab focused on the integrating technology and the sciences.
* Continue to monitor and adjust master schedule to allow for Innovation lab visits weekly for students in grades K-5.
* Install interactive learning boards in classrooms where teachers will use the innovative tools to enhance effectiveness of high-impact and accelerated learning opportunities.

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

Amount(s)	Source(s)
	General Fund Site budget

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.5

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

- Engaging Instructional Strategies
- Co-teaching model
- Math
- Writing
- 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund Site, and District budget

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Overall implementation of the strategies/activities are as described. VES piloted two ELA curriculums this year, Adoption of the new Benchmark curriculum will take place in 2020-2021.

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

Overall implementation of the strategies/activities are as described. There are no major differences.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.1

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

- 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 (Movie Nights/Math Night/Art Night)
- Host 3 Principal Teas in 2020-2021

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund Site and District budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2

Communication between VES administration and staff will include:

- VES Leadership Team, Strategic Planning Committee (District Level), School Site Council, 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund None

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Communication between VES staff to community will include:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

	General Fund

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Overall implementation of the strategies/activities are as described. VES piloted two ELA curriculums this year, Adoption of the new Benchmark curriculum will take place in 2020-2021.

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

Overall implementation of the strategies/activities are as described. There are no major differences.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support

LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Goal 3

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street	• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street	• Ingress and egress locations will continue to be staffed appropriately. • Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. • Discuss needs for Crossing Guard at H Ave and 6th street
Documentation of monthly safety drills with various focus areas, such as lockdown,	Continue documentation of monthly safety drills with various focus areas, such as	Continue documentation of monthly safety drills with various focus areas, such as

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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	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 • 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.	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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, general education teachers, math TOSA, and administration informally and	• 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, general education teachers, math TOSA, and administration informally and	• 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.	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.	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. • 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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 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.	• More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.	grant, Arts for Learning and is planned 1 grade level at a time. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment into afterschool activities if needed. • Continue to build on enrichment into other grades or across sites, look at scheduling to include Enrichment and Intervention throughout the school day, for each child. Incorporate MTSS data analysis for small group instruction across the grade levels. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.
• ELD instructional minutes will remain no fewer than 30 minutes daily. • Begin discussing Guided Language Acquisition Design (GLAD) strategies. • Look at school-wide scheduling to ensure designated and integrate ELD strategies are happening on a daily basis.	• 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:	• ELD instructional minutes will remain no fewer than 30 minutes daily, including 1 FTE • Continue PD in Guided Language Acquisition Design (GLAD) strategies to increase EL language levels, ELPAC, and CAASPP performance. • Improve ELPAC scores in each level by 3% for students in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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.	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	United States for 1 year or more.
• Improve P2 attendance rate by 0.5%. • Improve chronic absenteeism rate by .5% in all subgroups.	• Improve P2 attendance rate by .5%. Current is 96.5 % Attendance rate • Improve chronic absenteeism rate by .5%. Current Chronic Absenteeism is at 4.5%. EL chronically absent @ 4.1%, SED @ 6.9%, SWD at 3.1%	• Improve P2 attendance rate by 0.5%. • Improve chronic absenteeism rate by .5% in all subgroups.
Decrease suspension rate. • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.	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.	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
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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.1

VES will maintain safe and clean facilities.

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund None

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.3 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.

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.4

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.

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

Amount(s)	Source(s)
	LCFF LCFF Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.5

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund Site/District budget

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.6

- Decrease suspension rate.
- 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 2, 20-21
- Create PBIS for Year 2, 20-21
- Implement Sanford harmony for Year 2, 20-21

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

Amount(s)	Source(s)
	PTO funding, site budget

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.7

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

- Continue utilizing Sanford Harmony social emotional curriculum for grades TK-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.

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

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.8
Provide training for students on digital proficiency and citizenship including ethical use of technology in the general education classroom.

Review Acceptable Use Policy site-wide
Innovation Lab, year 2 implementation using Project Lead the Way materials, training and curriculum.

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

Amount(s)	Source(s)
	General Fund Site Budget

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Overall implementation of the strategies/activities are as described. VES piloted two ELA curriculums this year, Adoption of the new Benchmark curriculum will take place in 2020-2021.

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

Overall implementation of the strategies/activities are as described. There are no major differences.

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Heidi Bergener	Principal
Maribel Kastlunger	Other School Staff
Susan Keller	Classroom Teacher
Jennifer Vernallis	Classroom Teacher
Tanya White	Other School Staff
Caitlin Lewis	Parent or Community Member
Joy Urtnowski	Parent or Community Member
Roelof Roos	Parent or Community Member
Katie Iwashita	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/2/20.

Attested:

Principal, Heidi Bergener, Ed.D. on 3/2/20

SSC Chairperson, Caitlin Lewis on 3/2/20