

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Village Elementary	37 68031 6038053	April 2025	June 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Coronado Village Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Coronado Village Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

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

Our Board Goals:

1. **LEARNING:** Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. **COMMUNICATION:** Communicate openly, freely, and accurately to engage and involve all shareholders.
3. **SUPPORT:** Maintain safe and supportive schools where students and staff thrive.

LEARNING (Goal 1)

Intent: Village Elementary will integrate personalized learning with assessment methods that will prepare all students for academic and vocational success. Village Elementary seeks to ensure that, through data-driven decision making, intervention and enrichment experiences, and social/emotional services, that all students' needs are supported and met so they can reach their highest potential.

Identified Need:

- Use of daily formative assessments across content areas to identify gaps in learning, and address identified gaps within 24 hours.
- Identify intervention and extension instructional blocks, to provide instruction at the students' academic and social-emotional level, known as WIN (What I Need) time.
- Instruction to include: Daily intervention and enrichment opportunities for ELA and Math, individualized computer reinforcement and extension of grade level standards.
- Minimize learning loss through dedicated intervention instruction as defined through our Multi-tiered Systems of Support (MTSS).
- Increased support to students with disabilities and who are socioeconomically disadvantaged in English Language Arts and Math.
- Integrated planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas within the adopted curriculums in ELA, Math, Social Science, Science and Social-Emotional Learning (SEL).
- Continue training and implementation for Professional Learning Communities (PLC's) - including data analysis and next steps. Use Teachers on Special Assignments (TOSAs) and grade level leads to help gather data, lead discussions and create intervention and extension groupings.
- Review appropriate assessments to gauge student growth and achievement in the area of ELA, Math, and Science with TOSAs, leadership and grade level teams and provide individualized instruction to meet student needs.

Site Strategy: Village Elementary seeks to ensure all students experience personalized learning based on their academic strengths and needs, as well as personal interests and aspirations. Village Elementary will be responsive to student data on a daily basis to inform and adjust teaching and learning. Students will create academic goals, and work toward achieving them throughout the school year.

COMMUNICATION (Goal 2)

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

Identified Need:

- Decreasing Chronic Absenteeism Rate

- Consistent communication of student progress towards standards and expectations to caregivers.
- Creating opportunities for shareholders to reinforce school initiatives in multiple environments
- Building community support and connection to Village Elementary.

Site Strategy: Village Elementary seeks to increase community connection to the school and our initiatives incorporating monthly "Parents as Partners" meetings. Village seeks to increase its ability to serve as a gathering place for the community by hosting monthly community events. Village will reduce the Chronic Absenteeism rate by communicating student attendance data with families and hold student success team meetings to improve attendance and academic performance. Village will revise its communication protocols to ensure consistent communication to caregivers during the school day.

SUPPORT (Goal 3)

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

Identified Need:

- Reducing the overall suspension rate and for students with disabilities.
- Reducing the number of behavior referrals.
- Consistent, high quality Social / Emotional learning curriculum that instills positive character traits and builds interpersonal competencies.
- Positive and supportive culture for staff that promotes agency and distributed leadership
- Structures for organized and accountable school improvement based on goals.

Site Strategy:

Village will build an inclusive and supportive school culture through the Leader in Me program that promotes character development, interpersonal competence, and critical social / emotional learning skills. Incorporation of Leader in Me also will build a positive staff culture and create structures for streamlined continuous improvement efforts. Village will also seek to reduce the suspension rate and office referrals by improving Tiered PBIS best practices. Village Elementary will also incorporate the Second Step curriculum into our PBIS Tier II supports and to augment the LiM Tier I SEL curriculum.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SPSA was sent to Village School staff and SSC per email on 4/24/26 for review and advisement. The SPSA was shared and discussed at the School Site Council Meeting on 4/28/26. Site leadership team was consulted with revisions and plan was reviewed, edits made. Signatures and approval from all SSC members was received on 4/28/26. A final copy of the site SPSA will be sent out electronically to the VES staff, parents, district, SSC, ELAC after the May Governing Board Approval.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities identified at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Our suspension rate is in the orange category with 2.5% of students suspended at least one day. This is an increase of 1.4% from the 2023-24 school year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic Absenteeism: Socioeconomically Disadvantaged students and students with disabilities were two performance levels below the all students category (yellow)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Chronic Absenteeism is still at 10% which is double our LEA target rate. We have also seen our student achievement decline by three points in ELA and by 8 points in math. We also have seen the amount of ELL progressing at least on ELPI level decrease from 77% in 2024 to 24% in 2025.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Coronado Village Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	1.03%	1.54%	1.94%	8	12	15
Asian	0.64%	0.64%	0.65%	5	5	5
Filipino	0.38%	0.39%	0.39%	3	3	3
Hispanic/Latino	21.92%	22.37%	27.13%	171	174	210
Pacific Islander	0.26%	%	%	2		
White	60.38%	60.41%	57.11%	471	470	442
Two or More Races	6.67%	7.33%	7.36%	52	57	57
Not Reported	8.72%	7.33%	5.43%	68	57	42
Total Enrollment				780	778	774

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	35	43	47
Kindergarten	131	92	119
Grade 1	125	111	99
Grade 2	129	125	115
Grade3	123	127	126
Grade 4	155	126	123
Grade 5	117	151	145
Total Enrollment	780	778	774

Conclusions based on this data:

1. We have had year over year growth in our TK cohort for the past three years.
2. We have seen a 5% increase in the number of Hispanic students from the 2023-24 school year to the 2024-25 school year.

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3. We have had stable enrollment for the past three school years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	83	71	55	10.6%	9.1%	7.1%
Fluent English Proficient (FEP)	41	57	75	5.3%	7.3%	9.7%
Reclassified Fluent English Proficient (RFEP)	14	21	37	1.7%	2.6%	4.7%

Conclusions based on this data:

1. We have had a 3% decrease in the total number of ELLs over the past three years
2. There is a 2% increase in the percent of students designated as Fluent English Proficient
3. The Reclassification percentage is variable based on the current level of English Language Learners

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	124	126	125	115	122	118	115	122	118	92.7	96.8	94.4
Grade 4	155	128	123	148	124	117	148	124	117	95.5	96.9	95.1
Grade 5	119	154	137	117	153	135	117	153	135	98.3	99.4	98.5
All Grades	398	408	385	380	399	370	380	399	370	95.5	97.8	96.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2477.	2481.	2463.	48.70	44.26	39.83	27.83	27.87	27.97	12.17	20.49	16.10	11.30	7.38	16.10
Grade 4	2509.	2522.	2533.	43.24	45.16	51.28	29.05	33.06	23.08	16.22	12.90	16.24	11.49	8.87	9.40
Grade 5	2544.	2558.	2558.	36.75	41.83	37.04	33.33	35.29	40.00	13.68	14.38	16.30	16.24	8.50	6.67
All Grades	N/A	N/A	N/A	42.89	43.61	42.43	30.00	32.33	30.81	14.21	15.79	16.22	12.89	8.27	10.54

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 3	35.65	33.61	32.20	56.52	59.02	51.69	7.83	7.38	16.10	
Grade 4	29.05	26.61	35.90	63.51	69.35	58.97	7.43	4.03	5.13	
Grade 5	31.62	29.41	22.96	55.56	63.40	71.11	12.82	7.19	5.93	
All Grades	31.84	29.82	30.00	58.95	63.91	61.08	9.21	6.27	8.92	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.26	32.79	30.51	50.43	59.02	53.39	11.30	8.20	16.10
Grade 4	25.68	25.81	37.61	65.54	65.32	53.85	8.78	8.87	8.55
Grade 5	30.77	42.48	32.59	56.41	50.33	63.70	12.82	7.19	3.70
All Grades	31.05	34.34	33.51	58.16	57.64	57.30	10.79	8.02	9.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.39	22.13	20.34	74.78	72.13	74.58	7.83	5.74	5.08
Grade 4	22.97	24.19	24.79	70.95	70.97	64.10	6.08	4.84	11.11
Grade 5	18.80	21.57	21.48	73.50	70.59	74.81	7.69	7.84	3.70
All Grades	20.00	22.56	22.16	72.89	71.18	71.35	7.11	6.27	6.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.35	30.33	20.34	66.09	63.93	67.80	9.57	5.74	11.86
Grade 4	21.62	27.42	27.35	67.57	67.74	65.81	10.81	4.84	6.84
Grade 5	31.62	28.76	22.22	56.41	64.71	74.07	11.97	6.54	3.70
All Grades	25.53	28.82	23.24	63.68	65.41	69.46	10.79	5.76	7.30

Conclusions based on this data:

1. The percent of students not meeting standards increased from 24% to 26% from the 2023-24 to the 2024-25 school years.
2. The percentage of students scoring below standards in writing in 3rd grade increased from 8.2% to 16% from the 2023-24 to the 2024-25 school years. There will be an emphasis on effective research and writing for this grade level.
3. The percentage of 4th grade students who are reading above standard increased from 27% to 36%. We will look into what makes this instruction effective, and share it with the staff.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	124	126	125	116	122	121	116	122	121	93.5	96.8	96.8
Grade 4	155	128	123	151	124	118	151	124	118	97.4	96.9	95.9
Grade 5	119	154	137	118	153	136	118	153	136	99.2	99.4	99.3
All Grades	398	408	385	385	399	375	385	399	375	96.7	97.8	97.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2494.	2498.	2473.	48.28	50.82	36.36	32.76	34.43	30.58	14.66	10.66	23.97	4.31	4.10	9.09
Grade 4	2517.	2539.	2539.	35.76	47.58	46.61	34.44	30.65	29.66	19.87	20.16	20.34	9.93	1.61	3.39
Grade 5	2550.	2555.	2557.	42.37	41.18	36.03	22.03	28.10	34.56	20.34	18.30	22.79	15.25	12.42	6.62
Grade 11															
All Grades	N/A	N/A	N/A	41.56	46.12	39.47	30.13	30.83	31.73	18.44	16.54	22.40	9.87	6.52	6.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52.59	55.74	42.15	42.24	38.52	47.93	5.17	5.74	9.92
Grade 4	44.37	55.65	50.85	40.40	37.90	40.68	15.23	6.45	8.47
Grade 5	39.83	33.99	38.24	47.46	54.90	53.68	12.71	11.11	8.09
Grade 11									
All Grades	45.45	47.37	43.47	43.12	44.61	47.73	11.43	8.02	8.80

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51.72	44.26	31.40	40.52	50.00	57.02	7.76	5.74	11.57
Grade 4	40.40	45.16	44.07	47.68	47.58	49.15	11.92	7.26	6.78
Grade 5	32.20	35.29	27.21	53.39	54.25	62.50	14.41	10.46	10.29
All Grades	41.30	41.10	33.87	47.27	50.88	56.53	11.43	8.02	9.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.21	48.36	37.19	62.07	49.18	51.24	1.72	2.46	11.57
Grade 4	34.44	46.77	36.44	56.29	45.16	53.39	9.27	8.06	10.17
Grade 5	30.51	29.41	29.41	51.69	59.48	65.44	17.80	11.11	5.15
All Grades	33.77	40.60	34.13	56.62	51.88	57.07	9.61	7.52	8.80

Conclusions based on this data:

1. In grade 3, the percentage of students performing below standard in communicating and reasoning increased from 2.5% to 11.5%. Similarly, the percentage of students performing above standard in 4th grade decreased from 46% to 36%. Students are losing the ability to explain why math works, even if they can solve basic problems.
2. In grade 5, the "% Standard Met" increased from 28.10% to 34.56%, while the "% Standard Not Met" dropped significantly from 12.42% to 6.62%. 5th-grade intervention strategies for struggling students are effective at moving them out of the lowest tier.
3. In grade 3, there was a decline in problem solving and modeling. The above standard group declined from 44.26% to 31.4%, while the below standard group increased from 5.74% to 11.57%. This cohort struggled significantly with real world application and multi-step word problems compared to previous years.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1495.4	*	1472.7	1496.0	*	1484.4	1494.0	*	1445.4	16	9	17
1	*	1469.4	*	*	1489.5	*	*	1448.8	*	6	11	9
2	1479.4	*	*	1496.8	*	*	1461.4	*	*	12	4	10
3	1540.5	1512.3	*	1552.0	1528.8	*	1528.5	1495.2	*	11	12	8
4	1511.6	*	1512.7	1514.6	*	1530.1	1508.1	*	1495.0	16	7	11
5	*	1565.4	*	*	1585.3	*	*	1545.1	*	9	11	6
All Grades										70	54	61

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	56.25	*	47.06	25.00	*	35.29	6.25	*	17.65	12.50	*	0.00	16	*	17
1	*	36.36	*	*	27.27	*	*	9.09	*	*	27.27	*	*	11	*
2	16.67	*	*	33.33	*	*	41.67	*	*	8.33	*	*	12	*	*
3	54.55	33.33	*	36.36	50.00	*	9.09	8.33	*	0.00	8.33	*	11	12	*
4	18.75	*	9.09	50.00	*	54.55	12.50	*	27.27	18.75	*	9.09	16	*	11
5	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11	*
All Grades	37.14	40.74	19.67	37.14	38.89	44.26	17.14	11.11	31.15	8.57	9.26	4.92	70	54	61

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	68.75	*	52.94	18.75	*	35.29	0.00	*	11.76	12.50	*	0.00	16	*	17
1	*	63.64	*	*	9.09	*	*	0.00	*	*	27.27	*	*	11	*
2	33.33	*	*	33.33	*	*	33.33	*	*	0.00	*	*	12	*	*
3	81.82	75.00	*	9.09	16.67	*	9.09	0.00	*	0.00	8.33	*	11	12	*
4	62.50	*	63.64	12.50	*	27.27	18.75	*	0.00	6.25	*	9.09	16	*	11
5	*	72.73	*	*	9.09	*	*	18.18	*	*	0.00	*	*	11	*
All Grades	61.43	72.22	54.10	22.86	16.67	34.43	11.43	3.70	6.56	4.29	7.41	4.92	70	54	61

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	29.41	*	*	41.18	*	*	23.53	*	*	5.88	*	*	17
1	*	18.18	*	*	27.27	*	*	18.18	*	*	36.36	*	*	11	*
2	8.33	*	*	58.33	*	*	8.33	*	*	25.00	*	*	12	*	*
3	*	8.33	*	*	25.00	*	*	50.00	*	*	16.67	*	*	12	*
4	*	*	0.00	*	*	27.27	*	*	27.27	*	*	45.45	*	*	11
5	*	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*
All Grades	14.29	12.96	9.84	40.00	37.04	31.15	22.86	31.48	36.07	22.86	18.52	22.95	70	54	61

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	62.50	*	64.71	31.25	*	35.29	6.25	*	0.00	16	*	17
1	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*
2	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
3	54.55	58.33	*	45.45	33.33	*	0.00	8.33	*	11	12	*
4	31.25	*	18.18	56.25	*	63.64	12.50	*	18.18	16	*	11
5	*	45.45	*	*	54.55	*	*	0.00	*	*	11	*
All Grades	44.29	62.96	39.34	51.43	31.48	49.18	4.29	5.56	11.48	70	54	61

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	56.25	*	41.18	31.25	*	58.82	12.50	*	0.00	16	*	17
1	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
2	66.67	*	*	33.33	*	*	0.00	*	*	12	*	*
3	72.73	75.00	*	27.27	16.67	*	0.00	8.33	*	11	12	*
4	62.50	*	81.82	25.00	*	9.09	12.50	*	9.09	16	*	11
5	*	81.82	*	*	9.09	*	*	9.09	*	*	11	*
All Grades	68.57	68.52	60.66	25.71	24.07	36.07	5.71	7.41	3.28	70	54	61

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	*	11.76	62.50	*	88.24	6.25	*	0.00	16	*	17
1	*	45.45	*	*	18.18	*	*	36.36	*	*	11	*
2	0.00	*	*	41.67	*	*	58.33	*	*	12	*	*
3	9.09	0.00	*	72.73	50.00	*	18.18	50.00	*	11	12	*
4	6.25	*	0.00	50.00	*	54.55	43.75	*	45.45	16	*	11
5	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*
All Grades	14.29	20.37	6.56	54.29	48.15	70.49	31.43	31.48	22.95	70	54	61

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	62.50	*	47.06	18.75	*	41.18	18.75	*	11.76	16	*	17
1	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
2	41.67	*	*	41.67	*	*	16.67	*	*	12	*	*
3	63.64	16.67	*	36.36	83.33	*	0.00	0.00	*	11	12	*
4	25.00	*	0.00	50.00	*	81.82	25.00	*	18.18	16	*	11
5	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
All Grades	42.86	27.78	14.75	41.43	59.26	67.21	15.71	12.96	18.03	70	54	61

Conclusions based on this data:

1. Across all grades, the "Well Developed" category in the Writing Domain has declined from 42.86% in 22-23 to just 14.75% in 24-25. Simultaneously, students in the "Somewhat/Moderately" category rose to 67.21%. Our English Learners are becoming conversationally proficient (Oral Language remains strong at 54.10% Level 4) but are struggling significantly with formal, academic written expression.

2. Oral Language (Listening and Speaking) is an area of strength, with 54.10% of students school-wide at Level 4. Students have the foundational verbal cognitive ability; our school is simply not yet successful at "transferring" that verbal strength into reading and writing.
3. 70.5% of students are scoring "Somewhat / Moderately" in the reading domain. This means that there needs to be continued emphasis on academic vocabulary and decoding.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
774	15.8%	7.1%	0.3%
Total Number of Students enrolled in Coronado Village Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	7.1%
Foster Youth	2	0.3%
Homeless	1	0.1%
Socioeconomically Disadvantaged	122	15.8%
Students with Disabilities	115	14.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.9%
American Indian	0	0.0%
Asian	5	0.6%
Filipino	3	0.4%
Hispanic	210	27.1%
Two or More Races	57	7.4%
Pacific Islander	0	0.0%
White	442	57.1%

Conclusions based on this data:

1. Our Socioeconomically disadvantaged student population has increased to 15.8%

2. We have 15% of our student body identified with a disability. This is above the state average of 13%.
3. Our ELL population is at 7.1% for the 2024-25 school year. This population is variable based on the IFEP and RFEP subgroups.

School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our Overall ELA performance declined 3 points, but is still 50 points above standard.
2. Our Mathematics performance declined 8 points, but is still 38.6 points above standard.
3. Our suspension Rate increased 1.4% with 2.5% of our student body suspended at least one day.

School and Student Performance Data

Academic Performance English Language Arts

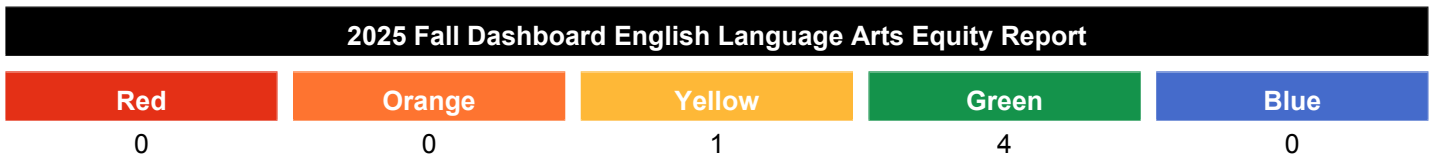
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
<p>Green</p> <p>50 points above standard</p> <p>Declined 3 points</p> <p>359 Students</p>	<p>Green</p> <p>4.8 points above standard</p> <p>Increased 12 points</p> <p>44 Students</p>	
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>Green</p> <p>15.1 points above standard</p> <p>Declined 3.3 points</p> <p>62 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>18.4 points below standard</p> <p>Increased 3.7 points</p> <p>72 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>28.5 points above standard</p> <p>Increased 11.7 points</p> <p>86 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>67.1 points above standard</p> <p>Increased 12.9 points</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>52.2 points above standard</p> <p>Declined 8.6 points</p> <p>205 Students</p>

Conclusions based on this data:

1. Our English Learners achieved 4.8 points above standard and showed a 12 point increase from the previous school year.
2. Our students with disabilities performed 18.4% below standard, but did show a 3.7 point increase in achievement.
3. Our Socioeconomically disadvantaged students score 15.1% above standard, but declined 3.3 points.

School and Student Performance Data

Academic Performance Mathematics

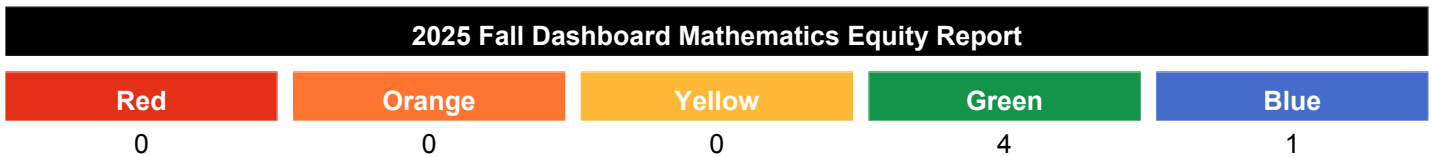
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>38.6 points above standard</p> <p>Declined 8 points</p> <p>365 Students</p>	<p>English Learners</p> <p>Green</p> <p>3.8 points above standard</p> <p>Increased 3.9 points</p> <p>51 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>20.6 points above standard</p> <p>Increased 16.4 points</p> <p>62 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>13.1 points below standard</p> <p>Increased 10.7 points</p> <p>72 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>24.9 points above standard</p> <p>Increased 4.2 points</p> <p>93 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>29.3 points above standard</p> <p>Declined 4.4 points</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>43 points above standard</p> <p>Declined 8.4 points</p> <p>205 Students</p>

Conclusions based on this data:

1. Overall, students are performing 38.5 points above standard and declined by 8 points.
2. Our English Learners are performing 3.8 points above standard, and increased by 3.9 points.
3. Students with Disabilities scored 13.1 points below standard, but increased 10.7 points from the previous year.

School and Student Performance Data

Academic Performance Science

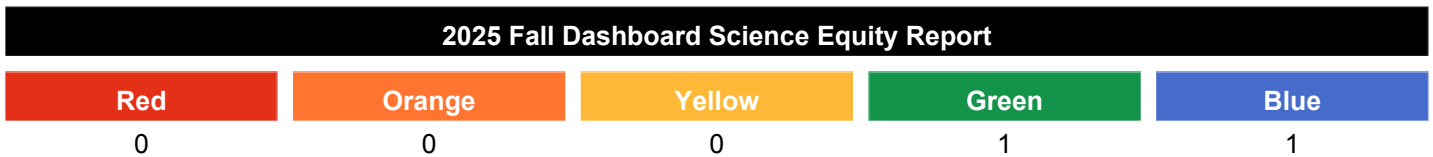
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>64.6 science points</p> <p>Maintained 1.4 points</p> <p>134 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>56.9 science points</p> <p>Increased 8.5 points</p> <p>24 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>55.5 science points</p> <p>Increased 4.3 points</p> <p>22 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>49 science points</p> <p>Declined 3 points</p> <p>22 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> Blue</p> <p>59.9 science points</p> <p>Increased 5.9 points</p> <p>31 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>66.4 science points</p> <p>14 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> Green</p> <p>64 science points</p> <p>Maintained -1 points</p> <p>81 Students</p>

Conclusions based on this data:

1. Our Science scores are 12 points above the state average

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 34.6 making progress. Number Students: 26 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 28%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 40%	Maintained ELPI Level 4 8%	Progressed At Least One ELPI Level 24%

Conclusions based on this data:

1. 24% of our English Learners are progressing at least one ELPI level which represents a 50% decrease
2. 28% of students decreased on ELPI level which is a 20% increase from the previous school year.
3. 40% of our students maintained their current ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>10% Chronically Absent</p> <p>Maintained -0.2</p> <p>822 Students</p>	<p>English Learners</p> <p>Orange</p> <p>13.2% Chronically Absent</p> <p>Maintained 0.2</p> <p>68 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>19.3% Chronically Absent</p> <p>Increased 4.6</p> <p>150 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>18.5% Chronically Absent</p> <p>Increased 4.7</p> <p>151 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>6.7% Chronically Absent</p> <p>Increased 6.7</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>10.9% Chronically Absent</p> <p>Declined 2.3</p> <p>229 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>9% Chronically Absent</p> <p>Declined 5.4</p> <p>100 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>10% Chronically Absent</p> <p>Increased 1.5</p> <p>470 Students</p>

Conclusions based on this data:

1. We have 10.2% of students categorized as Chronically absent which is higher than our goal of 10%
2. Socioeconomically Disadvantaged students and students with disabilities subgroups are performing in the red indicating an immediate need for intervention
3. English Learners and White students are performing in the orange indicating a need for intervention.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

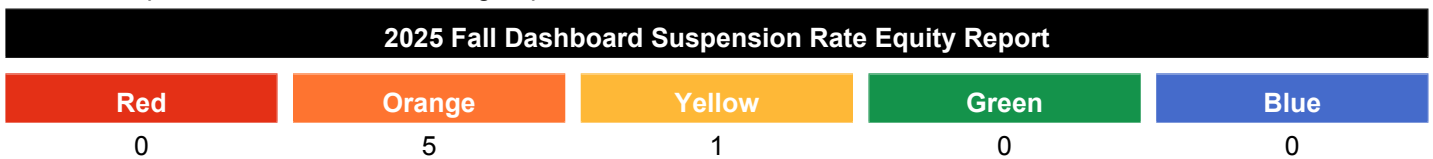
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 1.4%</p> <p>831 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>68 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1%</p> <p>150 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 0.5%</p> <p>152 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Increased 6.7%</p> <p>15 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.6%</p> <p>229 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 0.5%</p> <p>102 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.5%</p> <p>477 Students</p>

Conclusions based on this data:

- 2.5% of our student body was suspended last year which was an increase of 1.4%
- Hispanic, Multi-racial, Socioeconomically Disadvantaged, Students with Disabilities, and White subgroups were listed at an orange level which necessitates intervention.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Use of daily formative assessments across content areas to identify gaps in learning, and address identified gaps within 24 hours.
- Identify intervention and extension instructional blocks, to provide instruction at the students' academic and social-emotional level, known as WIN (What I Need) time.
- Instruction to include: Daily intervention and enrichment opportunities for ELA and Math, individualized computer reinforcement and extension of grade level standards.
- Minimize learning loss through dedicated intervention instruction as defined through our Multi-tiered Systems of Support (MTSS).
- Increased support to students with disabilities and who are socioeconomically disadvantaged in English Language Arts and Math.
- Integrated planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas within the adopted curriculums in ELA, Math, Social Science, Science and Social-Emotional Learning (SEL).
- Continue training and implementation for Professional Learning Communities (PLC's) - including data analysis and next steps. Use Teachers on Special Assignments (TOSAs) and grade level leads to help gather data, lead discussions and create intervention and extension groupings.
- Review appropriate assessments to gauge student growth and achievement in the area of ELA, Math, and Science with TOSAs, leadership and grade level teams and provide individualized instruction to meet student needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores (Grades 3-5)	2024-25 3rd Grade: 68% of students met or exceeded state standards 4th Grade: 75% of student met or exceeded state standards 5th Grade: 77% of students met or exceeded state standards	2025-26 3rd Grade: 75% of students will meet or exceed state standards 4th Grade: 75% of students will meet or exceed state standards 5th Grade: 68% of students will meet or exceed state standards
CAASPP Math Scores (Grades 3-5)	2024-25 3rd Grade: 67% of students met or exceeded state standards 4th Grade: 77% of students met or exceeded state standards 5th Grade: 71% of students met or exceeded state standards	2025-26 3rd Grade: 75% of students will meet or exceed state standards 4th Grade: 75% of students will meet or exceed state standards 5th Grade: 68% of students will meet or exceed state standards
CAST Scores (Grades 3-5)	2024-25 No CAST interim data for grade 3 No CAST interim data for grade 4 58% of 5th Grade Students met or exceeded standards	2025-26 3rd Grade: 75% of students meet or exceed state standards based on interim data 4th Grade: 75% of students meet or exceed state standards based on interim data 5th Grade: 68% of students meet or exceed state standards
ELPAC Scores	2024-25 24% of students progressed at least one ELPI level	2025-26 100% of students progress at least one ELPI Level
IEP Goals	2024-25 84% of annual academic goals met	2025-26 100% of students will meet their annual IEP goals for SAI instruction.
ELA Interim and Screening Assessments (K-2)	2025-2026 BOY Screener Kindergarten: 18% of students were "At / Above Benchmark" on the DIBELS BOY Assessment 1st Grade: 48% of students were "At / Above Benchmark" on the DIBELS BOY Assessment 2nd Grade: 59% of students were performing "At / Above Benchmark" on the Star Reading BOY Assessment	2025-26 EOY Assessments Kindergarten: 93% of students will be "At / Above Benchmark" on the DIBELS EOY Assessment 1st Grade: 79% of students will be "At / Above Benchmark" on the DIBELS EOY Assessment 2nd Grade: 64% of students will be performing "At / Above Benchmark" on the Star Reading EOY Assessment
Math Interim and Screening Assessments (K-2)	2025-2026 BOY Screener 2nd Grade: 59% of students were performing "At / Above Benchmark" on the Star Reading BOY Assessment	2025-26 EOY Assessments 2nd: Grade: 64% of students will be performing "At / Above Benchmark" on the Star Math EOY Assessment

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1.1. VES will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> * Use Bridges in Math Curriculum- Focus on assessments, data analysis and intervention/extension materials/curriculum implementation and small group needs. * Use Benchmark Advance Curriculum to support systematic leveled readers for teaching instruction for grades TK - 5. * Use Benchmark Advance phonics program for ELA in grades K-2nd * Use DIBLES for screening, interim assessments and small group instruction for grades TK-1 * Use Star Reading / Star Math screening and progress monitoring assessments to provide differentiated instruction to grades 2-5 * Use ELA/ELD Framework within designated and integrated ELD times. * Use Benchmark Advance ELA curriculum for whole group and small group (leveled readers and skill-based instruction) during universal access * VAPA Arts for Learning- Students will receive 1x week of integrated art lesson. * Kindergarten- Use data to guide small, flexible reading groups that span across the grade level. Work towards implementing grade-wide data analysis to conduct small group skills practice throughout the grade level. * Use TCI curriculum for Social Studies * Use revised FOSS Science curriculum in collaboration with district TOSA. * Use of Intervention Reading materials- LLI, Wilson Reading Read Well, Benchmark Advance and Bridges Intervention materials as needed for student support. * Use World Language programming and curriculum school wide, grades K-5th grade for 1x week, Spanish language instruction * Develop Innovation Lab experiences that are aligned to grade level FOSS explorations 	All	<p>General Fund 4000-4999: Books And Supplies District provided curriculum District Funding for professional development</p>
1.2	<p>1.2 Village will provide opportunities for individual, small group and whole group instruction for students based on strengths and needs, personal passions, and academic interests. Village will also provide timely reteaching of specific skills based on formative assessment data during W.I.N. time.</p> <ul style="list-style-type: none"> * Use available district tech resources to personalize learning in the areas of ELA, math, writing, etc. * Use master schedule to implement WIN (What I Need) time focusing on intervention and extension personalized/small group learning opportunities for students based on current Math and ELA needs. 	All	<p>General Fund 4000-4999: Books And Supplies TIGG funding, Site budget, CSF funding</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> * Use support staff and trained parent volunteers to help implement small groups as needed for teacher support and management. * Training teachers in the optimal use of formative assessment and how data can be used to address gaps in learning during W.I.N. Time. * Workplace training for Bridges for teachers- schedule with Learning Department for next year. * Participate in professional development related to differentiation in the Bridges curriculum focusing in on intervention and extension activities/resources/content. * Students will engage in differentiated learning platforms (IXL, Amplify, Nearpod, Freckle). 		
1.3	<p>1.3</p> <ul style="list-style-type: none"> * Continue collaboration with the Orange County Diagnostic Center to implement inclusion expectations for all students * Provide professional development in the area of Special Ed testing, qualifications, goal writing, equity and inclusion, accommodations and modifications. * Provide time to analyze students with disabilities data in the areas of ELA and Math to create plans of action in alignment with their IEP goals. * Align master schedule with pullout time to ensure cohesion and the least disruption for the student schedule. * Conduct weekly Special Education team meetings with program specialist to cover new topics, Special Education law and cohesion amongst the Village SPED team. * Enlist support of the CUSD Program Specialist to support SPED teachers/Gen Ed teachers in best practices for co-teaching and case management. * Attend trainings with South County SELPA (program to support Special Education services) to be able to implement best practices in instructional/behavior management strategies for Certificated and Classified staff members. * Interview and hire Classified (IAs and IABHCs) new staff as needed to support teachers and students as data demonstrates the need through FAP documents and data collection. * Use RBTs and a BCBA to collect data, coach classified staff and support classroom instructions and behavior based on student needs. This is a Tier 3 intervention for students who have Behavior Intervention Plans in place. * Assess dually identified EL and SPED students with alternative ELPAC test that is reserved for students with the most severe cognitive disabilities. * Use FAP assessments to identify student assistant needs for behavior and academic needs to support students in the general ed classroom. 	Students with Disabilities	<p>General Fund</p> <p>CSF, DoDEA, LCFF supplemental, TIIG</p>
1.4	1.4	All	General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.</p> <ul style="list-style-type: none"> * 1:1 Computer access is available for students in grades K-5th * Continue Hapara usage * Use Project Lead the Way (PLTW) curriculum in Innovation Lab focused on the integrating technology and the sciences. * Continue to monitor and adjust master schedule to allow for Innovation lab visits weekly for students in grades K-5 while allowing for collaboration and PLC grade level time for teachers. PLC time will be data focused to drive intervention and extension, and professional development (Intervention/extension for Bridges, Benchmark Advance and SEL). * Install interactive learning boards in classrooms where teachers will use the innovative tools to enhance effectiveness of high-impact and accelerated learning opportunities. 		Site budget
1.5	<p>1.5 VES/District will provide professional development in the areas of:</p> <ul style="list-style-type: none"> -Employing engaging instructional strategies focusing on language usage, success criteria, teacher clarity, equity and access, learning goals, data analysis and small group planning. Create a monthly learning goal with staff and create professional learning models and professional growth goals around the desired measurable outcomes. <ul style="list-style-type: none"> • Use PLC structure to guide work of data driven small group instruction and implementation. Monthly 1/2 Day release time will be given for teachers to engage in the PLC process while students engage in a fine arts rotation. -Co-teaching model in the areas of math and moving towards ELA co-teaching integration where appropriate. -Implementation of Bridges in Mathematics and Number Corner curriculum, and staff professional development focus on assessment, intervention and small group instruction. Focus on automaticity of math facts and creating fun and engaging ways to promote practice. -Physical Education (SPARK) encouraging 	All	General Fund Site, and District budget Foundation CSF- Jill Hartman Foundation District Funded Prop 28

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>voice and choice during recess and PE times, grades K-5.</p> <ul style="list-style-type: none"> -LiM implementation- Pre-planned lessons that connect students to themselves and each other. Planning LiM lessons in grade level PLCs will be important so that the grade level is on the same page. (Use Google Docs) -Culturally Responsive Teaching -Multi-tiered Systems of Supports (MTSS) tiered framework development and implementation will provide the structure for meeting student's needs in the areas of academics, behavior and social-emotional learning. -Review of school schedule will reveal opportunities to increase professional development and collaboration time, especially in the area of co-teaching/planning. -Multi-tiered Systems of Supports (MTSS) and PBIS behavioral models. Create systems and implement at site level. -Continue to monitor and adjust master schedule to allow for Innovation lab visits weekly for students in grades K-5 while allowing for collaboration and PLC grade level time for teachers. PLC time will be data focused to drive intervention and extension, and professional development. -World Language Program 		

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of our IMSE phonics supplement to our Benchmark ELA curriculum is showing promise in K-2 student performance on reading, phonics, and writing standards.

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

We did not see any major differences between intended implementation and the budgeted expenditures. Each curriculum and intervention was fully funded.

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.

The metrics that are used to measure student achievement have adjusted to include Star testing for 2nd grade. Those changes can be found on the "Baseline and Expected Outcome" section. The student success metrics are derived from a 100% goal. This means that the goal is for 100% of students to meet their success metric. For English Learners, this means progressing at least one ELPI level. For students receiving academic SAI, this means meeting all of their academic IEP goals. For students who are not in these two subgroups, this means performing on grade level in all subject areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decreasing Chronic Absenteeism Rate	2024-2025 Chronic Absenteeism Rate: 10.2%	2025-2026 Chronic Absenteeism Rate: 5%
Creating opportunities for shareholders to reinforce school initiatives in multiple environments	2025-26 Zero Parents as Partners Workshops	2026-27 Monthly Parents as Partners workshops

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Decreasing Chronic Absenteeism -Incorporate monthly Incentives for whole school attendance. -Monthly communication to families who are truant or Chronically Absent. -Continuation of the SART / SARB process for truant students -Academic SST meeting for Chronically absent students who are below grade level. -Retroactive Independent Study Contracts to address absences	All	General Fund Site and District budget

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Communicating School Initiative to shareholders -Communicate progress on school wide initiatives and goal periodically through the newsletter. This could include a "progress towards school-wide goals" and "Leader in Me" subsections.	All	District Funded Subscription to S'more
2.3	Building Community Support for Village Elementary through monthly Parents as Partners workshops where we reinforce how to partner with the school to help your child succeed academically and socially. This will also include workshops on our 7 habits and how to reinforce them at home. We will collaborate with Safe Harbor to schedule quarterly parenting workshops that focus on best practices for developmental stages.	All	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Event related expenses

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The letters home to Chronically Absent students has been very effective. Limiting communication to one newsletter per week as resulted in consistent viewership. The Village PTO has effectively doubled the number of community events that the school hosts or participates in.

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

There were no major differences between the intended implementation and budgeted expenditures. We realized the attendance letters are yielding more positive results in reducing Chronic Absenteeism.

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.

We will be including progress toward school-wide initiatives and goals through the newsletter. We will also be hosting a "Parents as Partners" workshop each month.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Support

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Maintain safe and supportive schools where students and staff thrive.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Reducing the overall suspension rate including student subgroups
- Reducing the number of behavior referrals and incidents school wide.
- Consistent, high quality Social / Emotional learning curriculum that instills positive character traits and builds interpersonal competencies.
- Positive and supportive culture for staff that promotes agency and distributed leadership.
- Structures for organized and accountable school improvement based on goals.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Suspension Rate	2024-25: Orange range with five subgroups listed in the orange range	2025-2026: Green or Blue indicator with no discrepancies between subgroups.
Leader in Me Measurable Results Assessment	2024-2025: Satisfactory or Effective in 5/6 sub categories	2025-2026: Satisfactory, Effective, or Exemplary in all categories and sub categories
California Healthy Kids Survey	2024-2025: 5th Grade: 75% of metrics in the top quartile	2025-2026: 5th Grade: 100% of Metrics in the top quartile
PBIS Tier II Tiered Fidelity Inventory (TFI)	2025-26 BOY: 10% implementation of PBIS Tier II best practices	2025-26 EOY: 80% implementation of PBIS Tier II best practices
Synergy Discipline Incidents	2025-26: 327	2024-2025: >327

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Whole School Implementation of Leader in Me SEL Curriculum along with Second Step SEL Supplement -Training all teachers on LiM and SEL curriculums -Implementation of daily lessons -Incorporation of weekly leadership assemblies on Friday -Incorporation of Student Leadership Portfolios	All	School Wide Program (SWP) None Specified Sanford Education Funds
3.2	Implementation of Leader in Me Lighthouse Framework for whole school improvement -Academic, Culture, and Leadership Action Teams -Lighthouse Team to set goals and monitor progress towards goals -Measurable Results Assessment given in June -Leadership Team Uses MRA to determine objectives and action items for the 2024-25 school year.	All Students	School Wide Program (SWP) Sanford Education Funds
3.3	Revision and Improvement of PBIS Tier I and II Strategies -MTSS Team reviews TFI results and takes subsequent action to improve Tier I PBIS -School-wide expectations are taught and reinforced across all areas of the school. -MTSS Team reviews TFI results for Tier II and takes subsequent action to improve Tier II PBIS -Revision of Behavior Intervention Plans for specific students in response to changing behavior patterns. -MTSS team to review behavior data monthly and take subsequent actions to improve student behaviors	All	General Fund ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds
3.4	Implementation of Restorative Practices -Train all staff in restorative conflict resolution strategies -Use reflection sheets and restorative conversations in lieu of office referrals -Calming corners in each classroom as a space for students to regulate themselves	All	LCFF LCFF Supplemental
3.5	Increase Student Engagement and Connection -Morning circles, check-ins, or meetings to start the day in every classroom. -Classroom contracts created by teachers and students -Buddy programs where each student has a trusted "person" that they can connect with on campus	All	General Fund Site/District budget
3.6	De-escalation training for all staff through Crisis Prevention Institute (CPI)	All	PTO funding, site budget

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.7	Instituting ISS Program to address behaviors and reduce out of school suspensions -Dedicated space and staff on each level of the school building.	All	City Funding, Military Funding, Site Funding
3.8	Instituting Behavior Intervention Program for Tier II and III students -Referral, screening, intervention, and data tracking through our SST process.	All	General Fund Site Budget

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on the initial TFI for our Tier II practices, there is minimal to no implementation of effective Tier II PBIS. This explains why 10% of our students are responsible for the vast majority of discipline referrals.

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

There were not any major differences between the intended implementation and the budgeted expenditures for Leader in Me.

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.

We have a renewed focus on delivering high quality PBIS at all three tiers in order to reduce the number of behavior referrals and suspensions. This includes our Behavior Intervention program.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Peter Kuhns	Principal
Toni Trinidad	Classroom Teacher
Kristen Argobright	Other School Staff
Julia Braga	Other School Staff
Josie Cushing	Parent or Community Member
Kayce Eckel	Parent or Community Member
Amy Robinson	Parent or Community Member
Lindsay Kotas	Parent or Community Member
Brett Milke	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/2025.

Attested:



Principal, Peter Kuhns on 4/29/2025

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023