



**Regular Governing Board Meeting Agenda**  
**Thursday, May 19, 2022 – 4:00 PM**

**Esther Valdes-Clayton, Dr. Helen Anderson-Cruz, Whitney Antrim, Lee Pontes, Bruce Shepherd**

**Student Board Representative: Declan Dineen**

**Superintendent/Secretary: Karl Mueller Recording Secretary: Kami McElligott**

*Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on Spectrum Cable, Channel 19, and also on the internet at <https://coronadousd.net/Board-of-Trustees/Governing-Board/index.html>.*

**1. CALL TO ORDER**

1.1 Call to Order

**2. OPEN SESSION (10 min.)**

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any changes to the agenda must be made at this time

2.3 Board Member Comments

2.4 Superintendent's Comments

**3. PUBLIC COMMENT ON NON-AGENDIZED ITEMS (20 min.)**

**Non-Agenda/Closed Session Items:** Members of the public wishing to speak before the Board will not be required to fill out a yellow speaker card. Anyone wishing to speak to a non-agenda item or a closed session item are invited to queue behind the podium and state their name and city prior to speaking; each speaker will have three minutes and may not yield their time; total public input will be twenty minutes (this time may be extended at the discretion of the Board President). If there are still speakers after twenty minutes they may submit their comments to the Board in writing at [kmcelligott@coronadousd.net](mailto:kmcelligott@coronadousd.net). Pursuant to the Brown Act, during this period, the Board is not allowed to consider issues or take action on any item not listed on the agenda.

**Agendized Items:** Anyone wishing to speak on an agenda item may come forward when that agenda item is called; speakers will queue behind the podium and state their name and city prior to speaking; speakers will have three minutes at the podium and may not yield their time to another speaker; total public input on any one agenda item will be limited to twenty minutes (This time may be extended at the discretion of the Board President); if there are still speakers after twenty minutes they may submit their comments to the Board in writing at [kmcelligott@coronadousd.net](mailto:kmcelligott@coronadousd.net)

#### 4. CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)

The purpose of the consolidated motion is to expedite action on routine agenda items. All agenda items will be approved as written as part of the consolidated motion. Items held for discussion will be acted upon individually after all other agenda items have been considered. Any member of the audience who wishes to speak to an agenda item should complete a yellow card and present it to the Recording Secretary before approval of the Consent Calendar.

- 4.1 [Approve the Board Meeting Minutes of April 21, 2022](#)
- 4.2 [Approve the Personnel Register](#)
- 4.3 [Approve/Ratify Contracts for Services](#)
- 4.4 [Approve/Ratify Purchase Orders and Warrants](#)
- 4.5 [Authorize Disposal of Surplus Property & Equipment](#)
- 4.6 [Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits](#)
- 4.7 [Approve/Ratify Out of State Conference](#)

#### 5. ACTION ITEMS (10 min.)

- 5.1 [Approval of the CUSD 2021 School Plans for Student Achievement](#)

#### 6. REPORTS (30 min.)

- 6.1 Student Board Member Report: Declan Dineen (5 min.)
- 6.2 [Special Programs: Director of Special Programs, Shane Schmeichel \(10 min. + Board Discussion\)](#)
  - C-Nado
  - CUSD Parent Engagement Series
  - College and Career
  - Arts
- 6.3 [Learning Report: Senior Director of Learning, Dr. Megan Battle \(5 min. + Board Discussion\)](#)
  - Adoption of Curriculum K-5 History/Social Science
- 6.4 [Department Updates: Deputy Superintendent, Donnie Salamanca \(5 min. + Board Discussion\)](#)
  - Preschool and Universal TK Updates - Relocate Crown Preschool to Village Elementary
  - Student Services Updates - Mental Health Supports and Mental Health Awareness Month

- Overview of the May Revise (Budget)
- 2022-2023 Draft Calendar

**7. FIRST READING (15 min)**

7.1 [Long Range Plan Update: Superintendent Mueller \(10 min. + Board Discussion\)](#)

**8. ORGANIZATIONAL BUSINESS (5 min.)**

8.1 Upcoming Meetings

- Regular Board Meeting, June 9, 2022 at 4pm
- Regular Board Meeting, June 23, 2022 at 4pm
- Regular Board Meeting, August 18, 2022 at 4pm
- Regular Board Meeting, September 15, 2022 at 4pm
- Regular Board Meeting, October 20, 2022 at 4pm

8.2 [Proposed List of Agenda Items for Future Board Meetings](#)

**9. ITEMS PULLED CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**10. CLOSED SESSION**

10.1 Conference with Legal Counsel - Pending Litigation/Significant Exposure to Litigation Pursuant to Government Code § 54956.9(d)(1)(1) - (threats regarding enforcement of student mask mandate)

10.2 Discussion of Pending Negotiations with ACT (Employee Organization) with Director of Human Resources, Armando Farias (Chief Negotiator), per Government Code 54954.5

10.3 Public Employee Performance Evaluation: Superintendent, Government Code 54957

**11. RECONVENE TO OPEN SESSION**

11.1 Reconvene to Open Session and report out Action taken in Closed Session

**12. ADJOURN**

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligott, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

**AGENDA - May 19, 2022**

**CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

**4.1** Approve the Board Meeting Minutes of April 21, 2022

**Department/Category:** DISTRICT ORGANIZATION AND BOARD OPERATION

**Background Information:**

Presented for Board Approval:

- April 21, 2022, Regular Board Meeting Minutes

**Superintendent's Recommendation:**

That the Board approve the attached minutes with any necessary modifications.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[4-21-2022 RBM - DRAFT.pdf](#)

**Regular Governing Board Meeting MINUTES  
April 21, 2022, 4:00 PM**

**Esther Valdes-Clayton ♦ Dr. Helen Anderson-Cruz ♦ Whitney Antrim ♦ Lee Pontes ♦ Bruce Shepherd**

**Student Board Representative: Declan Dineen**

**Superintendent/Secretary: Karl Mueller**

**Recording Secretary: Kami McElligott**

*Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on Spectrum Cable, Channel 19, and also on the internet at [www.coronadotv.me](http://www.coronadotv.me)*

**1) CALL TO ORDER**

1.1 Call to Order

**Roll Call**

The following Board members were present: Esther Valdes-Clayton, Helen Anderson-Cruz, Whitney Antrim, Bruce Shepherd, and Student Board Representative, Sage McCullough. Also present were Karl Mueller, Donnie Salamanca.

**2) OPEN SESSION (10 min.)**

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any changes to the agenda must be made at this time

Motion: Helen Anderson-Cruz Second: Bruce Shepherd Vote: 4-0-1  
(Pontes/Absent)

2.3 Board Recognition: CHS Student, Nevaeh Henrich in receiving the Girl Scouts Medal of Honor

2.4 CUSD Community Champion: School Resource Officer, Grace Del Bagno

2.5 Board Recognition Congratulating 2021-2022 Certificated Staff Members of the Year: Kevin Paiz-Ramirez, Coronado Middle School; Rise' Cooley, Village Elementary School; Jodi Judd, Silver Strand Elementary School; and William Lemei, Coronado High School and CUSD District Teacher of the Year.

2.6 Board Member Comments

Board Members gave an update on their monthly activities.

2.7 Superintendent's Comments

Superintendent Mueller updated the Board on his activities in the district.

**3) PUBLIC COMMENT ON NON-AGENDIZED ITEMS**

No Public Comments

**4) CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

4.1 Accept Donations to the Coronado Unified School District

4.2 Approve the Board Meeting Minutes of March 10, 2022

4.3 Approve the Personnel Register

4.4 Approve/Ratify Purchase Orders and Warrants

4.5 Approve/Ratify Contracts for Services

4.6 Authorize Disposal of Surplus Property & Equipment

4.7 Adopt Annual Board Resolutions Regarding Business Operations

4.8 Adoption of Resolution No. 22-04-12 Authorizing the District to Participate in the Glendale Unified School District Bid No. P-13 18/19 for Apple Computer Products, Services, and Related Items to Apple Inc.

4.9 Award of Contract to Apple Inc. for Apple Computer Products, Services, and Items Related to Apple Inc. based on the Glendale Unified School District Bid No. P-13 18/19 Apple Computer Products, Services, and Items Related to Apple Inc.

4.10 Award of Contract to Dell Marketing L.P. for Purchase of Computer Equipment, Peripherals & Related Services based on the State of Minnesota NASPO Master Agreement piggyback purchasing bid No. MNWNC-108 through July 31, 2022.

4.11 Approve/Ratify Out of State Conference

4.12 Accept Uniform Complaint Quarterly Report

Motion: Whitney Antrim Second: Helen Anderson-Cruz Vote: 4-0-1  
(Pontes/Absent)

**5) ACTION ITEMS (10 min.)**

5.1 Approve the Annual Declaration of Need for Highly Qualified Educators for the 2022-2023 School Year

Motion: Helen Anderson-Cruz    Second: Whitney Antrim    Vote:4-0-1  
(Pontes/Absent)

5.2 Superintendent's Long Range Plan Update (5 min. + Board Discussion)

Public Comments were received.

Motion made to leave temporary label and amend by September 20, 2022:  
Whitney Antrim                      Second: Bruce Shepherd    Vote: 2-2-1 (Pontes/Absent)  
Motion Failed.

Motion made to approve permanent positions with review by September 20,  
2022: Helen Anderson-Cruz    Second: Whitney Antrim    Vote: 4-0-1  
(Pontes/Absent) Motion Passed

5.3 Adopt Resolution 22-04-13 Regarding Release of Temporary Certificated  
Employees

Motion: Helen Anderson-Cruz    Second: Whitney Antrim    Vote: 4-0-1  
(Pontes/Absent)

**6) REPORTS (30 min.)**

6.1 Student Board Member Report: Sage McCullough (5 min.)

President Valdes-Clayton called for a short break at 6:20 PM. The meeting  
resumed at 6:30 PM. Roll Call: The following Board members were present:  
Anderson-Cruz, Whitney Antrim, Bruce Shepherd, Sage McCullough. Also  
present were Karl Mueller, Donnie Salamanca.

6.2 Department Updates: Deputy Superintendent, Donnie Salamanca (5 min. +  
Board Discussion)

Public Comments were received.

6.3 Learning and Instruction Updates: Senior Director of Learning, Dr. Megan  
Battle (5 min. + Board Discussion)

Public Comments were received.

**7) FIRST READING**

7.1 Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or  
Exhibits

**8) ORGANIZATIONAL BUSINESS (5 min.)**

8.1 Upcoming Meetings

8.2 Proposed List of Agenda Items for Future Board Meetings

**9) ITEMS PULLED CONSOLIDATED MOTION FOR CONSENT CALENDAR**

No Items Pulled.

**10) CLOSED SESSION**

Board adjourned to Closed Session at 7:31 PM.

10.1 Conference with Legal Counsel - Existing Litigation (Government Code 54956.9)

One Name: CSEA Grievance No. 601667

10.2 Discussion of Pending Negotiations with ACT (Employee Organization) with Director of Human Resources, Armando Farias (Chief Negotiator), per Government Code 5495

**11) RECONVENE TO OPEN SESSION**

11.1 Reconvene to Open Session and report out Action taken in Closed Session

Board reconvened to Open Session at 8:05 PM and reported the following action:

On Item 10.1, Motion to Approve: Whitney Antrim, Second: Helen Anderson-Cruz, Vote: 3-0-2 (Pontes, Valdes-Clayton / Absent).

**12) ADJOURN**

The Meeting adjourned at 8:05 PM.

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligott, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

DRAFT

**AGENDA - May 19, 2022**

**CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

**4.2 Approve the Personnel Register**

**Department/Category:** PERSONNEL

**Background Information:**

Attached is a report of the personnel actions processed by the Human Resources Department including hires, changes in assignment, resignations and retirements.

For inquiries regarding this Board Item, please contact HR Director, Armando Farias at 619-522-8900, ext. 1021 or via email at [armando.farias@coronadousd.net](mailto:armando.farias@coronadousd.net).

**Superintendent's Recommendation:**

Subject to passage of a pre-placement physical and all pre-placement processing on all new hires, the Superintendent recommends Board approval of the Personnel Register.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[REVISED 2022.05.19 - May\\_2022\\_Personnel\\_Register.pdf](#)

**ADMINISTRATIVE, MID-MANAGEMENT, CONFIDENTIAL PERSONNEL REGISTER  
REVISED MAY 19, 2022 3:30 PM**

**REMOVAL OF TEMPORARY STATUS**

<b>Name</b>	<b>Position</b>	<b>Salary</b>	<b>Effective Date</b>
Maria Simon	Public Information Officer .50 FTE, Confidential	\$40,000.00	7/1/2022
Shane Schmeichel	Director of Special Programs	\$151,364.00	7/1/2022

**REMOVAL OF INTERIM STATUS**

<b>Name</b>	<b>Position</b>	<b>Salary</b>	<b>Effective Date</b>
Brooke Falar	Principal – CMS	\$127,123.00	3/15/2022
Alison Keehan	Assistant Principal – CMS	\$104,574.00	3/15/2022

**CERTIFICATED PERSONNEL REGISTER**

**APPROVE EMPLOYMENT**

<b>Name</b>	<b>Position</b>	<b>Salary</b>	<b>Effective Date</b>
Kristen Caputo	Temporary TOSA – Instructional Coach – 1.0 FTE – CHS for 2022-2023 SY	\$85,529.00	7/1/2022

**APPROVE LEAVE OF ABSENCE**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Effective Date</b>
Shannon Archer	SLP	Personal	4/16/2022

**CLASSIFIED PERSONNEL REGISTER**

**APPROVE EMPLOYMENT**

<b>Name</b>	<b>Position</b>	<b>Salary</b>	<b>Effective Date</b>
Pia Holley	Instructional Assistant - .75 FTE - Village	\$25,227.72	4/20/2022
Karla Ramirez	Instructional Assistant - .75 FTE – CMS	\$25,227.72	4/19/2022
Johanna Evans	Instructional Assistant - .75 FTE - Village	\$28,691.88	4/25/2022
Jose Iniguez	Custodian – Night – 1.0 FTE – Village	\$42,843.53	4/25/2022
Matilde Alarcon	Custodian- Night – 1.0 FTE – CHS	\$46,839.49	4/25/2022
Benjamin Bernardy	Maintenance Worker – 1.0 FTE – CHS	\$40,647.72	3/21/2022
Euniz Gonzalez	CNS Worker – .375 FTE – Village	\$13,201.29	5/9/2022

Nathaniel Davis	Senior Guard – 1.0 FTE – BBMAC	\$40,647.72	5/9/2022
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**APPROVE CHANGE IN FTE**

<b>Name</b>	<b>Position</b>	<b>Salary</b>	<b>Effective Date</b>
Ricardo Rosa	CNS Custodian - .75% FTE	\$28,913.61	5/1/2022

**APPROVE RESIGNATION**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Effective Date</b>
Janet Jimenez	Custodian – CHS	Resignation	4/29/2022
Nicole Reyes	Library Media Technician – CHS	Resignation	6/8/2022
Karla Ramirez	Instructional Assistant – CMS	Resignation	4/20/2022
Pia Holley	Instructional Assistant – Village	Resignation	4/23/2022
Osvaldo Paredes	Senior Guard – BBMAC	Resignation	4/29/2022

**AGENDA - May 19, 2022**

**CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

**4.3 Approve/Ratify Contracts for Services**

**Department/Category:** BUSINESS & FISCAL MANAGEMENT

**Background Information:**

Board Policy 3312 states “The Superintendent or designee may enter into contracts on behalf of the District. All contracts must be approved or ratified by the Governing Board. No contract made under this delegation of power shall be valid until the Board approves or ratifies the contract.”

**Reports:**

The attached contracts need the approval/ratification of the Board.

**Financial Impact:**

The attached contracts will be paid from the sources as noted. All of the listed contracts are included in the current approved District budget.

**Superintendent's Recommendation:**

That the Board approve/ratify the contracts for services.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[Contracts for Services 2022-05-19.pdf](#)

The following contracts require approval/ratification from the Board at the May 19, 2022 Board Meeting.

<b>Name</b>	<b>Description</b>	<b>Dates</b>	<b>Amount</b>	<b>Source of Funds</b>
<b>ABA &amp; Verbal Behavior Group Inc.</b>	IC Student 22-5-1	9/8/21 – 9/8/22	NTE \$133,152	Special Education Fund 01
<b>ALC Schools, LLC</b>	Three Percent Fee Increase for Special Education Transportation	7/1/22 – 6/30/23	Per Fee Schedule	Special Education Fund 01
<b>Alternative Behavior Strategies LLC dba ABS Kids</b>	IC Student 22/5/6	2/1/22 – 6/30/22	NTE \$468,642	Special Education Fund 01
<b>Assistive Tech 4 Sped</b>	IC Student 22-5-5	12/1/22 – 6/30/22	NTE \$9,300	Special Education Fund 01
<b>Brightside Educational Evaluations</b>	IC Student 22-5-20	4/6/22 – 6/30/22	NTE \$3,500	Special Education Fund 01
<b>Brightside Educational Evaluations</b>	IC Student 22-5-26	4/27/22 – 6/30/22	NTE \$3,500	Special Education Fund 01
<b>Coastal Speech Therapy Inc</b>	IC Student 22-5-21	4/6/22 – 6/30/22	NTE \$1,295	Special Education Fund 01
<b>Curriculum K12 Partners, Inc.</b>	Project STEM Programs	7/1/22 – 6/30/23	NTE \$2,500	General Fund 01
<b>Dannis Woliver Kelley</b>	Professional Services	7/1/22 – 6/30/24	Per fee Schedule	General Fund 01
<b>Edupoint</b>	Synergy Integration with Canvas	7/1/22 – 6/30/23 7/1/23 – 6/30/24 7/1/24 – 6/30/25 7/1/25 – 6/30/26 7/1/26 – 6/30/27	NTE \$2,868 NTE \$2,953 NTE \$3,041 NTE \$3,133 NTE \$3,227	General Fund 01
<b>Formative</b>	Instructional Assessment Tool	7/1/22 – 6/30/25	NTE \$16,288	General Fund 01
<b>Gold Star Foods</b>	Child Nutrition	7/1/22 – 6/30/23	Per Fee Schedule	General Fund 01
<b>Good News Electric</b>	Professional Services CMS & SSES	2/22/22 – 3/10/22	\$6,320	Special Fund of Capital Outlay Fund 49
<b>Grossmont Union High School District</b>	Transportation & Vehicle Repair Services	5/15/22 – 5/14/25	Per Fee Schedule	General Fund 01
<b>Hapara</b>	Professional Learning Package & Instructional Management Suite Service	7/1/22 – 6/30/25	NTE \$8,997	General Fund 01
<b>Houghton Mifflin Harcourt</b>	Literacy Subscription – Read 180	7/10/22 – 7/9/23	NTE \$16,335	General Fund 01
<b>Inland Empire Fire &amp; Safety Enterprises</b>	Repair & Test Backflow at CHS & SSES	4/17/22	NTE \$2,563	Special Fund of Capital Outlay Fund 49
<b>Instructure</b>	Canvas LMS Training	5/10/22 – 9/30/22	NTE \$1,000	General Fund 01
<b>La Sierra University</b>	MOU for Clinical Practice Placement	7/1/21 – 6/30/25	N/A	N/A
<b>Learning A-Z</b>	Raz-Plus Subscription	9/19/22 – 9/19/25	NTE \$17,442	General Fund 01

<b>Meridith Gleason</b>	IC Student 22-5-24	4/4/22 – 6/30/22	NTE \$2,500	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-7	12/1/21 – 12/31/21	NTE \$700	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-8	5/1/20 – 5/30/20	NTE \$120	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-9	3/5/20 – 10/30/21	NTE \$1,223	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-10	9/1/21 – 6/30/22	NTE \$968	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-11	11/5/21 – 6/30/22	NTE \$3,333	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-12	12/3/21 – 6/30/22	NTE \$675	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-13	3/15/20 – 12/15/21	NTE \$1,000	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-19	3/15/22 – 6/17/22	NTE \$1,000	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-22	11/9/21 – 6/30/22	NTE \$1,000	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-23	3/18/22 – 6/30/22	NTE \$840	Special Education Fund 01
<b>My PT</b>	IC Student 22-5-25	5/10/22 – 6/30/22	NTE \$1,115	Special Education Fund 01
<b>NoRedInk</b>	Virtual Training & Premium License	7/1/22 – 7/1/23	NTE \$8,900	General Fund 01
<b>OverDrive Education</b>	Sora Digital Book App	N/A	N/A	N/A
<b>PT in Motion</b>	IC Student 22-5-17	10/6/21 – 10/5/22	NTE \$3,175	Special Education Fund 01
<b>Raptor Technologies</b>	Visitor Management Access Fee	7/1/22 – 6/30/23	NTE \$2,500	General Fund 01
<b>RBYS Psychological Service Inc.</b>	IC Student 22-5-28	5/6/22 – 6/30/22	NTE \$5,200	Special Education Fund 01
<b>San Diego Center for Children Academy</b>	IC Student 22-5-3	11/9/21 – 11/8/22	NTE \$41,663	Special Education Fund 01
<b>San Diego County School Districts</b>	Student Transportation	7/1/22 – 6/30/24	Per Fee Schedule	General Fund 01
<b>San Diego County Superintendent of Schools</b>	Teacher Induction Support Services	7/1/22 – 6/30/25	N/A	N/A
<b>San Diego County Superintendent of Schools</b>	Library Media Services	7/1/22 – 6/30/23	NTE \$1,174	General Fund 01
<b>San Diego State University Research Foundation on behalf of National Center for Urban School Transformation</b>	Equity and Excellence Audit Identifying Best Practices of High Achieving Schools – Local Control Accountability Plan (LCAP)	7/1/22 – 12/30/22	NTE \$20,000	General Fund 01
<b>School Employers Association of California</b>	JPA for Programs & Services in the Field of Employer-Employee Relations	N/A	Per Fee Schedule	General Fund 01
<b>Sierra School of San Diego</b>	IC Student 22-5-4	2/10/22 – 6/30/22	NTE \$32,580	Special Education Fund 01

<b>Software One</b>	Microsoft Office 365 Licenses	6/1/22 – 5/31/23	NTE \$12,012	General Fund 01
<b>TERI Inc.</b>	IC Student 22-5-27	5/6/22 – 6/30/22	NTE \$3,000	Special Education Fund 01
<b>The Koonings Center</b>	Master Contract	7/1/21 – 6/30/22	Per Fee Schedule	Special Education Fund 01
<b>The Koonings Center</b>	ISA Student 22-5-18	5/2/22 – 10/13/22	NTE \$19,183	Special Education Fund 01
<b>The Music Therapy of California</b>	IC Student 22-5-14	11/5/21 – 6/30/22	NTE \$5,873	Special Education Fund 01
<b>The Music Therapy of California</b>	IC Student 22-5-15	11/1/21 – 6/30/22	NTE \$2,175	Special Education Fund 01
<b>The Winston School</b>	IC Student 22-5-2	12/3/21 – 6/30/22	NTE \$480	Special Education Fund 01
<b>Fulcrum Management Solutions Inc.</b>	ThoughtExchange Subscription	6/1/22 – 5/31/23	NTE \$24,000	General Fund 01
<b>Verbal Behavior Associates</b>	ISA Student 22-5-16	12/1/21 – 6/30/22	NTE \$5,600	Special Education Fund 01
<b>Wake, Jennifer Denise</b>	Mariachi Band Performance for CHS Foreign Language & PE Classes	4/20/22	NTE \$800	General Fund 01
<b>Wyeth, Christine</b>	IC Student 22-5-29	2/2/22 – 6/30/22	NTE \$4,500	Special Education Fund 01
<b>Zoom</b>	Annual Subscription	7/1/22 – 6/30/23	NTE \$19,750	General Fund 01

<b>BBMAC POOL RENTAL CONTRACTS</b>			
<b>Name</b>	<b>Description</b>	<b>Dates</b>	<b>Rental Income Amount</b>
<b>Waterloo Swimming</b>	Swim	6/5/22 – 6/11/22	\$5,180

**AGENDA - May 19, 2022**

**CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

**4.4 Approve/Ratify Purchase Orders and Warrants**

**Department/Category:** BUSINESS & FISCAL MANAGEMENT

**Background Information:**

A list of all purchase orders has been submitted to the Governing Board per Education Code 39657. Warrants submitted for ratification and approval represent invoiced payments against purchase orders previously approved. Warrants were audited and approved by the County Superintendent of Schools prior to payment.

**Reports:**

The Purchase Order and Warrant Registers are attached to this agenda item.

**Financial Impact:**

Purchase Orders April 1, 2022 through April 30, 2022                      \$1,041,592

Commercial Warrants April 1, 2022 through April 30, 2022            \$1,509,523

**Superintendent's Recommendation:**

That the Board approve/ratify the listed purchase orders and warrants.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[Purchase Orders April 2022.pdf](#)

[Warrants April 2022.pdf](#)

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000014813	4/4/2022	APPLE COMPUTER INC	IT-APPLE HARDRIVE	4900	\$ 299.55	NEW HARD DRIVE FOR MAC COMPUTER. TAX INCLUDED
0000014814	4/5/2022	THE MASTER TEACHER	HR-RETIREMENT BOWLS FOR 21/22	0100	\$ 1,087.55	MASTER TEACHER - RETIREMENT BOWLS FOR 2021-2022 RETIREES
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 43.09	AIRCRAFT CARRIER PLAYSET ITEM #AR208
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 32.31	ALPHA-BOTS ITEM #AC225
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 53.86	ALPHABET LEARNING LOCKS ITEM # LC126
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 26.93	BABY DOLL FEEDING SET ITEM # DS239
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 32.31	BLOCK PLAY CONSTRUCTION SET ITEM # FF923
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 32.31	CATCH A LETTER MAGNETIC LEARNING GAME ITEM # AA327
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 64.64	CLASSIC OCEAN ANIMAL COLLECTION ITEM # GG529
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 64.64	CLASSIC WILD ANIMAL COLLECTION ITEM # GG348
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 32.31	CLOTHES FOR 10" NEWBORN DOLLS ITEM #DS205
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 64.64	CREATE-A-PATH MAGNETIC CENTER ITEM # PP777
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 192.87	LIGHT TABLE SENSORY PLAY MATERIALS - COMPLETE SET ITEM # LL509X
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 86.19	LIGHT TABLE SENSORY TRAY ITEM # LL581
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 1,054.87	OUTDOOR PRIVACY NOOK ITEM # LC498
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 160.55	RAMPS & BALLS EXPLORATION SET ITEM # FF253
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 64.64	RAMPS & BALLS STORAGE BOX ITEM # FF260
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 752.10	READY FOR PRESCHOOL BACKPACK - SET OF 10 ITEM # HH970X
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 43.09	SNAP-BOTS ITEM # PP838
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 53.86	TACTILE LIQUID LETTER ITEM # SE741
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 53.86	THE ULTIMATE FORT BUILDER ITEM # HH938
0000014815	4/5/2022	LAKESHORE LEARNING MATERIALS	ECDC-LAKESHORE ORDER	1200	\$ 752.10	TRANSITION TO SCHOOL BACKPACK- SET OF 10 ITEM # RR374X
0000014816	4/5/2022	SOUTHWEST SCHOOL & OFFICE	CHS-COPY PAPER	0100	\$ 795.20	CASES OF PAPER
0000014817	4/5/2022	TARA HASLAM	CHS-REIMBURSEMENT TARA	0100	\$ 447.08	REIMBURSEMENT FOR ROBOTICS SUPPLIES AND MATERIALS
0000014818	4/5/2022	LD PRODUCTS INC.	SUPER- PRINTER TONER	0100	\$ 471.30	TONER FOR PRINTER CF410AOEM CF411AOEM CF412AOEM CF413AOEM TOTAL \$471.30
0000014819	4/5/2022	JENNIFER VERNALLIS	C&L-REIMBURSEMENT JENNIFER	0100	\$ 154.90	REIMBURSEMENT FOR BENCHMARK ADVANCE MATERIALS PURCHASED
0000014820	4/5/2022	CAROLINA BIOLOGICAL SUPPLY CO	CHS-MAT&SUPPLIES FOR BIO CLASS	0100	\$ 224.44	CAROLINA INVESTIGATIONS FOR AP ENVIRONMENTAL SCIENCE #181086

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0000014820	4/5/2022	CAROLINA BIOLOGICAL SUPPLY CO	CHS-MAT&SUPPLIES FOR BIO CLASS	0100	\$ 192.66	CAROLINA INVESTIGATION FOR AP ENVIRONMENTAL SCIENCE #181047P
0000014820	4/5/2022	CAROLINA BIOLOGICAL SUPPLY CO	CHS-MAT&SUPPLIES FOR BIO CLASS	0100	\$ 187.54	CAROLINA INVESTIGATIONS FOR AP ENVIRONMENTAL SCIENCE #180600
0000014820	4/5/2022	CAROLINA BIOLOGICAL SUPPLY CO	CHS-MAT&SUPPLIES FOR BIO CLASS	0100	\$ 323.14	CAROLINA INVESTIGATIONS FOR AP ENVIRONMENTAL SCIENCE #181089
0000014820	4/5/2022	CAROLINA BIOLOGICAL SUPPLY CO	CHS-MAT&SUPPLIES FOR BIO CLASS	0100	\$ 65.08	EARTH FORCE LOW-COST ESTUARY KIT #652569
0000014820	4/5/2022	CAROLINA BIOLOGICAL SUPPLY CO	CHS-MAT&SUPPLIES FOR BIO CLASS	0100	\$ 99.13	NITRATE AND NITRATE WATER TEST STRIPS, VIAL OF 50 #652736
0000014820	4/5/2022	CAROLINA BIOLOGICAL SUPPLY CO	CHS-MAT&SUPPLIES FOR BIO CLASS	0100	\$ 69.82	PH AND TOTAL ALKALINITY WATER TEST STRIPS, VIAL O F50 #652729
0000014821	4/5/2022	SHARON JIMENEZ	CNS-PREPAID MEAL REFUND	1300	\$ 23.00	PARENT REFUND REQUEST FOR ID #137854
0000014822	4/5/2022	DAVE'S SPORT SALES & SCREENPRINTI	BBMAC-UNIFORMS OPEN PO 21/22	1900	\$ 1,600.00	OPEN PO UNIFORMS
0000014823	4/6/2022	DUNN-EDWARDS CORPORATION	M&O-BASEBALL FIELD PAINTS	4900	\$ 1,237.37	P12 MASKIGN TAPE PAPER 12"XX60YD OPT15-4 D-E ORANGE PREM TAPE 36MM 4PK  ASHL50-0-U-5 ARISTOSHIELD INT/EXT SG U BASE  PCF-R-L-5 PAINTCARE FEE
0000014824	4/6/2022	WAXIE	M&O-VIPER SCRUBBER TRACTION	4900	\$ 4,190.00	577076 VIPER AS5160T 20 IN SCRUBBER TRACTION DRIVE  VIPER AS5160T WALK-BEHINF SCRUBBERS SIMPLE, RUGGED AND AFFORDABLE. IT HAS AN INTUITIVE CONTROL PANEL WITH HOUR METER AND BATTERY CAPACITY DISPLAY. IT HAS A ROBUST CHASIS SYSTEM AND ROTOMOLDED TANKS,
0000014825	4/6/2022	PRO-ED INC	S.S-TPI 3 PRINT/ONLINE	0100	\$ 678.24	14864 TPI-3 PRINT & ONLINE VERSION COMBO

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0000014826	4/6/2022	APPLE COMPUTER INC	S.S-IPAD	0100	\$ 704.55	1 PM9C3LL/A PERSONALIZED 10.9-INCH IPAD AIR WI-FI 64GB - SPACE GRAY ENGRAVING CORONADO UNIFIED SCHOOL DISTRICT 201 6TH STREET CORONADO, CA 92118  2 S7828LL/A 4-YEAR APPLE CARE+ FOR SCHOOL - IPAD/IPAD AIR/IPAD MINI
0000014827	4/6/2022	CURRICULUM ASSOCIATES LLC	S.S-IED RECORD BOOKS	0100	\$ 51.77	BRIGANCE INVENTORY OF EARLY DEVELOPMENT (IED III) IED III RECORD BOOKS 10-PACK WS14283
0000014828	4/6/2022	TARA HASLAM	CHS- REIMBURSEMENT TARA	0100	\$ 296.98	REIMBURSEMENT TO TARA HASLAM FOR CHS ROBOTICS TEAM AND COMPETITION WEEKEND
0000014829	4/6/2022	KCE CHAMPIONS LLC	B.S-SCHOLARSHIPS FOR STUDENTS	0100	\$ 2,000.00	SCHOLARSHIPS FOR STUDENTS
0000014830	4/6/2022	CAREYANN SUTHERLAND	B.S-REIMBURSEMENT CAREYANN	0100	\$ 10.97	REIMBURSEMENT FIR FIID FIR TRANSITION CLASS
0000014831	4/6/2022	PAR INC	S.S-FAR EXAM RECORDS/RESPONSE	0100	\$ 77.20	10918-RF FAR EXAMINER RECORD FORMS (10)
0000014831	4/6/2022	PAR INC	S.S-FAR EXAM RECORDS/RESPONSE	0100	\$ 35.80	10919-RF FAR EXAMINEE RESPONSE FORMS (10)
0000014832	4/6/2022	EL TAPATIO RESTAURANT	SUPER-ACSA SUPT MEETING	0100	\$ 383.59	EL TAPATIO CATERING 3/4/2022 ACSA SUPT. MEETING INVOICE: 19898 AMOUNT: \$383.59
0000014833	4/6/2022	JENNIFER LANDRY	C&L-REIMBURSEMENT JENNIFER	0100	\$ 1,292.53	REIMBURSEMENT FOR CONFERENCE EXPENSES WHILE ATTEND THE CUE CONFERENCE IN PALM SPRINGS, CA. 03/17/22-03/19/22 ATTENDED: JENNIFER LANDRY
0000014834	4/6/2022	ELISABETH JOSSET	CMS-REIMBURSEMENT LIZ	0100	\$ 6.80	REIMBURSE LIZ FOR POSTAL CHARGES/CERTIFIED LETTER.
0000014835	4/7/2022	LAURA HILL	CHS-REIMBURSEMENT LAURA	0100	\$ 640.98	REIMBURSEMENT TO LAURA HILL FOR SUPPLIES AND MATERIALS FOR CHS MOAIC INSTALL 21-22
0000014836	4/7/2022	NORTH STATE ENVIRONMENTAL	S.S NORTH STATE ENVIR 21/22	0100	\$ 1,099.78	ENVIORMENTAL WASTE FOR PUPIL SERVICES
0000014837	4/7/2022	SHAPER TOOLS, INC.	COSA-SHAPER ORIGIN	0100	\$ 2,800.42	SHAPER ORIGIN

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0000014838	4/7/2022	TONY PAINTING	M&O-BASEBALL FIELD PAINTING	4900	\$ 3,900.00	BASEBALL FIELD FACILITIES-PAINTING PREP, PRIME AND PAINT DDUGOUTS AND MISC PAINTING.
0000014839	4/7/2022	SYLVESTER ROOFING COMPANY INC.	M&O-CHS 600BLD LEAK REPAIR	4900	\$ 3,475.00	B600 LEAK REPAIR SCOPE: ONE 8'X8' AREA AT SCUPPER -REMOVE EXISTING GRAVEL AND WET ROOF -INSTALL 2 PLY TORCH ROOFING OVER AREA -CLEAN AND SEAL SCUPPER AND SURROUNDING MEMBRANE LAPS PREVAILING WAGE INCLUDED
0000014840	4/7/2022	LITTLEMACHINESHOP.COM	CHS-ROBOTICS MAT/SUPPLIER	0100	\$ 484.88	DRO FOR LATHE
0000014840	4/7/2022	LITTLEMACHINESHOP.COM	CHS-ROBOTICS MAT/SUPPLIER	0100	\$ 420.23	HORIZONTAL BAND SAW
0000014840	4/7/2022	LITTLEMACHINESHOP.COM	CHS-ROBOTICS MAT/SUPPLIER	0100	\$ 179.94	INCH TAP & DIE SET
0000014840	4/7/2022	LITTLEMACHINESHOP.COM	CHS-ROBOTICS MAT/SUPPLIER	0100	\$ 188.56	METRIC TAP AND DIE SET
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 18.26	1/8 ER20 COLLET
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 68.74	30 DEGREE ENGRAVING BIT
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 46.28	4IN PARLLEL SET
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 484.88	DRO FOR LATHE
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 106.13	ENCLOSURE DOOR SWITCH KIT
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 48.43	ER20 COLLET HOLDER
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 420.23	HORIZONTAL BAND SAW
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 96.44	LED SPINDLE LIGHT KIT
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 425.61	PASSIVE PROBE KIT
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 156.24	SUPERFLY CUTTER KIT
0000014841	4/7/2022	TORMACH, INC	CHS-ROBOTICS SUPPLIES/MATERIAL	0100	\$ 12.88	TRAMP OIL PILLOW
0000014842	4/7/2022	MISSION FEDERAL CREDIT UNION	C&L-JAN 2022 P-CARD MEGAN	0100	\$ 644.83	CURRICULUM CREDIT CARD PURCHASES - JANUARY 2022 LEARNING DEPARTMENT EXPENSES
0000014842	4/7/2022	MISSION FEDERAL CREDIT UNION	C&L-JAN 2022 P-CARD MEGAN	0100	\$ 1,032.16	LEARNING DEPARTMENT EXPENSE
0000014842	4/7/2022	MISSION FEDERAL CREDIT UNION	C&L-JAN 2022 P-CARD MEGAN	0100	\$ 264.00	SPED DEPARTMENT EXPENSE
0000014843	4/7/2022	MISSION FEDERAL CREDIT UNION	B.S-JAN 2022 P-CARD KATHY	0100	\$ 97.41	JANUARY 2022 STATEMENT BUSINESS SERVICES - KATHY MULVEY
0000014844	4/7/2022	SCHOOL SERVICES OF CALIFORNIA	B.S-WORKSHOP REGISTRATION	0100	\$ 145.00	WORKSHOP REGISTRATION: THE MECHANICAL OF UNIVERSAL TK: STAFFING AND FACILITIES WEBINAR 5/3/2022 DONNIE SALAMANCA
0000014845	4/7/2022	ROBERTA LENERT	CMS-ROBERTA LENERT ROBOTICS	0100	\$ 5,000.00	PAY ROBERTA LENERT, CMS ROBOTICS COACH PER BOARD APPROVED CONTRACT 3/10/2022.

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0000014846	4/7/2022	ELISABETH JOSSET	CMS-REIMBURSEMENT LIZ	0100	\$ 87.77	REIMBURSE LIZ JOSSET FOR CMS STAFF BIRTHDAY SUPPLIES
0000014847	4/7/2022	TONY PAINTING	M&O-DO INTERIOR OFFICE PAINT	4900	\$ 3,750.00	SOW: PREP, PRIME AND PAINT TWO INTERIOR DISTRICT OFFICES.
0000014848	4/7/2022	LD PRODUCTS INC.	HR- TERRI PRINTER TONER	0100	\$ 105.68	CPCF230XGD  TONER FOR TERRI'S PRINTER \$49.04 PER CARTRIDGE QUOTE FROM LD PRODUCTS. ORDERING TWO CARTRIDGES TOTAL IS \$98.08 NOT INCLUDING TAX.
0000014849	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-NOV 2021 P-CARD CHARITY	1300	\$ 94.65	SMART AND FINAL
0000014850	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-DEC 2021 P-CARD CHARITY	1300	\$ 25.83	ACE HARDWARE
0000014850	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-DEC 2021 P-CARD CHARITY	1300	\$ 52.79	HOME DEPOT
0000014850	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-DEC 2021 P-CARD CHARITY	1300	\$ 1,078.39	IL FORNIAO
0000014850	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-DEC 2021 P-CARD CHARITY	1300	\$ 116.26	SMART AND FINAL
0000014850	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-DEC 2021 P-CARD CHARITY	1300	\$ 38.45	SUNNY DONUTS
0000014850	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-DEC 2021 P-CARD CHARITY	1300	\$ 43.23	VONS
0000014852	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-JAN 2022 P-CARD CHARITY	1300	\$ 217.11	AMAZON
0000014852	4/7/2022	MISSION FEDERAL CREDIT UNION	CNS-JAN 2022 P-CARD CHARITY	1300	\$ 126.44	SMART AND FINAL
0000014853	4/8/2022	SCYLLA PLUMBING & DRAINS	M&O-CMS PLUMBING	4900	\$ 4,850.00	SAW CUT ADN REMOVED APPROX. 5FT X 5FT EXCAVATE APPROX 5FT X 5FT X 4FT DEEP TO EXPOSE FAILED PIPE. REMOVE EXISTING FAILED PIPE AND VIDEO INSPECT REMAINING PIPE. INSTALL NEW ABS PIPE AND FITTED BACKFILL WITH NATIVE SOIL. RE-POUR CONCRETE TO ROUGH FINISH.
0000014854	4/8/2022	RED DOOR AND HARDWARE LLC	M&O-DO DOOR, FRAMES INSTALL	4900	\$ 2,340.00	DOOR, FRAMES, AND HARDWARE FURNUSH ADN INSTALL INTO EXISTING DOORS: 2 EA BEST PRIVACY MORTISE LOCKS WITH INDICATORS (RE-USE EXISTING CYLINDERS) 1 EA HOLD OPEN AR, FOR LCN 4040 REGULAR MOUNT PULL SIDE  WORK TO BE DONE WHILE WE INSTALL HARDWARE AT THE H.S

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0000014855	4/8/2022	RED DOOR AND HARDWARE LLC	M&O-VES EXISTING DOOR REMOVAL	4900	\$ 2,550.00	DOOR,FRAM, AND HARDWARE REMOVE EXISTING WOOD DOOR FROM CLASSROOM 101 AND SAVE HARDWARE/GLAZING. FURNISH AND INSTALL 1 EA 3070 SEAMLESS HOLLOW METAL DOOR WITH 23-1/4" X 67-1/4" INTEGRAL VISION. 3EA 4.5X4.5 26D NRP BB HINGES TRANSFER EXISTING GLAZING
0000014856	4/8/2022	SHANE SCHMEICHEL	C&L-REIMBURSEMENT SHANE	0100	\$ 55.84	REIMBURSEMENT FOR EXPENSES AT DODEA EVALUATION 3-HOUR MEETING
0000014856	4/8/2022	SHANE SCHMEICHEL	C&L-REIMBURSEMENT SHANE	0100	\$ 156.25	REIMBURSEMENT FOR EXPENSES WHILE ATTENDING THE ARTS SCHOOLS NETWORK WEST CONFERENCE
0000014857	4/8/2022	ZASUETA CONTRACTING, INC.	M&O-SSES KINDER TOY REMOVAL	4900	\$ 850.00	REMOVE AND DISPOSE OF (1) FIRE TRUCK & (3) MUSIC PANELS PATCH PIP WHEN EQUIPMENT IS REMOVED, 50% BLACK & 50% TAN TOTAL FOR ABOVE SCOPE OF WORK.  REMOVE AND REPLACE (8) HANDHOLDS ON ROCK BLOCK TUNNEL REMOVE AND DISPOSE OF (1) FIRE TRUCK & (3) MUSIC PAN
0000014858	4/8/2022	JULIE SALVATIERRA	C&L-REIMBURSEMENT JULIE	0100	\$ 35.89	REIMBURSEMENT FOR MATERIALS PURCHASED FOR THE LEARNING DEPARTMENT
0000014859	4/8/2022	MEGAN BATTLE	C&L-REIMBURSEMENT MEGAN	0100	\$ 47.28	REIMBURSEMENT FOR LD SUPPLIES PURCHASED
0000014860	4/8/2022	AMAZON CAPITAL SERVICES, INC.	C&L-SSES SUPPLIES AND MATERIAL	0100	\$ 67.56	NEENAH PAPER EXACT INDEX, 110-POUNDS, 8.5 X 11 INCHES, 250 SHEETS, WHITE, 94 BRIGHTNESS (WAU40411)NEENAH PAPER EXACT INDEX, 110- POUNDS, 8.5 X 11 INCHES, 250 SHEETS, WHITE, 94 BRIGHTNESS (WAU40411)
0000014860	4/8/2022	AMAZON CAPITAL SERVICES, INC.	C&L-SSES SUPPLIES AND MATERIAL	0100	\$ 168.03	SCOTCH THERMAL LAMINATING POUCHES, 200-PACK, 8.9 X 11.4 INCHES, LETTER SIZE SHEETS, CLEAR, 3-MIL (TP3854-200)SCOTCH THERMAL LAMINATING POUCHES, 200-PACK, 8.9 X 11.4 INCHES, LETTER SIZE SHEETS, CLEAR, 3-MIL (TP3854-200)
0000014861	4/8/2022	SCHOOL OUTFITTERS	C&L-SOUND SPONGE DIVIDER	4900	\$ 2,331.83	ANG-AB8450 SOUND SPONGE QUIET DIVIDER (6' L X 4' H)
0000014862	4/8/2022	K-LOG INC	SSES-CABINET STORAGE	4900	\$ 2,766.23	CMCS-3612S, 36"H ATLAS 12-SHELF MOBILE OPEN-STORAGE TULIP RED
0000014862	4/8/2022	K-LOG INC	SSES-CABINET STORAGE	4900	\$ 1,203.92	MCPS-A3A11D-H*WITHOUT DOORS 28-1/2"HX42"W EMBARK CABINET STORAGE W/ HAND GRIPS & 2 SHELVES YELLOW
0000014863	4/8/2022	GOVERNMENT FINANCIAL	B.S-PROFESSIONAL FEES	4900	\$ 2,500.00	PROFESSIONAL FEES

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0000014864	4/8/2022	MAEANN ROSS	COSA-REIMBURSEMENT MAEANN	0100	\$ 517.19	REIMBURSEMENT FOR MAEANN ROSS
0000014865	4/8/2022	LINDSAY GOLDMAN	CHS-REIMBURSEMENT LINDSAY	0100	\$ 650.00	REIMBURSEMENT TO LINDSAY GOLDMAN FOR REGISTRATION TO NACAC CONFERENCE FOR CHS COUNSELORS KRISTINE JOHNSTON AND LINDSAY GOLDMAN
0000014866	4/8/2022	HEIDI BERGENER	VES-REIMBURSEMENT HEIDI	0100	\$ 234.74	REIMBURSEMENT DUE HEIDI BERGENER
0000014867	4/8/2022	HEIDI BERGENER	VES-REIMBURSEMENT HEIDI	0100	\$ 126.07	REIMBURSEMENT DUE HEIDI BERGENER
0000014868	4/8/2022	HEIDI BERGENER	VES-REIMBURSEMENT HEIDI	0100	\$ 100.41	REIMBURSEMENT DUE HEIDI BERGENER
0000014869	4/8/2022	CREAM & SUGAR INC.	B.S-CLAYTONS CREAM & SUGAR	0100	\$ 8,000.00	Positive School Climate
0000014870	4/8/2022	WORTHINGTON DIRECT	SSES-ILAB TABLES AND CHAIRS	4900	\$ 793.31	FLAVORS CHAIR (18" H - 5TH-ADULT) BY SMITH SYSTEM, 11849 - STOCK #81306 FRAME COLOR: CHROME, COLOR:BLACK
0000014870	4/8/2022	WORTHINGTON DIRECT	SSES-ILAB TABLES AND CHAIRS	4900	\$ 1,636.17	PREMIER DRY ERASE TABLE (30" X 54" WAVE) BY MARCO GROUP, 43-2258 - STOCK #29414-PR, RED - RD
0000014871	4/8/2022	NATHAN ALDWORTH	CHS-REIMBURSEMENT NATHAN	0100	\$ 227.62	REIMBURSEMENT TO NATE ALDWORTH FOR MATERIALS AND SUPPLIES FOR CHS SOCIAL SCIENCE CLASSES
0000014872	4/8/2022	LAURIE NARMORE	CMS-REIMBURSEMENT LAURIE	0100	\$ 204.15	REIMBURSE LAURIE FOUNTAIN FOR CONFERENCE EXPENSES, CUE ONE CONFERENCE MARCH 2022
0000014873	4/8/2022	MISSION FEDERAL CREDIT UNION	B.S-JAN 2022 P-CARD ABRAHAM	0100	\$ 1,975.00	JANUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014873	4/8/2022	MISSION FEDERAL CREDIT UNION	B.S-JAN 2022 P-CARD ABRAHAM	0100	\$ 185.00	JANUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014873	4/8/2022	MISSION FEDERAL CREDIT UNION	B.S-JAN 2022 P-CARD ABRAHAM	0100	\$ 627.64	JANUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014873	4/8/2022	MISSION FEDERAL CREDIT UNION	B.S-JAN 2022 P-CARD ABRAHAM	0100	\$ 67.38	JANUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014873	4/8/2022	MISSION FEDERAL CREDIT UNION	B.S-JAN 2022 P-CARD ABRAHAM	0100	\$ 2,091.00	JANUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014873	4/8/2022	MISSION FEDERAL CREDIT UNION	B.S-JAN 2022 P-CARD ABRAHAM	4900	\$ 1,980.82	JANUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014874	4/11/2022	SCHOOL OUTFITTERS	SSES-SOFT RECTANGLE SEATING	4900	\$ 786.04	SHAPES SERIES II VINYL SOFT SEATING - RECTANGLE (18" H) BY LEARNITURE® SKU: LNT-1011-A MOD-TBU 18 X 36 SMOOTH BLACK GRAIN
0000014875	4/14/2022	MPS	C&L-TEXT BOOK ORDER	0100	\$ 24,918.05	131923657X - 978131923651 - 1200 UPDATE WAYS OF THE WORLD WITH SOURCES FOR THE AP MODERN COURSE

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0000014875	4/14/2022	MPS	C&L-TEXT BOOK ORDER	0100	\$ -	1319282423 - 9781319282424 - 1200 UPDATE TEACHER'S EDITION FOR WAYS OF THE WORLD WITH SOURCES FOR THE AP MODERN COURSE
0000014875	4/14/2022	MPS	C&L-TEXT BOOK ORDER	0100	\$ 3,110.61	1319282431 - 9781319282431 - 1200 UPDATE STRIVE FOR A 5 FOR WAYS FOR THE WORLD WITH SOURCES FOR THE AP MODERN COURSE
0000014875	4/14/2022	MPS	C&L-TEXT BOOK ORDER	0100	\$ 3,536.27	1319282571 - 9781319282579 - 1200 UPDATE LAUNCHPAD FOR WAYS OF THE WORLD WITH SOURCES FOR THE AP MODERN COURSE (SIX-USE ONLINE)
0000014875	4/14/2022	MPS	C&L-TEXT BOOK ORDER	0100	\$ -	1319293832 - 9781319293833 - 1200 UPDATE EXAMVIEW ASSESSMENT SUITE FOR WAYS OF THE WORLD WITH SOURCES FOR THE AP MODERN COURSE
0000014875	4/14/2022	MPS	C&L-TEXT BOOK ORDER	0100	\$ 4,665.91	1319329373 - 9781319329372 - THINKING THROUGH SOURCES FOR WAYS OF THE WORLD: A GLOBAL HISTORY WITH SOURCES FOR THE AP WORLD HISTORY MODERN COURSE
0000014876	4/15/2022	CHRISTINE JENSEN	ADULT ED-REIMBURSE CHRISTINE	1100	\$ 535.51	OFFICE ITEMS : ONE REMARKABLE 2 TABLET, ONE MARKER PLUS WRITING PEN; ONE BOOK FOLIO TABLET CASE.
0000014877	4/15/2022	CDW GOVERNMENT INC	IT-7841 PHONES REPLACEMENT	4900	\$ 1,002.08	CISCO VOIP 7841 REPLACEMENT PHONES. TAX AND SHIPPING INCLUDED.
0000014878	4/15/2022	SOUTHLAND TECHNOLOGY INC.	IT-CHS RM 306 PROJECTOR	4900	\$ 601.87	INSTALL HDMI CABLING AND WALLPLATE IN CHS ROOM 306 TO THE PROJECTOR. TAX AND INSTALLATION INLCLUDED.
0000014879	4/15/2022	DELL MARKETING L P	IT-DELL HARD DRIVE	4900	\$ 303.41	DELL 1TB M 2 PCI CLASS 35 2230 SSD PM991. TAX AND SHIPPING INCLUDED.
0000014880	4/15/2022	PATTY CLARK	CNS-PREPAID MEAL REFUND	1300	\$ 20.50	PREPAID MEAL REFUND FOR ID #47006960
0000014881	4/19/2022	SCHOOLS IN	SSES-ILAB ORDER	4900	\$ 836.63	1500 SERIES ATTACHING TABLE - 30"W X 48"L X 29"H SMITH CARREL SKU:SCI-01548 TOPS: GRAY NEBULA, LEGS:BLACK
0000014881	4/19/2022	SCHOOLS IN	SSES-ILAB ORDER	4900	\$ 718.24	1500 SERIES CORNER COMPUTER TABLE - 30"W X 48"L X 29"H, SMITH CARREL SKU: SCI-01574 TOPS: GRAY NEBULA, LEGS:BLACK
0000014882	4/19/2022	AMAZON CAPITAL SERVICES, INC.	CHS-RM701 SUPPLIES & MATERIALS	0100	\$ 300.00	OPEN PURCHASE ORDER FOR MATERIALS AND SUPPLIES FOR CHS SPED CLASSES- RM 701
0000014883	4/19/2022	AUDIO DESIGN RENTALS INC	CHS-OPEN PO FOR MIC RENTAL	0100	\$ 1,750.00	OPEN PURCHASE ORDER FOR WIRELESS MICS AND EQUIPMENT FOR COSA MAMA MIA PERFORMANCE ORDER#108072

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0000014884	4/19/2022	TAM HOANG	CHS-REIMBURSEMENT TAM	0100	\$ 63.72	REIMBURSEMENT FOR SUPPLIES AND MATERIALS FOR CHS AP ENGLISH CLASSES
0000014885	4/19/2022	CLASS CREATOR	VES-YEARLY RENEWAL 01/01-12/31	0100	\$ 1,190.00	YEARLY RENEWAL FOR CLASS CREATOR
0000014886	4/19/2022	SUPERINTENDENT OF SCHOOLS SDCOR	CMS-BUSINESS CARDS-FALAR/KEEHA	0100	\$ 109.91	PAY FOR BUSINESS CARDS FOR BROOKE FALAR, ALISON KEEHAN AND REBECCA RABE
0000014887	4/19/2022	KATIE QUINLY	CHS-REIMBURSEMENT KATIE	0100	\$ 42.97	REIMBURSEMENT TO KATIE QUINLY FOR DRINKS AND SNACKS FOR CHS PARAPROFESSIONAL APPRECIATION LUNCH
0000014888	4/19/2022	CUSTOM BINDING PRODUCTS	VES-LAMINATE ROLLS CUSTOM BIND	0100	\$ 485.91	LAMINATING ROLLS 3 MIL CLEAR GLOSS #LR032525
0000014889	4/19/2022	THE STOPPER GROUP	CHS-ATHLETIC EQUIPMENT FOR PE	0100	\$ 822.59	VARIOUS SPORTS AND ATHLETIC EQUIPMENT FOR CHS PE AND ATHLETICS-CART# 8427117
0000014890	4/19/2022	AWARDS BY NAVAJO	CMS-NAME TAGS FOR ADMIN	0100	\$ 41.53	4 NAMETAGS FOR PRINCIPAL AND ASSISTANT PRINCIPAL
0000014891	4/19/2022	PERRY FORD NATIONAL CITY	CNS-FOOD TRUCK OIL CHANGE	1300	\$ 622.86	FOOD TRUCK - OIL CHANGE, NEW WIPER BLADED, 2 NEW TIRES
0000014892	4/19/2022	TIFFANY ANDERSON	CNS-PREPAID MEAL REFUND	1300	\$ 21.05	PREPAID MEAL REFUND FOR ID #47006116
0000014893	4/19/2022	KEITH ALFIERI	CNS-PREPAID MEAL REFUND	1300	\$ 100.25	PREPAID MEAL REFUND FOR ID #47003473
0000014894	4/19/2022	TAMMY LAYTON	CNS-PREPAID MEAL REFUND	1300	\$ 91.00	PREPAID MEAL REFUND FOR ID #47006091
0000014895	4/19/2022	JENNY GARCIA	CNS-PREPAID MEAL REFUND	1300	\$ 43.75	PREPAID MEAL REFUND FOR ID #47006847
0000014896	4/19/2022	LAURA DOS SANTOS	CNS-PREPAID MEAL REFUND	1300	\$ 28.00	PREPAID MEAL REFUND FOR ID #47006280
0000014898	4/20/2022	PEARSON EDUCATION INC	S.S-ADAM'S ORDER	0100	\$ 540.00	BASC-3 Q-GLOBAL ADMISTRATION/REPORT WITH INTERVENTION RECOMMENDATIONS QTY 1 (DIGITAL)
0000014899	4/20/2022	SHANE SCHMEICHEL	B.S-REIMBURSEMENT SHANE	1200	\$ 75.00	CPR TRAINING FOR SHANE SCHMEICHEL
0000014900	4/20/2022	AMAZON CAPITAL SERVICES, INC.	SS-ILAB ORDER	4900	\$ 215.49	PROSLAT 88102 HEAVY DUTY PVC SLATWALL GARAGE ORGANIZER, 8-FEET BY 4- FEET SECTION, WHITE
0000014901	4/20/2022	CHARTER UP LLC	B.S-5TH GRADE SSES TO CMS 5/13	0100	\$ 669.50	DATE: 5/13/2022 PICKUP TIME: 8:30 AM PICKUP LOCATION: SILVER STRAND ELEMENTARY 1350 LEYTE RD, CORONADO, CA 92118 DESTINATION: CORONADO MIDDLE SCHOOL 550 F AVE, CORONADO, CA 92118 PICK UP TIME: 10:45 AM TOTAL PASSENGERS:18 (DIFFERENCE)
0000014902	4/20/2022	LAURA FRANK	CNS-PREPAID MEAL REFUND	1300	\$ 36.15	PREPAID MEAL REFUND FOR ID #904976
0000014903	4/20/2022	MORIAH MEYSKENS	CNS-PREPAID MEAL REFUND	1300	\$ 63.50	PREPAID MEAL REFUND FOR ID #47004031
0000014904	4/20/2022	HEIDI BERGENER	VES-REIMBURSEMENT HEIDI	0100	\$ 307.56	REIMBURSEMENT DUE HEIDI BERGENER

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0000014905	4/20/2022	AMAZON CAPITAL SERVICES, INC.	CHS-FOREIGN LANG OPEN PO 21/22	0100	\$ 800.00	OPEN PURCHASE ORDER FOR MATERIALS AND SUPPLIES FOR CHS FOREIGN LANGUAGE CLASSES
0000014906	4/20/2022	CRISIS PREVENTION INSTITUTE	S.S-RENEWAL MEMBERSHIP FOR 2	0100	\$ 350.00	MEMBERSHIP RENEWAL FOR MICHAEL CONNOR AND KATIE QUINLY
0000014907	4/20/2022	AMAZON CAPITAL SERVICES, INC.	CHS-ART MATERIALS & SUPPLIES	5700	\$ 660.00	OPEN PURCHASE ORDER FOR CHS ART COURSES MATERIALS AND SUPPLIES
0000014908	4/20/2022	JUNIOR ACHIEVEMENT	VES-BIZTOWN FIELD TRIP 6/2-6/3	0100	\$ 3,753.00	BIZTOWN STUDENT FEES
0000014909	4/20/2022	ABA & VERBAL BEHAVIOR GROUP, INC	S.S- ABA &VERBAL BEHAVIOR 2122	0100	\$ 133,152.00	NPA PLACEMENT FOR SPED STUDENT ██████████ 09/09/2021-09/08/2022
0000014910	4/22/2022	SCHOOL SPECIALTY, LLC	VES-ILAB ORDER	4900	\$ 3,562.54	CLASSROOM SELECT ART/LAB STOOL, HARD PLASTIC, 18 TO 26 INCH SEAT HEIGHT INDIGO ITEM #: 1388749
0000014911	4/22/2022	JONES SCHOOL SUPPLY CO INC	CMS-CUSTOM RIBBONS	0100	\$ 534.79	REGULAR-FLAT CUSTOM RIBBONS ITEM #2090CUSTOM PROOF #1866900
0000014912	4/22/2022	INSTRUCTURE, INC	C&L-REMOTE CONSULTATION	0100	\$ 2,000.00	INSTRUCTIONAL DESIGN - READY MADE TEMPLATE
0000014912	4/22/2022	INSTRUCTURE, INC	C&L-REMOTE CONSULTATION	0100	\$ 2,000.00	STRATEGIC CONSULTING REMOTE CONSULTATION (HOURLY)
0000014913	4/22/2022	THE STOPPER GROUP	CHS-GRADUATION AUDIO SET UP	0100	\$ 2,880.00	OPEN PO - PROPOSAL #41666 - SETUP, OPERATE AND BREAKDOWN SOUND SYSTEM FOR 2022 GRADUATIONS FOR REHEARSAL AND GRADUATION
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 68.96	14563 PRODUCT NUMBERTNL-2 EXAMINER RECORD BOOKLET (25)
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 70.04	14569CASL®-2 COMPREHENSIVE FORMS (10)
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 65.73	14570CASL®-2 PRESCHOOL FORMS (10)
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 172.40	34040FCP-R: FUNCTIONAL COMMUNICATION PROFILE-REVISED
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 81.89	34041 PRODUCT NUMBERFCP-R PROFILE FORMS (15)
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 52.80	34141TOPS-3: E TEST FORMS (20)
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 210.11	34260LAT-NU: LINGUISYSTEMS ARTICULATION TEST-NORMATIVE UPDATE
0000014914	4/22/2022	PRO-ED INC	S.S-EXAMINER RECORD BOOKS	0100	\$ 49.57	34371 PRODUCT NUMBERSLDT-E: NU EXAMINER RECORD BOOKLETS (25)
0000014915	4/22/2022	PEARSON EDUCATION INC	S.S-RECORD FORMS	0100	\$ 204.73	158012836GFTA-3 RECORD FORMS QTY 25 (PRINT)
0000014915	4/22/2022	PEARSON EDUCATION INC	S.S-RECORD FORMS	0100	\$ 199.34	158036328CELF-5 RECORD FORMS AGES 5-8 QTY 25 (PRINT)
0000014915	4/22/2022	PEARSON EDUCATION INC	S.S-RECORD FORMS	0100	\$ 199.34	158036336CELF-5 RECORD FORMS AGES 9-21 QTY 25 (PRINT)
0000014915	4/22/2022	PEARSON EDUCATION INC	S.S-RECORD FORMS	0100	\$ 375.51	158658906PLS-5 KIT WITHOUT MANIPULATIVES
0000014915	4/22/2022	PEARSON EDUCATION INC	S.S-RECORD FORMS	0100	\$ 160.01	158658965PLS-5 RECORD FORMS (15)
0000014916	4/22/2022	FAGEN FRIEDMAN & FULFROST LLP	B.S-ATTORNEY FEES JAN 2022	0100	\$ 10,318.79	ATTORNEY FEES FOR JANUARY 2022

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0000014916	4/22/2022	FAGEN FRIEDMAN & FULFROST LLP	B.S-ATTORNEY FEES JAN 2022	0100	\$ 7,304.86	ATTORNEY FEES FOR JANUARY 2022
0000014917	4/22/2022	ACES 2020, LLC	SPED-ACES 21/22	0100	\$ 4,370.00	FOR SP ED STUDENT
0000014918	4/22/2022	ASSISTIVE TECH 4 SPED	SPED-ASSISTIVE TECH 21/22	0100	\$ 2,800.00	ASSESMENT FOR AREA OF ASSISTIVE TECHNOLOGY FOR SP ED STUDENT
0000014919	4/22/2022	SAN DIEGO CENTER FOR VISION	SPED-SD CENTER FOR VISION 2122	0100	\$ 3,720.00	20 VISION THERAPY FOR SPED STUDENT
0000014920	4/22/2022	SAN DIEGO CENTER FOR VISION	SPED-SD CENTER FOR VISION 2122	0100	\$ 3,870.00	15 VISION THERAPY FOR SPED STUDENT
0000014921	4/22/2022	SAN DIEGO CENTER FOR VISION	SPED-SD CENTER FOR VISION 2122	0100	\$ 4,120.00	24 VISION THERAPY FOR SP ED STUDENT
0000014922	4/22/2022	MY PT	SPED-MY PT 21/22	0100	\$ 3,125.00	PHYSICAL THERAPY FOR SPED STUDENT
0000014923	4/22/2022	MY PT	SPED-MY PT 21/22	0100	\$ 3,125.00	PHYSICAL THERAPY FOR SPED STUDENT
0000014924	4/22/2022	SIGN DIEGO	SUPER-DP ACRYLIC SIGN	0100	\$ 2,807.88	SIGN DIEGO CREATION AND INSTALLATION OF PANELS THAT INCLUDE LOGO, LONG-RANGE PLAN, AND BOARD GOALS IN THE BOARDROOM.
0000014925	4/22/2022	MY PT	SPED-MY PT 21/22	0100	\$ 4,578.00	PHYSICAL THERAPY FOR SPED STUDENT
0000014926	4/22/2022	MY PT	SPED-MY PT 21/22	0100	\$ 5,400.00	PHYSICAL THERAPY FOR SPED STUDENT
0000014927	4/22/2022	CHARTER UP LLC	VES-BIZTOWN 5TH GRADE 6/2/22	0100	\$ 2,141.37	CHARTER BUS FOR TRIP TO BIZTOWN 6/2/22
0000014928	4/22/2022	ACSA	S.S-ACSA REGISTRATION FOR 8	0100	\$ 3,592.00	REGISTRATION FEE TO ATTEND LEAD WITH PRIDE CONFERENCE ON MAY 4-6, 2022 IN OCEANSIDE, CA. STAFF ATTENDING: NIAMH FOLEY, MICHELLE KASNEY, REBECCA RABE, AFSANEH SAFAIA, ELISE AGRELLA, SOPHIA FROST, JENNIFER SLUSHER AND SHANE SCHMEICHEL
0000014929	4/22/2022	WILD WONDERS	VES-ANIMAL PRESENTATION	0100	\$ 495.00	ANIMAL PRESENTATION 5/5/22
0000014930	4/22/2022	TOSHIBA BUSINESS SOLUTIONS	B.S-CMS FAX MACHINE REPLACEMEN	4900	\$ 422.00	MODEL DETAILS (1) GD1370GD
0000014931	4/22/2022	COMMUNITY SCHOOL SAN DIEGO	SPED-COMMUNITY SCHOOL SD	0100	\$ 1,099.15	LATE FEE
0000014932	4/22/2022	AMAZON CAPITAL SERVICES, INC.	CHS-PSYCHOLOGY BOOK CLUB 21/22	0100	\$ 900.00	OPEN PURCHASE ORDERS FOR CHS PSYCHOLOGY BOOK CLUB MATERIALS AND SUPPLIES
0000014933	4/22/2022	CARE SOLACE	S.S-PRO RATED SUBSCRIPTION	0100	\$ 5,075.00	PRO RATED SUBSCRIPTION FOR CARE SOLACE SERVICE BEGINNING 12/01/2021 AND ENDING 06/30/2022.
0000014934	4/22/2022	SCHOLASTIC BOOK FAIRS	B.S-VES BOOK FAIR PAYMENT	0100	\$ 3,895.75	BOOK PURCHASE FROM BOOK FAIR
0000014935	4/22/2022	SOFTWAREONE	IT-SOFTWAREONE 2022-2023	0100	\$ 12,012.60	MICROSOFT OFFICE A3 LICENSE FTE-350 TWELVE MONTH SUBSCRIPTION 6/01/2022-5/31/2023, BOARD APPROVED 05/19/2022
0000014936	4/25/2022	MISSION FEDERAL CREDIT UNION	C&L-MARCH 2022 P-CARD MEGAN	0100	\$ 871.86	CURRICULUM CREDIT CARD PURCHASES - MARCH 2022
0000014937	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD KATHY	0100	\$ 100.00	FEBRUARY 2022 STATEMENT BUSINESS SERVICES- KATHY MULVEY
0000014937	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD KATHY	0100	\$ 95.57	FEBRUARY 2022 STATEMENT BUSINESS SERVICES- KATHY MULVEY
0000014937	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD KATHY	0100	\$ 94.79	FEBRUARY 2022 STATEMENT BUSINESS SERVICES- KATHY MULVEY

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0000014938	4/25/2022	MISSION FEDERAL CREDIT UNION	C&L-FEB 2022 P-CARD MEGAN	0100	\$ 120.53	CURRICULUM CREDIT CARD PURCHASES - FEBRUARY 2022 LEARNING DEPARTMENT EXPENSES
0000014938	4/25/2022	MISSION FEDERAL CREDIT UNION	C&L-FEB 2022 P-CARD MEGAN	0100	\$ 212.07	LEARNING DEPARTMENT EXPENSES
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	0100	\$ 183.72	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	0100	\$ 350.00	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	0100	\$ 349.07	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	0100	\$ 3,129.49	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	0100	\$ 3,160.12	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	0100	\$ 115.00	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	1900	\$ 18.12	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014939	4/25/2022	MISSION FEDERAL CREDIT UNION	B.S-FEB 2022 P-CARD ABRAHAM	4900	\$ 4,970.00	FEBRUARY 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014940	4/25/2022	NCS PEARSON INC	S.S-KTEA-3 FORMS	0100	\$ -	32411 KTEA-3 FORM B RECORD FORMS QTY 25 (PRINT)
0000014940	4/25/2022	NCS PEARSON INC	S.S-KTEA-3 FORMS	0100	\$ -	32427 KTEA-3 FORM B RESPONSE BOOKLETS QTY 25 (PRINT)
0000014940	4/25/2022	NCS PEARSON INC	S.S-KTEA-3 FORMS	0100	\$ 76.75	32433 KTEA-3 FORM B LEVEL 3 WRITTEN EXPRESSION BOOKLET QTY 10 (PRINT)
0000014940	4/25/2022	NCS PEARSON INC	S.S-KTEA-3 FORMS	0100	\$ 239.86	32481 KTEA-3 FORM B FORMS BUNDLE QTY 25 (PRINT)
0000014941	4/25/2022	CUSTOMINK, LLC	B.S-VES T-SHIRT ORDER 2	0100	\$ 244.42	T-SHIRT ORDER FOR STUDENT COMMITTEE
0000014942	4/25/2022	JAMF SOFTWARE, LLC	IT-JAMF CON/LICENSES	4900	\$ 1,000.00	JAMF CONNECT IMPLEMENTATION FOR JAMF CONNECT SOFTWARE. TAX INCLUDED.
0000014942	4/25/2022	JAMF SOFTWARE, LLC	IT-JAMF CON/LICENSES	4900	\$ 2,760.00	JAMF CONNECT WITH JAMF PRO LICENSES FOR CHS/CMS iMACS. ELECTRONIC DELIVERY. TAX INCLUDED.
0000014943	4/25/2022	SWANK MOTION PICTURES, INC	CMS-MOVIE SHOWING LICENSE	0100	\$ 395.00	SWANK EXHIBITION REQUEST FOR CMS 8TH GRADE MOVIE NIGHT ON JUNE 10
0000014944	4/26/2022	MISSION FEDERAL CREDIT UNION	B.S-MARCH 2022 P-CARD ABRAHAM	0100	\$ 5,468.12	MARCH 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014944	4/26/2022	MISSION FEDERAL CREDIT UNION	B.S-MARCH 2022 P-CARD ABRAHAM	0100	\$ 71.38	MARCH 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014944	4/26/2022	MISSION FEDERAL CREDIT UNION	B.S-MARCH 2022 P-CARD ABRAHAM	0100	\$ 289.70	MARCH 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS

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0000014944	4/26/2022	MISSION FEDERAL CREDIT UNION	B.S-MARCH 2022 P-CARD ABRAHAM	0100	\$ 354.95	MARCH 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014944	4/26/2022	MISSION FEDERAL CREDIT UNION	B.S-MARCH 2022 P-CARD ABRAHAM	0100	\$ 2,155.27	MARCH 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014944	4/26/2022	MISSION FEDERAL CREDIT UNION	B.S-MARCH 2022 P-CARD ABRAHAM	0100	\$ 150.00	MARCH 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014944	4/26/2022	MISSION FEDERAL CREDIT UNION	B.S-MARCH 2022 P-CARD ABRAHAM	0100	\$ 1,886.00	MARCH 2022 STATEMENT BUSINESS SERVICES-ABRAHAM CONTRERAS
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ 33.69	AMAZON (Computer mouse)
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ 119.76	AMAZON (GUMMY WORM FOR EARTH DAY PROMOTION)
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ 86.31	AMAZON (UTILITY WORK GLOVES AND BACK BRACE)
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ (15.17)	AMZN MKTP US AMAZN.COM/REFUND FROM JAN
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ (63.62)	AMZN MKTP US REFUND FROM JAN
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ 62.02	TARGET (GLUTEN FREE FOOD)
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ 22.06	VONS
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ 57.86	VONS (GLUTEN FREE FOOD)
0000014945	4/26/2022	MISSION FEDERAL CREDIT UNION	CNS-FEB 2022 P-CARD CHARITY	1300	\$ 8.99	VONS (RANCH DRESSING)
0000014946	4/26/2022	EXCELL SECURITY, INC.	CHS-SECURITY FOR GRADUATION	0100	\$ 3,200.00	OPEN PURCHASE ORDER FOR CHS GRADUATION 22 SECURITY GUARDS
0000014947	4/26/2022	LASER LINK, INC	IT-CMS/CHS TRUENAS SERVERS INS	4900	\$ 27,437.45	4U TRUENAS ENTERPRISE M30 APPLE SERVER SYSTEM AND SOFTWARE FOR CHS. TAX, SHIPPING AND INSTALLATION INCLUDED. BOARD APPROVED 04/21/2022.
0000014947	4/26/2022	LASER LINK, INC	IT-CMS/CHS TRUENAS SERVERS INS	4900	\$ 7,140.83	TRUENAS MINI SATA SERVER SYSTEM WITH SOFTWARE FOR CMS. TAX, SHIPPING AND INSTALLATION INLCUDED. BOARD APPROVED 04/21/2022
0000014948	4/26/2022	PITNEY BOWES GLOBAL	CHS-POSTAGE SUPPLIES	0100	\$ 256.42	DM300C/400C RED INK #765-9
0000014948	4/26/2022	PITNEY BOWES GLOBAL	CHS-POSTAGE SUPPLIES	0100	\$ 64.10	TAPE STRIPS #625-0
0000014949	4/26/2022	APPLE COMPUTER INC	IT-IMAC REPLACEMENTS	4900	\$ 283,160.23	24-INCH iMAC WITH RETINA 4.5K, APPLE M1 CHIP, APPLE CARE AND PRO-APPS EDUCATION BUNDLE FOR CHS/CMS REPLACEMENT. TAX AND SHIPPING INCLUDED. BOARD APPROVED 04/21/2022.
0000014950	4/26/2022	DELL MARKETING L P	B.S-IT PRECISION7560 COMPUTERS	0100	\$ 133,500.00	PRECESION 7560-COMPUTERS INCLUDING DISCOUNT OF 112,569.80 AND TAXES OF 15577.13 SEE QUOTE ATTACHED
0000014950	4/26/2022	DELL MARKETING L P	B.S-IT PRECISION7560 COMPUTERS	4900	\$ 83,072.33	PRECESION 7560-COMPUTERS INCLUDING DISCOUNT OF 112,569.80 AND TAXES OF 15577.13 SEE QUOTE ATTACHED
0000014951	4/26/2022	ILLUMINATE EDUCATION, INC	C&L-EDCLIMBER SOFTWARE LICENSE	0100	\$ -	ACHIEVEMENT DASHBOARD SOFTWARE LICENSE
0000014951	4/26/2022	ILLUMINATE EDUCATION, INC	C&L-EDCLIMBER SOFTWARE LICENSE	0100	\$ 12,960.17	DNA SOFTWARE LICENSE BUNDLE - PER STUDENT LICENSES - ILLUMINATE DATA AND ASSESSMENT

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000014951	4/26/2022	ILLUMINATE EDUCATION, INC	C&L-EDCLIMBER SOFTWARE LICENSE	0100	\$ 12,930.10	EDUCLIMBER, SOFTWARE LICENSE
0000014951	4/26/2022	ILLUMINATE EDUCATION, INC	C&L-EDCLIMBER SOFTWARE LICENSE	0100	\$ 495.00	VIRTUAL CONSULTATIONS DNA
0000014951	4/26/2022	ILLUMINATE EDUCATION, INC	C&L-EDCLIMBER SOFTWARE LICENSE	0100	\$ 495.00	VIRTUAL CONSULTATIONS, EDUCLIMBER
0000014952	4/26/2022	OFFICE DEPOT	C&L- 3-TUB UTILITY CART	0100	\$ 1,202.45	LUXOR E-SERIES 3-TUB PLASTIC UTILITY CART, WITH OUTRIGGER ACCESSORY BINS, 36-1/4"H X 24"W X 18"D, BLACK ITEM # 9790209
0000014953	4/26/2022	EL TAPATIO RESTAURANT	SUPER- CATERING FOR MEETING	0100	\$ 398.41	EL TAPATIO CATERING SUPERINTENDENTS' ROUNDTABLE MEETING INVOICE: 20082 DATE: 4/22/2022 AMOUNT: \$398.41
0000014954	4/26/2022	KAMI MCELLIGOTT	SUPER-REIMBURSEMENT KAMI	0100	\$ 154.01	REIMBURSEMENT FOR KAMI MCELLIGOTT3/21/22 SMART N FINAL \$15.974/12/22 ALBERTSONS \$21.494/13/22 PANERA \$14.794/15/22 CLASS A AWARDS \$101.76TOTAL: \$154.01
0000014955	4/26/2022	SAVVAS LEARNING COMPANY LLC	C&L-8 YEAR COURSEWARE LICENSE	0100	\$ 38,592.00	9781418352561 - EXPERIENCE PHYSICS 2022 DIGITAL COURSEWARE 8-YEAR LICENSE GRADE 9/12 (07/01/22-06/30/31)
0000014956	4/26/2022	EXPLORE LEARNING, LLC	C&L-EXTEACH+ LICENSE	0100	\$ 8,253.00	7-LICENSES - EXTEACH+/GISMOS TEACHER PLUS STUDENT LICENSE - 2 YEARS (07/01/22-06/30/24)
0000014957	4/26/2022	TODAY'S CLASSROOM LLC	SSES-MAKER WORK TABLE	4900	\$ 3,483.53	LIAT MK-007 MAKER WORK TABLE WITH TWO SETS OF DOORS 30 W X 60 L SKU: MK-007 SOLID WOOD FINISH: NATURAL MAPLE IN MAPLE
0000014958	4/26/2022	COMMONLIT, INC.	C&L-SCHOOL ESSENTIAL PRO 3YRS	0100	\$ 8,250.00	COMMON LIT SCHOOL ESSENTIAL PRO FOR SY 22-25 (07/01/22-06/30/25)
0000014959	4/26/2022	AMERICAN PSYCHOLOGICAL ASSOCIAT	CHS-AP PSYCHOLOGY COURSES	0100	\$ 146.54	DSM-5-TR DIGITAL
0000014960	4/26/2022	GEORGE GONZALEZ	COSA-GEORGE GONZALEZ 2/16-4/30	0100	\$ 1,000.00	CONTRACT FOR GEORGE GONZALEZ FOR MAMMA MIA
0000014961	4/27/2022	MEGHAN CRONAN	SPED-MEGHAN CRONAN 21/22	0100	\$ 2,500.00	PROVISION OF ACADEMIC SERVICES PER FEE AGREEMENT FOR [REDACTED] 09/30/21-12/17/2021
0000014962	4/28/2022	JENNIFER DENISE WAKE	CHS-MARIACHI PERFORMANCE	0100	\$ 800.00	CHS FOREIGN LANGUAGE AND PE MARIACHI PERFORMARNCE
0000014963	4/28/2022	JOHNNY B'S INC.	CHS-FIELD TRIP TRANSP 5/23	0100	\$ 1,045.00	DATE: MAY 23,2022 •TYPE OF BUS NEEDED: SCHOOL BUS •# OF STUDENTS: 57 •# ADULTS (TEACHERS + AIDES): 3 •TOTAL PASSENGERS: 60

PO No.	PO Date	Supplier	PO Ref	Fund	Total by Account	Item Description
0000014964	4/28/2022	SEESAW	C&L-SCHOOL LICENSE 6/22-5/23	0100	\$ 2,100.00	SEESAW FOR SCHOOLS - LICENSES (06/01/22-05/31/23)
0000014964	4/28/2022	SEESAW	C&L-SCHOOL LICENSE 6/22-5/23	0100	\$ 2,100.00	SEESAW FOR SCHOOLS - LICENSES (06/01/22-05/31/23)
0000014965	4/28/2022	TOON BOOM ANIMATION, INC.	COSA-DIGI. ART ANNUAL TERM LIC	0100	\$ -	HARMONY PREMIUM ANNUAL SCHOOL HOME USE LISCENSE STUDENT
0000014965	4/28/2022	TOON BOOM ANIMATION, INC.	COSA-DIGI. ART ANNUAL TERM LIC	0100	\$ 2,375.00	HARMONY PREMIUM ANNUAL TERM LISCENSE SILVER SUPPORT
0000014965	4/28/2022	TOON BOOM ANIMATION, INC.	COSA-DIGI. ART ANNUAL TERM LIC	0100	\$ 1,875.00	TOON BOOM CERTIFIED ASSOCIATE (TCA) 1 EXAM HARMONY

**Total**      **\$ 1,041,591.88**

- 0100 General Fund
- 1100 Adult Education Fund
- 1200 Child Development Fund
- 1300 Cafeteria Fund
- 1400 Deferred Maintenance Fund
- 1700 Special Reserve Other than Cap Outlay
- 1900 BBMAC
- 2518 Capital Facilities - Developer Fees
- 4000 Special Reserve - Capital Projects
- 4900 Special Reserve - Capital Outlay
- 5700 Foundation Permanent Fund
- 6200 Charter School Enterprise Fund
- 6300 Other Enterprise Fund (Crown Preschool)



Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
003036	SAN DIEGO COUNTY SCHOOL/VEBA	4/18/2022	OPEN PO FOR RETIREE PREMIUM PA	0100	\$ 29,842.00
14881172	TIME & ALARM SYSTEMS	4/4/2022	FIRE ALARM MONITORING: RESPON	0100	\$ 650.00
14881173	24 HOUR ELEVATOR INC	4/4/2022	THE UPS UNIT IN THE THEATER EL	4900	\$ 828.00
14881174	SITEONE LANDSCAPE SUPPLY	4/4/2022	LANDSCAPE SUPPLIES	0100	\$ 311.04
14881175	MAINTEX INC	4/4/2022	JANITORIAL SUPPLIES	0100	\$ 575.42
14881176	CANAM ERGONOMICS, INC.	4/4/2022	1-SLIDE IN PLACE CUSTOM SIZE T	4900	\$ 2,155.00
14881176	CANAM ERGONOMICS, INC.	4/4/2022	11 SINGLE PEDESTAL DESK 30" X	4900	\$ 10,001.31
14881176	CANAM ERGONOMICS, INC.	4/4/2022	5 STORAGE CABINETS ON HD CASTE	4900	\$ 7,228.95
14881177	SCYLLA PLUMBING & DRAINS	4/4/2022	OPEN PO FOR PLUMBING SERVICES	0100	\$ 450.00
14881178	PATRIOT PORTABLE RESTROOMS, INC.	4/4/2022	OPEN PO FOR PORTABLE RESTROOM	0100	\$ 650.43
14881179	SAN DIEGO MECHANICAL ENERGY	4/4/2022	500 BUILDING LOW PRESSURE SWIT	4900	\$ 5,742.00
14881179	SAN DIEGO MECHANICAL ENERGY	4/4/2022	OPEN PO FOR HVAC SERVICES DUR	0100	\$ -
14881179	SAN DIEGO MECHANICAL ENERGY	4/4/2022	OPEN PO FOR HVAC SERVICES DUR	4900	\$ 2,108.98
14881180	HEADED2, LLC	4/4/2022	HEADED2 LICENSE FOR H2 CUSD CA	0100	\$ 1,530.00
14881181	THE GLASS COMPANY INC DBA	4/4/2022	REPAIR/REPLACE GLASS	0100	\$ 720.76
14881182	COUNTYWIDE MECHANICAL	4/4/2022	GENERAL MAINTENANCE AND REPAIR	0100	\$ 1,177.50
14881183	OFFICE DEPOT	4/4/2022	OFFICE SUPPLIES	0100	\$ 211.20
14881184	HUNTINGTON HARDWARE CO INC	4/4/2022	HARDWARE SUPPLIES	0100	\$ 85.64
14881185	ROBINSON CO CONTRACTORS INC	4/4/2022	ELECTRICAL & LIGHTING REPAIRS	0100	\$ 3,833.24
14881186	UNITED RENTALS	4/4/2022	EQUIPMENT RENTALS	0100	\$ 877.47
14881187	VORTEX INDUSTRIES INC	4/4/2022	ONE (1) NEW AUTO-SET FIRE DOOR	4900	\$ 10,648.48
14881188	WAXIE	4/4/2022	CUSTODIAL SUPPLIES	0100	\$ 1,809.74
14882500	TIME & ALARM SYSTEMS	4/7/2022	OPEN PO FOR SERVICES FOR CABLI	0100	\$ 470.00
14882501	BSN SPORTS LLC	4/7/2022	20" BEACHBALL (X6) SKU#2451XXX	0100	\$ 17.78
14882501	BSN SPORTS LLC	4/7/2022	MACGREGOR XTRA SOCCER BALL SIZ	0100	\$ 64.64
14882501	BSN SPORTS LLC	4/7/2022	SSTB SOF-T™ TETHERBALL SKU# 15	0100	\$ 96.30
14882501	BSN SPORTS LLC	4/7/2022	VOIT 6.25" FOAM BALLS (ONE SET	0100	\$ 47.95
14882501	BSN SPORTS LLC	4/7/2022	VOIT ENDURO KICKBALL (ONE SET	0100	\$ 42.01
14882501	BSN SPORTS LLC	4/7/2022	VOIT ENDURO VOLLEY TRAINER SKU	0100	\$ 64.65
14882501	BSN SPORTS LLC	4/7/2022	VOIT TUFF COATED FOAM SOCCER B	0100	\$ 91.85
14882501	BSN SPORTS LLC	4/7/2022	VOIT TUFF COATED FOOTBALL JUNI	0100	\$ 78.81
14882502	MARK MARGOLIES	4/7/2022	ELEMENTARY BAND INSTRUCTOR	0100	\$ 500.00
14882503	CSM CONSULTING INC	4/7/2022	ERATE COMPLIANCE SERVICES NOT	0100	\$ 750.00

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14882504	OFFICE SOLUTIONS	4/7/2022	CMS OPEN PO FOR OFFICE SOLUTIO	0100	\$ 75.71
14882505	GALASSO'S BAKERY	4/7/2022	OPEN PO FOR FRESH BREAD FOR SY	1300	\$ 929.82
14882506	WEX BANK	4/7/2022	FUEL FOR DISTRICT AUTOMOBILES	0100	\$ 1,302.60
14882506	WEX BANK	4/7/2022	OPEN PO FOR FUEL FOR SY 2021-2	1300	\$ 144.05
14882507	ALL AMERICAN PLASTIC & PACKAGING	4/7/2022	OPEN PO FOR PAPER SUPPLIES FOR	1300	\$ 577.66
14882508	AMAZON CAPITAL SERVICES, INC.	4/7/2022	AMAZON OPEN PURCHASE ORDER SPE	0100	\$ 195.55
14882508	AMAZON CAPITAL SERVICES, INC.	4/7/2022	OPEN PO FOR SIDTRICT OFFICE SU	0100	\$ 48.53
14882508	AMAZON CAPITAL SERVICES, INC.	4/7/2022	SUPPLIES FOR 2020/21 SCHOOL YE	0100	\$ 75.41
14882509	ASSETGENIE, INC.	4/7/2022	HP 14 G5 14INCH LCD FOR CHROME	4900	\$ 449.75
14882509	ASSETGENIE, INC.	4/7/2022	HP 14 G5 PALMREST WITH KEYBOAR	4900	\$ 239.80
14882509	ASSETGENIE, INC.	4/7/2022	HP 14 G5 TOUCHPAD WITH CABLE.	4900	\$ 77.85
14882510	ALC SCHOOLS, LLC.	4/7/2022	OPEN PO FOR 2021/22 FOR SPECIA	0100	\$ 31,027.50
14882511	TPRS BOOKS	4/7/2022	LEVEL 1 - SPANISH BOOK SAMPLER	0100	\$ 119.16
14882511	TPRS BOOKS	4/7/2022	LEVEL 2 - SPANISH BOOK LIBRARY	0100	\$ 102.92
14882511	TPRS BOOKS	4/7/2022	LEVEL 3 - SPANISH BOOK LIBRARY	0100	\$ 102.92
14882512	SOUTHLAND TECHNOLOGY INC.	4/7/2022	OPEN PO FOR ONSITE SUPPORT & M	0100	\$ 220.00
14882513	BYU CONTINUING EDUCATION	4/7/2022	CHS/CMS INDEPENDENT STUDY	0100	\$ 1,321.00
14882514	SAN DIEGO MECHANICAL ENERGY	4/7/2022	OPEN PO FOR HVAC SERVICES DUR	0100	\$ -
14882514	SAN DIEGO MECHANICAL ENERGY	4/7/2022	OPEN PO FOR HVAC SERVICES DUR	4900	\$ 5,596.00
14882514	SAN DIEGO MECHANICAL ENERGY	4/7/2022	THERMOSTAT INSTALLATIONS PM TH	4900	\$ 83,904.00
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	F2DSTCB1 - FOUNDATIONS COMPOSIT	0100	\$ 83.34
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	F2DSTNB1 - FOUNDATIONS STUDENT	0100	\$ 83.34
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	F2FSDTP1 - FOUNDATIONS STUDENT	0100	\$ 474.56
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	F2FUNLLFG - LARGE LETTER FORMA	0100	\$ 23.15
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	F2FUNSS - SENTENCE STRIPS	0100	\$ 17.36
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	W4EOSASP16 - WRS END-OF-STEP A	0100	\$ 138.91
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	W4MAGABC - WRS MAGNETIC JOURNA	0100	\$ 335.70
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	W4RFWADEAB - WADE WXAMINER'S R	0100	\$ 41.67
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	WIST EERB - WIST ELEMENTARY ES	0100	\$ 59.03
14882515	WILSON LANGUAGE TRAINING CORPORATION	4/7/2022	WRW16A - WRS STUDENT WORKBOOKS	0100	\$ 57.89
14882516	ARTS EDUCATION CONNECTION SAN DIEGO	4/7/2022	SUPPORT VAPA AND CLASSROOM TEA	0100	\$ 450.00
14882517	GUISELLE M CARREON	4/7/2022	ON-SITE AND REMOTE CONSULTING	0100	\$ 531.25
14882518	SYSCO SAN DIEGO INC	4/7/2022	OPEN PO FOR DRY, REFRIGERATED,	1300	\$ 5,159.53

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14882519	SOUTH COAST PLUMBING	4/7/2022	OPEN PO FOR PLUMBING 21/22 SY	0100	\$ 200.00
14882520	READYREFRESH BY NESTLE	4/7/2022	BOTTLED WATER DELIVERY	0100	\$ 61.05
14882521	BRIAN BENT MEMORIAL AQUATIC CENTER	4/7/2022	NO PO	0100	\$ 329,662.36
14882522	CALIFORNIA-AMERICAN WATER CO	4/7/2022	OPEN PO FOR 2021/22 WATER USAG	0100	\$ 7,109.10
14882523	CORONADO HARDWARE	4/7/2022	SUPPLIES FOR 20/21 SY	0100	\$ 50.99
14882524	DEMCO INC	4/7/2022	A WORLD OF WORDS BOOKMARKS 6"	0100	\$ 12.17
14882524	DEMCO INC	4/7/2022	BOOK REPAIR WINGS CLEAR #W1647	0100	\$ 39.95
14882524	DEMCO INC	4/7/2022	DEMCO CIRCEXTENDER 3X LAMINATE	0100	\$ 89.62
14882524	DEMCO INC	4/7/2022	DEMCO ECONOMY BOOK TAPE @W1373	0100	\$ 39.68
14882524	DEMCO INC	4/7/2022	KITTENS READING BOOKMARK SET 2	0100	\$ 12.17
14882524	DEMCO INC	4/7/2022	LARGE ALL PURPOSE EASEL #W1378	0100	\$ 39.32
14882524	DEMCO INC	4/7/2022	LARGE FOLDING WIRE EASEL #W137	0100	\$ 13.70
14882524	DEMCO INC	4/7/2022	NON-GLARE LABEL PROTECTORS #W1	0100	\$ 26.30
14882524	DEMCO INC	4/7/2022	REDDI CORNER CLEAR POLYPROPYLE	0100	\$ 61.38
14882524	DEMCO INC	4/7/2022	REDDI-COVERS BOOK COVERS 5-MIL	0100	\$ 63.98
14882524	DEMCO INC	4/7/2022	SMALL ALL PURPOSE EASEL #W137	0100	\$ 14.00
14882524	DEMCO INC	4/7/2022	SMALL ALL PURPOSE EASEL #W1378	0100	\$ 14.00
14882524	DEMCO INC	4/7/2022	SUBJECT CLASSIFICATION LABEL G	0100	\$ 5.13
14882524	DEMCO INC	4/7/2022	SUBJECT CLASSIFICATION LABELS	0100	\$ 13.39
14882525	DIAMOND JACK ENTERPRISES	4/7/2022	OPEN PO FOR FRESH PRODUCE FOR	1300	\$ 4,303.11
14882526	OFFICE DEPOT	4/7/2022	OPEN PO FOR OFFICE SUPPLIES FO	1300	\$ 789.77
14882527	FOLLETT SCHOOL SOLUTIONS INC	4/7/2022	FRANKENSTIEN ISBN#978047628211	0100	\$ 1,068.88
14882527	FOLLETT SCHOOL SOLUTIONS INC	4/7/2022	TALE OF TWO CITIES ISBN#048640	0100	\$ 1,068.88
14882528	GOLD STAR FOODS INC	4/7/2022	OPEN PO FOR GROCERIES (DRY, RE	1300	\$ 20,856.88
14882529	HARRIS SCHOOL SOLUTIONS	4/7/2022	OPEN PO FOR SUPPORT FEES (TRAN	1300	\$ 180.00
14882530	JOSTENS	4/7/2022	CERTIFICATE OF ATTENDANCE	0100	\$ 8.80
14882530	JOSTENS	4/7/2022	COVERS ENVELOPE AND CERTIGUARD	0100	\$ 0.46
14882530	JOSTENS	4/7/2022	DIPLOMAS	0100	\$ 940.55
14882531	JENNIFER LANDRY	4/7/2022	REIMBURSE JENNIFER LANDRY HOTE	0100	\$ 646.42
14882532	JULIAN MINING COMPANY	4/7/2022	GOLD RUSH FIELD TRIP ADMISSION	0100	\$ 1,652.00
14882533	NATIONAL BUSINESS FURNITURE	4/7/2022	SQUARE MOBILE NESTING TABLE SE	4900	\$ 3,864.99
14882534	P&R PAPER SUPPLY COMPANY	4/7/2022	OPEN PO FOR PAPER SUPPLIES FOR	1300	\$ 798.92
14882535	PITNEY BOWES GLOBAL	4/7/2022	DM 1001 RED INK CTG 1 BOX	0100	\$ 183.15

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14882536	PROJECT LEAD THE WAY INC	4/7/2022	ACETONE, LAB GRADE, 500 ML	0100	\$ 7.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	AGAROSE POWDER, 25G, INGREDIEN	0100	\$ 48.75
14882536	PROJECT LEAD THE WAY INC	4/7/2022	ANATOMY IN CLAY EZ-SQUEEZE HAN	0100	\$ 764.72
14882536	PROJECT LEAD THE WAY INC	4/7/2022	ANATOMY IN CLAY LEARNING SYSTE	0100	\$ 4,128.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	AQUASONIC GEL, 250 ML	0100	\$ 16.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	CAROLINA VISUAL PERCEPTION KIT	0100	\$ 152.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	CATALASE, LABORATORY, POWDER,	0100	\$ 35.75
14882536	PROJECT LEAD THE WAY INC	4/7/2022	CONSTRUCTION PAPER, 12" X 18",	0100	\$ 19.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	COW EYES, PRESERVED, 10 PACK	0100	\$ 18.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	CRAFT POM-POMS - PACK OF 80	0100	\$ 12.99
14882536	PROJECT LEAD THE WAY INC	4/7/2022	CRAFT STICKS, 1000 PACK	0100	\$ 10.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	EASEL PAD, 25 IN X 30 IN, STIC	0100	\$ 100.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	FETAL DOPPLER WITH 8MHZ PROBE	0100	\$ 315.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	FLORIST WIRE, 22 GAUGE, 100 FE	0100	\$ 21.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	HUMAN EYE MODEL	0100	\$ 398.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	HYDROCHLORIC ACID, 0.1 M, 1 LI	0100	\$ 6.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	HYDROGEN PEROXIDE, 3%, 3.8 L	0100	\$ 14.25
14882536	PROJECT LEAD THE WAY INC	4/7/2022	HYDROGEN PEROXIDE, 6%, 3.8 L	0100	\$ 16.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	INTERLOCKING CUBES, 500 PACK	0100	\$ 18.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	MAGIC ERASER, 6 COUNT	0100	\$ 11.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	MASKING TAPE, 1 IN X 60 YD, 9	0100	\$ 19.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	METER STICK, WOOD, CASE OF 6	0100	\$ 22.25
14882536	PROJECT LEAD THE WAY INC	4/7/2022	MICROCENTRIFUGE TUBE RACK, 20	0100	\$ 26.75
14882536	PROJECT LEAD THE WAY INC	4/7/2022	MODELING CLAY, 4 COLORS, 1 LB,	0100	\$ 20.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	NATURAL SKELETAL STRUCTURES -	0100	\$ 447.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PACK OF 200 STERILE ALCOHOL PA	0100	\$ 8.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PACK OF 50 ASSORTED BALLOONS	0100	\$ 4.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PH PAPER IN DISPENSER, 1/2" X	0100	\$ 20.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PIG KIDNEY, PRESERVED, 10-PACK	0100	\$ 46.75
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PIPE CLEANERS, 12 INCH, 100 PA	0100	\$ 7.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PLASTIC WRAP ROLL	0100	\$ 5.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PLTW CUSTOM SIMULATED ABO & RH	0100	\$ 130.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PLTW CUSTOM SIMULATING URINALY	0100	\$ 125.00

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PLTW DNA DETECTIVES KIT BY EDV	0100	\$ 180.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PLTW HIGH SCHOOL BASIC LAB JOU	0100	\$ 105.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	PONY BEADS, 1000 PACK, ASSORTE	0100	\$ 14.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	POWDER-FREE DISPOSABLE NITRILE	0100	\$ 105.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	RETURN ADDRESS LABELS, 1/2 INC	0100	\$ 14.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	RULER, 15 CM, 6 IN, CLEAR	0100	\$ 20.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	RULER, CLEAR PLASTIC, 12 INCH	0100	\$ 20.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	SELF-HEALING CUTTING MAT - 11.	0100	\$ 64.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	SHEEP BRAINS, CAROLINA FORMALI	0100	\$ 127.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	SHERLOCK BONES: AFRICAN FEMALE	0100	\$ 407.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	SHERLOCK BONES: SKELETAL REMAI	0100	\$ 408.25
14882536	PROJECT LEAD THE WAY INC	4/7/2022	SODIUM HYDROXIDE, 500 ML	0100	\$ 9.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	STUDENT DRY ERASE WHITEBOARDS,	0100	\$ 53.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	STYROFOAM BALL, 1 INCH, 16 PAC	0100	\$ 16.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	STYROFOAM BALL, 2 INCH, 12 PAC	0100	\$ 25.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	STYROFOAM BALL, 3 INCH, 6 PACK	0100	\$ 27.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	STYROFOAM BLOCK, 3 INCH CUBED,	0100	\$ 50.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	SURVIVING THE EXTREMES, PAPERB	0100	\$ 18.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	SWIM CAP, LATEX-FREE SILICONE,	0100	\$ 45.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	TAPE FLAGS, 1/2 INCH, 4 COLORS	0100	\$ 30.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	TOOTHPICKS, ROUND, 250 COUNT,	0100	\$ 17.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	TRANSPARENT TAPE, 1 ROLL	0100	\$ 27.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	URINE REAGENT STRIPS, 100 PACK	0100	\$ 51.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	VERNIER DISPOSABLE BACTERIAL F	0100	\$ 125.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	VERNIER DISPOSABLE MOUTH PIECE	0100	\$ 17.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	VERNIER EKG ELECTRODES	0100	\$ 87.50
14882536	PROJECT LEAD THE WAY INC	4/7/2022	VERNIER GO DIRECT WIRELESS SPI	0100	\$ 1,045.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	VERNIER NOSECLIP, 30 PACK	0100	\$ 28.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	VERNIER PH BUFFER CAPSULES (3	0100	\$ 33.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	VERNIER REFLEX HAMMER ACCESSOR	0100	\$ 320.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	WARD'S ATP MUSCLE KIT (HBS 4.2	0100	\$ 112.00
14882536	PROJECT LEAD THE WAY INC	4/7/2022	WARD'S COMPLETE BLOOD PRESSURE	0100	\$ 175.00
14882537	SAN DIEGO GAS & ELECTRIC	4/7/2022	OPEN PO DURING 2021/22 SCHOOL	0100	\$ 4,743.53

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14882538	SCHOOLMART	4/7/2022	#TI-84PLCE-PY - TI84 PLUS CE P	0100	\$ 1,507.89
14882539	SHARON JIMENEZ	4/7/2022	OPEN PO FOR MILEAGE DURING THE	0100	\$ 146.97
14882540	TIME WARNER CABLE	4/7/2022	OPEN PO FOR RENTAL OF 3 CABLE	0100	\$ 22.04
14883669	MARK MARGOLIES	4/11/2022	OPEN PO FOR COSA CONSULTANT MA	0100	\$ 150.00
14883670	OFFICE SOLUTIONS	4/11/2022	OFFICE SOLUTIONS OPEN PO FOR C	0100	\$ 95.59
14883671	NOESIS GROUP INC.	4/11/2022	OPEN PO FOR TECHNICAL SUPPORT	4900	\$ 875.00
14883672	ROBERTA LENERT	4/11/2022	PAY ROBERTA LENERT, CMS ROBOTI	0100	\$ 5,000.00
14883673	TONY PAINTING	4/11/2022	BASEBALL FIELD FACILITIES-PAIN	4900	\$ 3,900.00
14883673	TONY PAINTING	4/11/2022	SOW: PREP, PRIME AND PAINT TWO	4900	\$ 3,750.00
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	AMAZON OPEN PO FOR CMS LIBRARY	0100	\$ 52.79
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	AMAZON OPEN PO FOR SUPPLIES FO	0100	\$ 148.42
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	CMS OPEN PO AMAZON ADMIN	0100	\$ 276.22
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	OPEN PO AMAZON FOR CSF CLASSRO	0100	\$ 385.51
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	OPEN PO FOR AMAZON ORDERS FOR	0100	\$ 156.68
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	OPEN PO FOR MATERIAL AND SUPPL	0100	\$ 131.92
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	OPEN PO FOR OFFICE SUPPLIES	0100	\$ 67.30
14883674	AMAZON CAPITAL SERVICES, INC.	4/11/2022	OPEN PURCHASE ORDER FOR CHS SU	0100	\$ 515.42
14883675	ELISABETH JOSSET	4/11/2022	REIMBURSE LIZ FOR POSTAL CHARG	0100	\$ 6.80
14883675	ELISABETH JOSSET	4/11/2022	REIMBURSE LIZ JOSSET FOR CMS S	0100	\$ 87.77
14883676	TARA HASLAM	4/11/2022	REIMBURSEMENT FOR ROBOTICS SUP	0100	\$ 447.08
14883676	TARA HASLAM	4/11/2022	REIMBURSEMENT TO TARA HASLAM F	0100	\$ 278.13
14883677	HOUGHTON MIFFLIN HARCOURT PUBLISHING	4/11/2022	3014556 - 9780545501224 - SYST	0100	\$ 353.63
14883677	HOUGHTON MIFFLIN HARCOURT PUBLISHING	4/11/2022	3015269 - 9780545501002 - SYST	0100	\$ 466.38
14883677	HOUGHTON MIFFLIN HARCOURT PUBLISHING	4/11/2022	3026997 - 9780545591690 - SYST	0100	\$ 5,018.14
14883678	HEATHER BARNETT	4/11/2022	PAYMENT REIMBURSEMENT FOR TRIP	0100	\$ 1,565.55
14883679	ALLISON WHITNEY EDWARDS	4/11/2022	OPEN PO FOR COSA CONSULTANT AL	0100	\$ 135.00
14883680	MYRA ANNE DUBOIS HINRICHS	4/11/2022	OPEN PO FOR COSA CONSULTANT MY	0100	\$ 300.00
14883681	CHELSEA ZEFFIRO	4/11/2022	OPEN PO FOR CHELSEA ZEFFIRO, C	0100	\$ 760.00
14883681	CHELSEA ZEFFIRO	4/11/2022	OPEN PO FOR COSA CONSULTANT CH	0100	\$ 320.00
14883682	CAREYANN SUTHERLAND	4/11/2022	REIMBURSEMENT FIR FIID FIR TRA	0100	\$ 10.97
14883683	SOURCE GRAPHICS	4/11/2022	AIR MANAGER - S5 ONLY	0100	\$ 795.00
14883683	SOURCE GRAPHICS	4/11/2022	EDUCATIONAL DISCOUNT	0100	\$ (317.75)
14883683	SOURCE GRAPHICS	4/11/2022	TAX	0100	\$ 577.30

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14883683	SOURCE GRAPHICS	4/11/2022	ULTIMAKER PRINT CORE - CC 0.40	0100	\$ 299.00
14883683	SOURCE GRAPHICS	4/11/2022	ULTIMAKER S5 1 \$6,355.00 \$6,35	0100	\$ 6,355.00
14883684	EL TAPATIO RESTAURANT	4/11/2022	EL TAPATIO CATERING 3/4/2022 A	0100	\$ 383.59
14883685	READYREFRESH BY NESTLE	4/11/2022	OPEN PO FOR 2021/22 SCHOOL YEA	0100	\$ 115.78
14883685	READYREFRESH BY NESTLE	4/11/2022	READYFRESH WATER OPEN PO FOR C	0100	\$ 65.61
14883686	BENCHMARK EDUCATION COMPANY	4/11/2022	XY7830D - HELLO! GR 3-5 STUDEN	0100	\$ 1,177.49
14883686	BENCHMARK EDUCATION COMPANY	4/11/2022	XY7838D - HELLO! GR. 3-5 TEACH	0100	\$ 391.48
14883686	BENCHMARK EDUCATION COMPANY	4/11/2022	Y50966 - HELLO! ADVANCE ALL 8	0100	\$ 965.55
14883687	DEMCO INC	4/11/2022	DURAFOLD II BOOK JACKET COVERS	0100	\$ 68.25
14883687	DEMCO INC	4/11/2022	ITEM# W13800320 SUBJECT CLASSI	0100	\$ 13.14
14883687	DEMCO INC	4/11/2022	LARGE FOLDING WIRE EASEL 9-1/4	0100	\$ 68.47
14883687	DEMCO INC	4/11/2022	MODERN SUBJECT CLASS LABEL SCI	0100	\$ 13.14
14883687	DEMCO INC	4/11/2022	REDDI-COVERS BOOK COVERS 5-MIL	0100	\$ 142.90
14883687	DEMCO INC	4/11/2022	SUBJECT CLASSIFICATION LABELS	0100	\$ 26.29
14883687	DEMCO INC	4/11/2022	TATTLE TAPE B2 DOUBLE SIDED SE	0100	\$ 328.88
14883688	DUNN-EDWARDS CORPORATION	4/11/2022	P12 MASKIGN TAPE PAPER 12"XX6	4900	\$ 1,237.17
14883689	EDCO DISPOSAL CORP	4/11/2022	OPEN PO FOR 2021/22 SCHOOL YEA	0100	\$ 6,424.94
14883690	HOLLANDIA DAIRY	4/11/2022	OPEN PO FOR DAIRY PRODUCTS/JUI	1300	\$ 7,327.26
14883691	JENNIFER LANDRY	4/11/2022	REIMBURSEMENT FOR CONFERENCE E	0100	\$ 1,292.53
14883692	JENNIFER VERNALLIS	4/11/2022	REIMBURSEMENT FOR BENCHMARK AD	0100	\$ 154.90
14883693	JUNIOR LIBRARY GUILD	4/11/2022	PER ORDER # QUO-258289-J1S2S3	0100	\$ 392.29
14883693	JUNIOR LIBRARY GUILD	4/11/2022	PER ORDER # QUO-258289-J1S2S3-	0100	\$ 110.34
14883694	KATIE LEONTIEFF	4/11/2022	OPEN PURCHASE ORDER FOR ADULT	0100	\$ 20.60
14883695	LAURA HILL	4/11/2022	REIMBURSEMENT TO LAURA HILL FO	0100	\$ 640.98
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	ACE HARDWARE	1300	\$ 25.83
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	AMAZON	1300	\$ 217.11
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	CURRICULUM CREDIT CARD PURCHAS	0100	\$ 644.83
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	HOME DEPOT	1300	\$ 52.79
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	IL FORNIAO	1300	\$ 1,078.39
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	JANUARY 2022 STATEMENT BUSINES	0100	\$ 5,043.43
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	JANUARY 2022 STATEMENT BUSINES	4900	\$ 1,980.82
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	LEARNING DEPARTMENT EXPENSE	0100	\$ 1,032.16
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	SMART AND FINAL	1300	\$ 337.35

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	SPED DEPARTMENT EXPENSE	0100	\$ 264.00
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	SUNNY DONUTS	1300	\$ 38.45
14883696	MISSION FEDERAL CREDIT UNION	4/11/2022	VONS	1300	\$ 43.23
14883697	NORTH STATE ENVIRONMENTAL	4/11/2022	ENVIORMENTAL WASTE FOR PUPIL S	0100	\$ 1,099.78
14883698	SAN DIEGO GAS & ELECTRIC	4/11/2022	OPEN PO DURING 2021/22 SCHOOL	0100	\$ 14,703.22
14883699	SHARON JIMENEZ	4/11/2022	PARENT REFUND REQUEST FOR ID #	1300	\$ 23.00
14883700	SOUTHWEST SCHOOL & OFFICE	4/11/2022	OPEN PO FOR PAPER DELIVER	0100	\$ 795.20
14883701	TWO WAY DIRECT INC	4/11/2022	VHF-136-174MHZ 5 WATT RADIO #I	0100	\$ 831.62
14884853	24 HOUR ELEVATOR INC	4/14/2022	ELEVATOR MAINTENANCE SERVICE A	0100	\$ 2,756.34
14884854	MARK MARGOLIES	4/14/2022	OPEN PO FOR INDEPENDENT CONSUL	0100	\$ 500.00
14884855	OFFICE SOLUTIONS	4/14/2022	CMS OPEN PO FOR OFFICE SOLUTIO	0100	\$ 195.77
14884856	SITEONE LANDSCAPE SUPPLY	4/14/2022	LANDSCAPE SUPPLIES	0100	\$ 1,158.67
14884857	AMPLIFIED IT, LLC	4/14/2022	GOOGLE MANAGEMENT AUDIT FOR CU	0100	\$ 3,200.00
14884858	LINDSAY GOLDMAN	4/14/2022	REIMBURSEMENT TO LINDSAY GOLDM	0100	\$ 650.00
14884859	MEGAN BATTLE	4/14/2022	REIMBURSEMENT FOR LD SUPPLIES	0100	\$ 47.28
14884860	ABA & VERBAL BEHAVIOR GROUP, INC.	4/14/2022	BEHAVIOR INTERVENTION AND SUPE	0100	\$ 26,310.00
14884860	ABA & VERBAL BEHAVIOR GROUP, INC.	4/14/2022	NPA PLACEMENT FOR SP ED STUDEN	0100	\$ 13,905.00
14884861	HEIDI BERGENER	4/14/2022	REIMBURSEMENT DUE HEIDI BERGEN	0100	\$ 461.22
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	AMAZON OPEN PO FOR DODEA WL+ P	0100	\$ 232.79
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	DURATECH 4 WAY SILLCOCK KEY SE	0100	\$ 19.37
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	HATCHBOX PLA 3D PRINTER FILAME	0100	\$ 51.70
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	MAPS INTERNATIONAL GIANT WORLD	0100	\$ 53.64
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	NEIKO 01407A ELECTRONIC DIGITA	0100	\$ 29.08
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	OPEN PO FOR LEARNING DEPARTMEN	0100	\$ 107.02
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	OPEN PURCHASE ORDER FOR CHS RO	0100	\$ 286.68
14884862	AMAZON CAPITAL SERVICES, INC.	4/14/2022	PANASONIC REPLACEMENT LAMP- HS	0100	\$ 517.19
14884863	LINGUALINX, INC.	4/14/2022	INTERPRETING SERVICES FOR CORO	0100	\$ 224.10
14884864	LAURIE NARMORE	4/14/2022	REIMBURSE LAURIE FOUNTAIN FOR	0100	\$ 204.15
14884865	COUNTY OF SAN DIEGO, DEH	4/14/2022	OPEN PO FOR ANNUAL HEALTH PERM	1300	\$ 404.00
14884866	INLAND EMPIRE FIRE & SAFETY ENTERPRISES,	4/14/2022	CORONADO HIGH SCHOOL -REMOVE	4900	\$ 12,351.00
14884867	T-MOBILE	4/14/2022	CELLULAR SERVICE FOR CUSD FOR	0100	\$ 287.00
14884868	PODS ENTERPRISES, LLC	4/14/2022	OPEN PO FOR POD STORAGE	0100	\$ 4,056.25
14884869	CORODATA	4/14/2022	OPEN PO FOR 2021/22 RECORD DES	0100	\$ 144.95

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14884870	KCE CHAMPIONS LLC	4/14/2022	SCHOLARSHIPS FOR STUDENTS	0100	\$ 1,515.00
14884871	PATRIOT PORTABLE RESTROOMS, INC.	4/14/2022	OPEN PO FOR PORTABLE RESTROOM	0100	\$ 865.59
14884872	SAN DIEGO MECHANICAL ENERGY	4/14/2022	EF 1 REPLACEMENT ONE (1) TWIN	4900	\$ 2,468.00
14884872	SAN DIEGO MECHANICAL ENERGY	4/14/2022	OPEN PO FOR HVAC SERVICES DUR	0100	\$ -
14884872	SAN DIEGO MECHANICAL ENERGY	4/14/2022	OPEN PO FOR HVAC SERVICES DUR	4900	\$ 732.17
14884873	CENTRALREACH, LLC	4/14/2022	CR ELEMENTS: LEVEL I + SAFETY	0100	\$ 100.00
14884873	CENTRALREACH, LLC	4/14/2022	THREAD CLINICAL DATA COLLECTIO	0100	\$ 300.00
14884874	FULL SOURCE, LLC	4/14/2022	STAFF VESTS	0100	\$ 106.67
14884875	SUN DIEGO CHARTER	4/14/2022	DATE: 04/6/2022 TYPE OF BUS NE	0100	\$ 795.00
14884876	MAEANN ROSS	4/14/2022	REIMBURSEMENT FOR MAEANN ROSS	0100	\$ 517.19
14884877	ACES 2020, LLC	4/14/2022	BEHAVIOR INTERVENTION AND SUPE	0100	\$ 3,055.79
14884878	ADAM SAYRE	4/14/2022	OPEN PO FOR MILEAGE FOR ADAM S	0100	\$ 117.59
14884879	READYREFRESH BY NESTLE	4/14/2022	READY REFRESH WATER FOR SCHOOL	6300	\$ 91.14
14884880	AT&T	4/14/2022	OPEN PO FOR 2021/22 SCHOOL YEA	0100	\$ 146.83
14884881	BANYAN TREE FOUNDATION ACADEMY	4/14/2022	NPS PLACEMENT FOR SP ED STUDEN	0100	\$ 10,094.37
14884882	CALIFORNIA-AMERICAN WATER CO	4/14/2022	OPEN PO FOR 2021/22 WATER USAG	0100	\$ 10,057.53
14884883	CORONADO LOCK AND KEY	4/14/2022	LOCK REPLACEMENT	0100	\$ 32.86
14884884	COX COMMUNICATION OF SAN DIEGO	4/14/2022	OPEN PO FOR WIDE AREA NETWORK	0100	\$ 1,130.17
14884885	EDCO DISPOSAL CORP	4/14/2022	OPEN PO FOR TRASH	1900	\$ 102.99
14884886	JOSTENS	4/14/2022	COVERS ENVELOPE AND CERTIGUARD	0100	\$ 13.74
14884887	JULIE SALVATIERRA	4/14/2022	REIMBURSEMENT FOR MATERIALS PU	0100	\$ 35.89
14884888	KNORR SYSTEMS INC	4/14/2022	BRIQUETTES	1900	\$ 3,749.70
14884889	NATHAN ALDWORTH	4/14/2022	REIMBURSMENT TO NATE ALDWORTH	0100	\$ 227.62
14884890	P&R PAPER SUPPLY COMPANY	4/14/2022	OPEN PO FOR PAPER SUPPLIES FOR	1300	\$ 362.10
14884891	SAN DIEGO GAS & ELECTRIC	4/14/2022	GAS & ELECTRI	1900	\$ 18,562.53
14884892	SHANE SCHMEICHEL	4/14/2022	REIMBURSEMENT FOR EXPENSES AT	0100	\$ 55.84
14884892	SHANE SCHMEICHEL	4/14/2022	REIMBURSEMENT FOR EXPENSES WHI	0100	\$ 156.25
14884893	SPECIALTY ELECTRIC SUPPLY CO	4/14/2022	ELECTRIC SUPPLIES	0100	\$ 387.91
14884894	TOSHIBA BUSINESS SOLUTIONS	4/14/2022	OPEN PO FOR 2021/22 MAINTENANC	0100	\$ 2,444.24
14884894	TOSHIBA BUSINESS SOLUTIONS	4/14/2022	OPEN PO FOR CMS TOSHIBA COPIER	0100	\$ 102.54
14884894	TOSHIBA BUSINESS SOLUTIONS	4/14/2022	OPEN PO FOR TOSHIBA COPIER SER	0100	\$ 392.22
14884894	TOSHIBA BUSINESS SOLUTIONS	4/14/2022	OPEN PURCHASE ORDER FOR CHS CO	0100	\$ 340.67
14884894	TOSHIBA BUSINESS SOLUTIONS	4/14/2022	TOSHIBA BUSINESS SOLUTIONS COP	6300	\$ 6.14

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14884894	TOSHIBA BUSINESS SOLUTIONS	4/14/2022	TOSHIBA COPY USAGE AT SILVER S	0100	\$ 295.68
14884895	UNITED RENTALS	4/14/2022	EQUIPMENT RENTALS	0100	\$ 1,699.01
14884896	VERIZON WIRELESS	4/14/2022	OPEN PO FOR CELLULAR SERVICE F	0100	\$ 1,382.24
14884897	WAXIE	4/14/2022	577076 VIPER AS5160T 20 IN SCR	4900	\$ 4,514.73
14884897	WAXIE	4/14/2022	CUSTODIAL SUPPLIES	0100	\$ 6,053.11
14884898	WESTAIR GASES AND EQUIPMENT	4/14/2022	CO2 TANK RENTAL	1900	\$ 146.00
14884898	WESTAIR GASES AND EQUIPMENT	4/14/2022	OPEN PO FOR CO2	1900	\$ 282.25
14884899	ZASUETA CONTRACTING, INC.	4/14/2022	REMOVE AND DISPOSE OF (1) FIRE	4900	\$ 850.00
14885702	TRACI ORTH	4/18/2022	OPEN PO FOR TRACI ORTH FOR MIL	0100	\$ 46.80
14885703	SUZY MITROVICH	4/18/2022	OPEN PO FOR MILEAGE DURING THE	0100	\$ 27.14
14885704	MAXIM STAFFING SOLUTIONS	4/18/2022	HEALTH TECHNICIAN SERVICES DAT	0100	\$ 950.00
14885705	DONALD S. GERSONDE	4/18/2022	OPEN PO FOR DONNY GERSONDE PER	0100	\$ 320.00
14885706	AMAZON CAPITAL SERVICES, INC.	4/18/2022	1984 ISBN#9781328869333	0100	\$ 411.87
14885706	AMAZON CAPITAL SERVICES, INC.	4/18/2022	CMS OPEN PO AMAZON ADMIN	0100	\$ 147.47
14885706	AMAZON CAPITAL SERVICES, INC.	4/18/2022	OPEN PO AMAZON FOR CSF CLASSRO	0100	\$ 111.95
14885706	AMAZON CAPITAL SERVICES, INC.	4/18/2022	OPEN PO FOR ADMIN FOR MATERIAL	0100	\$ 74.19
14885706	AMAZON CAPITAL SERVICES, INC.	4/18/2022	OPEN PO FOR ONLINE ORDERING FO	0100	\$ 40.08
14885706	AMAZON CAPITAL SERVICES, INC.	4/18/2022	SUPPLIES FOR 2020/21 SCHOOL YE	0100	\$ 300.54
14885706	AMAZON CAPITAL SERVICES, INC.	4/18/2022	THE BLIND ASSASIN ISBN#9780385	0100	\$ 426.42
14885707	SPINITAR	4/18/2022	2405 PERFECTA BOND PAPER - 24"	0100	\$ 258.57
14885708	SYSCO SAN DIEGO INC	4/18/2022	OPEN PO FOR DRY, REFRIGERATED,	1300	\$ 151.95
14885709	JOSTENS, INC.	4/18/2022	2022-2023 STANDARD ELEMENTARY	0100	\$ 243.70
14885710	READYREFRESH BY NESTLE	4/18/2022	READYFRESH WATER OPEN PO FOR C	0100	\$ 182.98
14885711	BANYAN TREE FOUNDATION ACADEMY	4/18/2022	NPS PLACEMENT FOR SP ED STUDEN	0100	\$ 27,835.99
14885712	GOVERNMENT FINANCIAL	4/18/2022	PROFESSIONAL FEES	4900	\$ 2,500.00
14885713	JULIE SALVATIERRA	4/18/2022	OPEN MILEAGE REIMBURSEMENT FOR	0100	\$ 24.57
14885714	SOUTHWEST SCHOOL & OFFICE	4/18/2022	CASES OF PAPER	0100	\$ 795.20
14885715	THE MASTER TEACHER	4/18/2022	MASTER TEACHER - RETIREMENT BO	0100	\$ 1,087.55
14886696	COMMUNITY SCHOOL SAN DIEGO	4/21/2022	NPS PLACEMENT FOR SP ED STUDEN	0100	\$ 12,651.53
14886697	ABA & VERBAL BEHAVIOR GROUP, INC.	4/21/2022	NPA PLACEMENT FOR SPED STUDENT	0100	\$ 55,215.00
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	AMAZON OPEN PURCHASE ORDER - S	0100	\$ 230.27
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	CMS OPEN PO AMAZON ADMIN	0100	\$ 57.74
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	HR AMAZON	0100	\$ 1,297.08

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	OPEN P.O. FOR ALL OFFICE SUPPL	1100	\$ 50.82
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	OPEN PO FOR AMAZON ORDERS FOR	0100	\$ 88.90
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	OPEN PO FOR LEARNING DEPARTMEN	0100	\$ 72.81
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	OPEN PO FOR OFFICE SUPPLIES	0100	\$ 235.94
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	OPEN PO FOR SIDTRICT OFFICE SU	0100	\$ 76.39
14886698	AMAZON CAPITAL SERVICES, INC.	4/21/2022	OPEN PURCHASE ORDER FOR CHS LI	0100	\$ 896.92
14886699	J.J. PEREZ LANDSCAPE INC.	4/21/2022	STRAND BASEBALL FIELD TRIM GRA	4900	\$ 17,000.00
14886700	KING FENCING	4/21/2022	SUPPLY LABOR AND MATERIALS TO	4900	\$ 164,945.00
14886701	THE HOME DEPOT PRO	4/21/2022	HUSKY 62 IN. ADJUSTABLE HEIGHT	4900	\$ 280.22
14886701	THE HOME DEPOT PRO	4/21/2022	INTERNET #:203619574 MODEL #:T	4900	\$ 2,304.71
14886702	CINTAS CORPORATION NO 2	4/21/2022	OPEN PO FOR MEDICAL RE-SUPPLY	0100	\$ 32.50
14886703	UNLIMITED LEARNING	4/21/2022	TUTORING SERVICES FOR STUDENT	0100	\$ 240.00
14886704	PATTY CLARK	4/21/2022	PREPAID MEAL REFUND FOR ID #47	1300	\$ 20.50
14886705	CHRISTINE JENSEN	4/21/2022	OFFICE ITEMS : ONE REMARKABLE	1100	\$ 535.51
14886706	READYREFRESH BY NESTLE	4/21/2022	OPEN PO FOR READY FRESH WATER	0100	\$ 92.75
14886706	READYREFRESH BY NESTLE	4/21/2022	OPEN PO FOR READYFRESH WATER D	0100	\$ 94.16
14886706	READYREFRESH BY NESTLE	4/21/2022	READYFRESH WATER OPEN PO FOR C	0100	\$ 86.05
14886707	AT&T	4/21/2022	OPEN PO FOR 2021/22 SCHOOL YEA	0100	\$ 13,100.74
14886708	BENCHMARK EDUCATION COMPANY	4/21/2022	Y41822 - GR 4 - STEPS TO ADVAN	0100	\$ 98.51
14886709	BANK OF AMERICA	4/21/2022	OPEN PO FOR DISTRICT CREDIT CA	0100	\$ 2,065.14
14886710	GRAINGER	4/21/2022	SUPPLIES	0100	\$ 1,158.18
14886711	KNORR SYSTEMS INC	4/21/2022	BRIQUETTES	1900	\$ 4,122.51
14886711	KNORR SYSTEMS INC	4/21/2022	OPEN PO FOR REPAIRS	1900	\$ 1,386.00
14886712	LINCOLN AQUATICS	4/21/2022	OPEN PO FOR POOL SUPPLIES	1900	\$ 60.47
14886713	P&R PAPER SUPPLY COMPANY	4/21/2022	OPEN PO FOR PAPER SUPPLIES FOR	1300	\$ 624.08
14886714	SAN DIEGO GAS & ELECTRIC	4/21/2022	OPEN PO DURING 2021/22 SCHOOL	0100	\$ 622.39
14886715	TOSHIBA BUSINESS SOLUTIONS	4/21/2022	OPEN PO FOR CMS TOSHIBA COPIER	0100	\$ 158.89
14886715	TOSHIBA BUSINESS SOLUTIONS	4/21/2022	OPEN PO FOR TOSHIBA COPIER SER	0100	\$ 99.61
14886715	TOSHIBA BUSINESS SOLUTIONS	4/21/2022	OPEN PURCHASE ORDER FOR CHS CO	0100	\$ 366.41
14886715	TOSHIBA BUSINESS SOLUTIONS	4/21/2022	TOSHIBA COPY USAGE AT SILVER S	0100	\$ 16.52
14887806	CRISIS PREVENTION INSTITUTE	4/25/2022	MEMBERSHIP RENEWAL FOR MICHAEL	0100	\$ 350.00
14887807	PERRY FORD NATIONAL CITY	4/25/2022	FOOD TRUCK - OIL CHANGE, NEW W	1300	\$ 622.86
14887808	SPECIALIZED EDUCATION OF CALIFORNIA, INC	4/25/2022	NPS PLACEMENT FOR SP. ED STUDE	0100	\$ 4,576.88

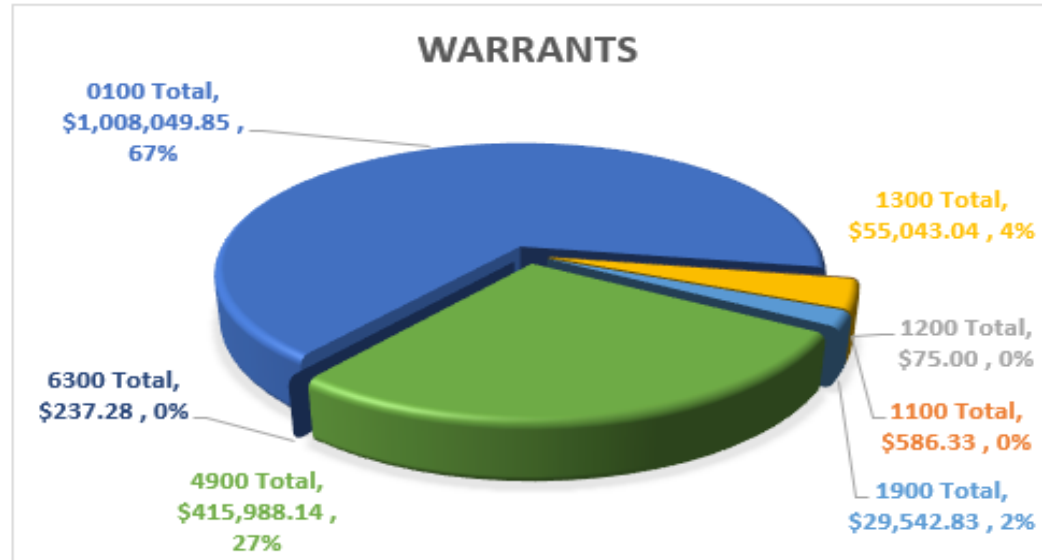
Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14887809	DONALD S. GERSONDE	4/25/2022	OPEN PO FOR COSA CONSULTANT DO	0100	\$ 1,580.00
14887810	LD PRODUCTS INC.	4/25/2022	CPCF230XGD TONER FOR TERRI'S	0100	\$ 105.68
14887811	HEIDI BERGENER	4/25/2022	REIMBURSEMENT DUE HEIDI BERGEN	0100	\$ 307.56
14887812	AMAZON CAPITAL SERVICES, INC.	4/25/2022	NEENAH PAPER EXACT INDEX, 110-	0100	\$ 67.55
14887812	AMAZON CAPITAL SERVICES, INC.	4/25/2022	OPEN PO AMAZON FOR CSF CLASSRO	0100	\$ 905.08
14887812	AMAZON CAPITAL SERVICES, INC.	4/25/2022	OPEN PURCHASE ORDER FOR CHS SU	0100	\$ 2,658.80
14887812	AMAZON CAPITAL SERVICES, INC.	4/25/2022	SCOTCH THERMAL LAMINATING POU	0100	\$ 168.01
14887813	INTEGRATED PEST CONTROL MANAGEMENT, INC.	4/25/2022	DISTRICT WIDE PEST CONTROL DUR	0100	\$ 7,100.00
14887814	ALC SCHOOLS, LLC.	4/25/2022	OPEN PO FOR 2021/22 FOR SPECIA	0100	\$ 993.62
14887815	BAYES ACHIEVEMENT CENTER, INC.	4/25/2022	NPS PLACEMENT FOR SP ED STUDEN	0100	\$ 65,063.00
14887816	TAMMY LAYTON	4/25/2022	PREPAID MEAL REFUND FOR ID #47	1300	\$ 91.00
14887817	AUDIO DESIGN RENTALS INC	4/25/2022	OPEN PURCHASE ORDER FOR WIRELE	0100	\$ 1,600.00
14887818	WESS TRANSPORTATION SERVICES, INC	4/25/2022	DATE: 04/6/2022 TYPE OF BUS NE	0100	\$ 455.52
14887819	VAPORFLAME INC.	4/25/2022	100' 5 PIN DMX CABLE	4900	\$ 96.16
14887819	VAPORFLAME INC.	4/25/2022	50' 5 PIN DMX CABLE	4900	\$ 63.38
14887819	VAPORFLAME INC.	4/25/2022	MEMO DMX MAIN, DMX SCENE RECOR	4900	\$ 818.44
14887819	VAPORFLAME INC.	4/25/2022	MEMO DMX REMOTE SCENE PLAYBACK	4900	\$ 1,090.53
14887819	VAPORFLAME INC.	4/25/2022	TAX	4900	\$ -
14887819	VAPORFLAME INC.	4/25/2022	WHOLE HOG 4; ROAD HOG LIGHTING	4900	\$ 14,095.95
14887820	ELLIE MARCUS	4/25/2022	DENTAL REFUND PAID FOR JAN-JUN	0100	\$ 444.96
14887821	MORIAH MEYSKENS	4/25/2022	PREPAID MEAL REFUND FOR ID #47	1300	\$ 63.50
14887822	JENNY GARCIA	4/25/2022	PREPAID MEAL REFUND FOR ID #47	1300	\$ 43.75
14887823	LAURA FRANK	4/25/2022	PREPAID MEAL REFUND FOR ID #90	1300	\$ 36.15
14887824	LAURA DOS SANTOS	4/25/2022	PREPAID MEAL REFUND FOR ID #47	1300	\$ 28.00
14887825	KEITH ALFIERI	4/25/2022	PREPAID MEAL REFUND FOR ID #47	1300	\$ 100.25
14887826	TIFFANY ANDERSON	4/25/2022	PREPAID MEAL REFUND FOR ID #47	1300	\$ 21.05
14887827	CHARTER UP LLC	4/25/2022	DATE: 5/13/2022 PICKUP TIME:	0100	\$ 669.50
14887828	CREAM & SUGAR INC.	4/25/2022	Positive School Climate	0100	\$ 8,000.00
14887829	CARE SOLACE	4/25/2022	PRO RATED SUBSCRIPTION FOR CAR	0100	\$ 5,075.00
14887830	KATIE QUINLY	4/25/2022	REIMBURSEMENT TO KATIE QUINLY	0100	\$ 42.97
14887831	MPS	4/25/2022	131923657X - 978131923651 - 12	0100	\$ 24,918.05
14887831	MPS	4/25/2022	1319282423 - 9781319282424 - 1	0100	\$ -
14887831	MPS	4/25/2022	1319282431 - 9781319282431 - 1	0100	\$ 3,110.61

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14887831	MPS	4/25/2022	1319282571 - 9781319282579 - 1	0100	\$ 3,536.27
14887831	MPS	4/25/2022	1319293832 - 9781319293833 - 1	0100	\$ -
14887831	MPS	4/25/2022	1319329373 - 9781319329372 - T	0100	\$ 4,665.91
14887832	SHANE SCHMEICHEL	4/25/2022	CPR TRAINING FOR SHANE SCHMEIC	1200	\$ 75.00
14887833	TAM HOANG	4/25/2022	REIMBURSEMENT FOR SUPPLIES AND	0100	\$ 63.72
14887834	THE WINSTON SCHOOL	4/25/2022	NPS PLACEMENT FOR SP ED STUDEN	0100	\$ 13,068.76
14889077	SUPERINTENDENT OF SCHOOLS SDCOE	4/28/2022	PAY FOR BUSINESS CARDS FOR BRO	0100	\$ 109.91
14889078	UC REGENTS	4/28/2022	VISION AND HEARING SERVICES PE	6300	\$ 140.00
14889079	COMMUNITY SCHOOL SAN DIEGO	4/28/2022	LATE FEE	0100	\$ 1,099.15
14889080	OFFICE SOLUTIONS	4/28/2022	OPEN PO FOR LEARNING DEPARTMEN	0100	\$ 21.30
14889081	KAMI MCELLIGOTT	4/28/2022	REIMBURSEMENT FOR KAMI MCELLIG	0100	\$ 154.01
14889082	ABA & VERBAL BEHAVIOR GROUP, INC.	4/28/2022	NPA PLACEMENT FOR SP ED STUDEN	0100	\$ 100.00
14889083	LESLIE'S SWIMMING POOL SUPPLIES	4/28/2022	OPEN FOR POOL SUPPLIES	1900	\$ 925.88
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	AMAZON OPEN PURCHASE ORDER - S	0100	\$ 23.68
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	AMAZON OPEN PURCHASE ORDER SPE	0100	\$ 1,080.10
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	CMS OPEN PO AMAZON TEACHERS	0100	\$ 135.75
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	HR AMAZON	0100	\$ 33.65
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	OPEN PO AMAZON FOR CSF CLASSRO	0100	\$ 69.11
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	OPEN PO FOR ADMIN FOR MATERIAL	0100	\$ 587.18
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	OPEN PO FOR ON-LINE ORDERS	0100	\$ 40.00
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	OPEN PO FOR ONLINE ORDERING FO	0100	\$ 139.03
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	OPEN PO FOR SIDTRICT OFFICE SU	0100	\$ 36.60
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	OPEN PURCHASE ORDER FOR CHS LI	0100	\$ 909.03
14889084	AMAZON CAPITAL SERVICES, INC.	4/28/2022	OPEN PURCHASE ORDER FOR CHS SU	0100	\$ 138.30
14889085	ILLUMINATE EDUCATION, INC	4/28/2022	ACHIEVEMENT DASHBOARD SOFTWARE	0100	\$ -
14889085	ILLUMINATE EDUCATION, INC	4/28/2022	DNA SOFTWARE LICENSE BUNDLE -	0100	\$ 12,960.17
14889085	ILLUMINATE EDUCATION, INC	4/28/2022	EDUCLIMBER, SOFTWARE LICENSE	0100	\$ 12,930.10
14889085	ILLUMINATE EDUCATION, INC	4/28/2022	VIRTUAL CONSULTATIONS DNA	0100	\$ 495.00
14889085	ILLUMINATE EDUCATION, INC	4/28/2022	VIRTUAL CONSULTATIONS, EDUCLIM	0100	\$ 495.00
14889086	METEOR EDUCATION, LLC	4/28/2022	10-C0160 - GC02-GENGA COLLECTI	4900	\$ 3,480.33
14889086	METEOR EDUCATION, LLC	4/28/2022	10-C0300-NONW - COLL, TAB/SEAT	4900	\$ 5,971.48
14889086	METEOR EDUCATION, LLC	4/28/2022	10-C0330 - COLL, INCUPOD NOOK,	4900	\$ 3,846.68
14889086	METEOR EDUCATION, LLC	4/28/2022	10-CA410 - CADDY, STEAMSPACE S	4900	\$ 1,492.88

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14889086	METEOR EDUCATION, LLC	4/28/2022	10-T0100-28/NONW - TABLE KIT,	4900	\$ 3,132.29
14889086	METEOR EDUCATION, LLC	4/28/2022	10-T0200-NONW - TABLE KIT, SLA	4900	\$ 1,611.94
14889086	METEOR EDUCATION, LLC	4/28/2022	10-T0280-71L/WR - TABLE KIT, P	4900	\$ 1,135.69
14889086	METEOR EDUCATION, LLC	4/28/2022	11-SG010-075/076 - SEEDPOD, HI	4900	\$ 2,088.20
14889086	METEOR EDUCATION, LLC	4/28/2022	11-SG068-075/073 - ROCKEROTT10	4900	\$ 1,465.40
14889086	METEOR EDUCATION, LLC	4/28/2022	12-EJ049-GRASSY - MEDIUM, GRAS	4900	\$ 1,355.50
14889086	METEOR EDUCATION, LLC	4/28/2022	13-DG010-FUMA/LABL - CUBBIE, S	4900	\$ 2,198.10
14889086	METEOR EDUCATION, LLC	4/28/2022	13-DG011-DR-C-NNUNS - CUBBIE,	4900	\$ 3,370.42
14889086	METEOR EDUCATION, LLC	4/28/2022	13-DG012-DR-W-FUMA/LABL - CUBB	4900	\$ 4,029.85
14889087	VIVIANA ALCAZAR-HAYNES	4/28/2022	OPEN PO FOR COSA CONSULTANT VI	0100	\$ 320.00
14889088	CLASS CREATOR	4/28/2022	YEARLY RENEWAL FOR CLASS CREAT	0100	\$ 1,190.00
14889089	GOTUWIRED, INC.	4/28/2022	VERKADA ULTRA HD 4K BULLET CAM	4900	\$ 4,883.42
14889090	SOUTHLAND TECHNOLOGY INC.	4/28/2022	INSTALL HDMI CABLING AND WALLP	4900	\$ 601.87
14889090	SOUTHLAND TECHNOLOGY INC.	4/28/2022	INSTALL NEW SPEAKER SYSTEM TO	4900	\$ 1,360.29
14889091	CUSTOMINK, LLC	4/28/2022	T-SHIRT ORDER FOR STUDENT COMM	0100	\$ 244.42
14889092	MEGHAN CRONAN	4/28/2022	PROVISION OF ACADEMIC SERVICES	0100	\$ 2,100.00
14889093	SCHOLASTIC BOOK FAIRS	4/28/2022	BOOK PURCHASE FROM BOOK FAIR	0100	\$ 3,895.75
14889094	INSTRUCTURE, INC	4/28/2022	INSTRUCTIONAL DESIGN - READY M	0100	\$ 2,000.00
14889094	INSTRUCTURE, INC	4/28/2022	STRATEGIC CONSULTING REMOTE CO	0100	\$ 2,000.00
14889095	EL TAPATIO RESTAURANT	4/28/2022	EL TAPATIO CATERING SUPERINTEN	0100	\$ 398.41
14889096	APPLE COMPUTER INC	4/28/2022	NEW HARD DRIVE FOR MAC COMPUTE	4900	\$ 295.41
14889097	E3 AUDIOMETRICS	4/28/2022	GSI CALIBRATION 17 20012156	0100	\$ 160.00
14889097	E3 AUDIOMETRICS	4/28/2022	GSI CALIBRATION 17 AR043593	0100	\$ 160.00
14889097	E3 AUDIOMETRICS	4/28/2022	MAICO CALIBRATION ERO-SCAN ME	0100	\$ -
14889097	E3 AUDIOMETRICS	4/28/2022	TRAVEL/SVC	0100	\$ 50.00
14889098	AWARDS BY NAVAJO	4/28/2022	4 NAMETAGS FOR PRINCIPAL AND A	0100	\$ 41.43
14889099	ACES 2020, LLC	4/28/2022	BI FOR SP ED STUDENT	0100	\$ 2,281.25
14889100	READYREFRESH BY NESTLE	4/28/2022	OPEN PO FOR READYFRESH WATER D	0100	\$ 52.80
14889100	READYREFRESH BY NESTLE	4/28/2022	READYFRESH WATER CONTRACT FOR	0100	\$ 188.31
14889101	CALIFORNIA-AMERICAN WATER CO	4/28/2022	OPEN PO FOR 2021/22 WATER USAG	0100	\$ 2,788.73
14889102	CITY OF CORONADO	4/28/2022	OPEN PO FOR 2021/22 SEWER	0100	\$ 9,068.32
14889103	CURRICULUM ASSOCIATES LLC	4/28/2022	33577.0 - BRIGANCE TRANSITION	0100	\$ 119.02
14889103	CURRICULUM ASSOCIATES LLC	4/28/2022	35576.0 - BRIGANCE TRANSITION	0100	\$ 317.86

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
14889104	CUSTOM BINDING PRODUCTS	4/28/2022	LAMINATING ROLLS 3 MIL CLEAR G	0100	\$ 485.91
14889105	OFFICE DEPOT	4/28/2022	OPEN PO FOR OFFICE SUPPLIES FO	0100	\$ 59.21
14889106	FAGEN FRIEDMAN & FULFROST LLP	4/28/2022	ATTORNEY FEES FOR JANUARY 2022	0100	\$ 17,623.65
14889107	JONES SCHOOL SUPPLY CO INC	4/28/2022	REGULAR-FLAT CUSTOM RIBBONS IT	0100	\$ 534.79
14889108	JUNIOR ACHIEVEMENT	4/28/2022	BIZTOWN STUDENT FEES	0100	\$ 3,753.00
14889109	KATIE LEONTIEFF	4/28/2022	OPEN PURCHASE ORDER FOR ADULT	0100	\$ 12.92
14889110	MACKENZIE LEIGHTON	4/28/2022	OPEN PO FOR COSA CONSULTANT MA	0100	\$ 280.00
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	AMAZON (Computer mouse)	1300	\$ 33.69
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	AMAZON (GUMMY WORM FOR EARTH D	1300	\$ 119.76
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	AMAZON (UTILITY WORK GLOVES AN	1300	\$ 86.31
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	AMZN MKTP US AMAZN.COM/REFUND	1300	\$ (15.17)
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	AMZN MKTP US REFUND FROM JAN	1300	\$ (63.62)
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	CURRICULUM CREDIT CARD PURCHA	0100	\$ 120.53
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	CURRICULUM CREDIT CARD PURCHAS	0100	\$ 871.86
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	FEBRUARY 2022 STATEMENT BUSINE	0100	\$ 7,577.76
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	FEBRUARY 2022 STATEMENT BUSINE	1900	\$ 18.12
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	FEBRUARY 2022 STATEMENT BUSINE	4900	\$ 4,970.00
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	LEARNING DEPARTMENT EXPENSES	0100	\$ 212.07
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	MARCH 2022 STATEMENT BUSINESS	0100	\$ 10,375.42
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	TARGET (GLUTEN FREE FOOD)	1300	\$ 62.02
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	VONS	1300	\$ 22.06
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	VONS (GLUTEN FREE FOOD)	1300	\$ 57.86
14889111	MISSION FEDERAL CREDIT UNION	4/28/2022	VONS (RANCH DRESSING)	1300	\$ 8.99
14889112	MY PT	4/28/2022	PHYSICAL THERAPY FOR SPED STUD	0100	\$ 4,686.25
14889113	PJ CLEVELAND LLC	4/28/2022	OPEN PO FOR FRESH PIZZ FOR SY	1300	\$ 9,278.80
14889114	PITNEY BOWES GLOBAL	4/28/2022	DM300C/400C RED INK #765-9	0100	\$ 256.42
14889114	PITNEY BOWES GLOBAL	4/28/2022	TAPE STRIPS #625-0	0100	\$ 64.10
14889115	SAN DIEGO GAS & ELECTRIC	4/28/2022	OPEN PO DURING 2021/22 SCHOOL	0100	\$ 25,435.57
14889116	SIGN DIEGO	4/28/2022	SIGN DIEGO CREATION AND INSTAL	0100	\$ 2,807.88
14889117	WESTAIR GASES AND EQUIPMENT	4/28/2022	OPEN PO FOR CO2	1900	\$ 186.38
14889118	WILD WONDERS	4/28/2022	ANIMAL PRESENTATION 5/5/22	0100	\$ 495.00
				<b>Total</b>	<b>\$ 1,509,522.47</b>

Warrant ID	Vendor Name	Date	Invoice Item Description	Fund	Amount
0100	General Fund				
1100	Adult Education Fund				
1200	Child Development Fund				
1300	Cafeteria Fund				
1400	Deferred Maintenance Fund				
1700	Special Reserve Other than Cap Outlay				
1900	BBMAC				
2518	Capital Facilities - Developer Fees				
4000	Special Reserve - Capital Projects				
4900	Special Reserve - Capital Outlay				
5700	Foundation Permanent Fund				
6200	Charter School Enterprise Fund				
6300	Other Enterprise Fund (Crown Preschool)				



**AGENDA - May 19, 2022**

**CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

**4.5 Authorize Disposal of Surplus Property & Equipment**

**Department/Category:** BUSINESS & FISCAL MANAGEMENT

**Background Information:**

According to Board Policy 3270, the Board must take action to declare materials and equipment obsolete so that the District may dispose of those materials. The District has identified the attached items that have reached the end of their useful life for the District and need to be disposed.

**Reports:**

A list of surplus items is attached.

**Financial Impact:**

Any funds recovered from disposal of these items will be returned to the General Fund.

**Superintendent's Recommendation:**

Staff recommend that the Board declare the attached listed materials as obsolete and that the District be authorized to dispose of them in accordance with District policies and Education Code requirements.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[Surplus\\_May\\_2022.pdf](#)



201 Sixth Street, Coronado, CA 92118  
619.522.8900 www.coronadousd.net

### Surplus Disposal Request Form

Transaction #: \_\_\_\_\_ - \_\_\_\_\_

**INSTRUCTIONS:**

- 1) Use this form for requesting surplus and disposal of all items.
- 2) List each item individually and evaluate the condition of each item.
- 3) Fill in CUSD Fixed Asset ID number, complete description (make, model, etc) and indicate if the item still works.
- 4) Form must be signed by Department / Site Administrator.
- 5) Forward the completed form to Purchasing.
- 6) Purchasing will forward to the Board for approval.
- 7) Purchasing will contact you with disposal details.

School Site / Location: <b>Village Elementary Library</b>	
Contact Name: <b>Amy Staszny</b>	Phone: <b>6195228915</b>

DESCRIPTION - the following items are excess to the Site / Department needs:

SURPLUS ITEM DETAIL				Purchasing Use Only	
ITEM	CUSD Asset #	Description (include manufacturer, model, serial number, etc.)	Works? Y / N	Est Value	Recovered Amount
1		584 ECDC Library Books (9 boxes)		\$	\$
2				\$	\$
3				\$	\$
4				\$	\$

Reason above item(s) are Surplus: **Dated, poor condition, duplicates**

Comments on condition or repairs needed:

Current location of Items: **Back room in Village Library**

Special instructions:

**APPROVALS**

Board Approval Date:	Site/Department Admin: <input checked="" type="checkbox"/>	Date:
X		<b>4/13/2002</b>
Donnie Salamanca	Deputy Superintendent	Purchasing (Received in with all approvals) Date:

**DISPOSITION**

Disposition Comments (Purchasing Use Only)	



201 Sixth Street, Coronado, CA 92118  
619.522.8900 www.coronadousd.net

### Surplus Disposal Request Form

Transaction #: \_\_\_\_\_ - \_\_\_\_\_

**INSTRUCTIONS:**

- 1) Use this form for requesting surplus and disposal of all items.
- 2) List each item individually and evaluate the condition of each item.
- 3) Fill in CUSD Fixed Asset ID number, complete description (make, model, etc) and indicate if the item stillworks.
- 4) Form must be signed by Department / Site Administrator.
- 5) Forward the completed form to Purchasing.
- 6) Purchasing will forward to the Board for approval.
- 7) Purchasing will contact you with disposal details.

School Site / Location: <b>District Office</b>	
Contact Name: <b>Jason Ramos</b>	Phone: <b>1023</b>

DESCRIPTION - the following items are excess to the Site / Department needs:

SURPLUS ITEM DETAIL				Purchasing Use Only	
ITEM	CUSD Asset #	Description (include manufacturer, model, serial number, etc.)	Works? Y / N	Est Value	Recovered Amount
1		Old board room broadcasting equipment	Y	\$	\$
2				\$	\$
3				\$	\$
4				\$	\$

Reason above item(s) are Surplus: **The system is outdated and has been replaced.**

Comments on condition or repairs needed:

Current location of Items: **District Office Broadcast Room**

Special instructions:

**APPROVALS**

Board Approval Date: <b>5/19/2022</b>	Site/Department Admin X <b>Jason Ramos</b> Date: <b>4/29/22</b>
X	X <i>[Signature]</i>
Donnie Salamanca Deputy Superintendent	Purchasing (Received in with all approvals) Date:

**DISPOSITION**

Disposition Comments (Purchasing Use Only)	



201 Sixth Street, Coronado, CA 92118  
619.522.8900 www.coronadousd.net

### Surplus Disposal Request Form

Transaction #: \_\_\_\_\_ - \_\_\_\_\_

**INSTRUCTIONS:**

- 1) Use this form for requesting surplus and disposal of all items.
- 2) List each item individually and evaluate the condition of each item.
- 3) Fill in CUSD Fixed Asset ID number, complete description (make, model, etc) and indicate if the item stillworks.
- 4) Form must be signed by Department / Site Administrator.
- 5) Forward the completed form to Purchasing.
- 6) Purchasing will forward to the Board for approval.
- 7) Purchasing will contact you with disposal details.

School Site / Location: <b>Maintenance, Operations, &amp; Transportation</b>
Contact Name: <b>Gary Hall</b> <span style="float: right;">Phone: _____</span>

DESCRIPTION - the following items are excess to the Site / Department needs:

SURPLUS ITEM DETAIL				Purchasing Use Only	
ITEM	CUSD Asset #	Description (include manufacturer, model, serial number, etc.)	Works? Y / N	Est Value	Recovered Amount
1		Texas Trailer VIN #CA932234		\$	\$
2				\$	\$
3				\$	\$
4				\$	\$

Reason above item(s) are Surplus: <b>End of life</b>
Comments on condition or repairs needed:
Current location of Items: <b>Maintenance storage yard</b>
Special instructions:

**APPROVALS**

Board Approval Date:	Site/Department Admin X	Date:
X	X	
Donnie Salamanca Deputy Superintendent	Purchasing (Received in with all approvals)	Date:

**DISPOSITION**

Disposition Comments (Purchasing Use Only)	



201 Sixth Street, Coronado, CA 92118  
619.522.8900 www.coronadousd.net

### Surplus Disposal Request Form

Transaction #: \_\_\_\_\_ - \_\_\_\_\_

**INSTRUCTIONS:**

- 1) Use this form for requesting surplus and disposal of all items.
- 2) List each item individually and evaluate the condition of each item.
- 3) Fill in CUSD Fixed Asset ID number, complete description (make, model, etc) and indicate if the item stillworks.
- 4) Form must be signed by Department / Site Administrator.
- 5) Forward the completed form to Purchasing.
- 6) Purchasing will forward to the Board for approval.
- 7) Purchasing will contact you with disposal details.

School Site / Location: <b>Village Elementary Library</b>	
Contact Name: <b>Amy Statzny</b>	Phone: <b>619-522-8915</b>

DESCRIPTION - the following items are excess to the Site / Department needs:

SURPLUS ITEM DETAIL				Purchasing Use Only	
ITEM	CUSD Asset #	Description (include manufacturer, model, serial number, etc.)	Works? Y / N	Est Value	Recovered Amount
1		See Attached Discard List		\$ 2,834.53	\$
2				\$	\$
3				\$	\$
4				\$	\$

Reason above item(s) are Surplus: **Outdated or in poor condition library books**

Comments on condition or repairs needed:

Current location of Items: **Village Elementary Library back room**

Special instructions:

**APPROVALS**

Board Approval Date:	Site/Department Admin: <input checked="" type="checkbox"/>	Date: <b>5/9/2022</b>
<b>X</b>	<b>X</b> <i>Donnie Salamanca</i>	
Donnie Salamanca	Deputy Superintendent	Purchasing (Received in with all approvals) Date:

**DISPOSITION**

Disposition Comments (Purchasing Use Only)	

<b>Title</b>	<b>Author</b>	<b>Published</b>	<b>Discard Reason</b>
50 State Capitols : plus District of Columbia and our National Parks	(none).	1985	Obsolete/Poor Condition
The adventures of George Washington	Davidson, Margaret.	1965	Obsolete/Poor Condition
All tutus should be pink	Brownrigg, Sheri.	1992	Obsolete/Poor Condition
Animal homes	Rowland-Entwistle, Theodore.	1987	Obsolete/Poor Condition
Annie's pet	Brenner, Barbara.	1989	Obsolete/Poor Condition
Beef stew	Brenner, Barbara.	1990	Obsolete/Poor Condition
Beezy magic	McDonald, Megan.	2000	Obsolete/Poor Condition
The big balloon race	Coerr, Eleanor.	1992	Obsolete/Poor Condition
The biggest pest on Eighth Avenue	Lawlor, Laurie.	1997	Obsolete/Poor Condition
The day of the bad haircut	Moore, Eva.	1996	Obsolete/Poor Condition
Don't cut my hair!	Wilhelm, Hans, 1945-	1997	Obsolete/Poor Condition
First to the top of the world : Admiral Peary at the North Pole	Lisker, Tom, 1928-	1978	Obsolete/Poor Condition
George Washington	Smith, Kathie Billingslea.	1987	Obsolete/Poor Condition
Granny and the Indians.	Parish, Peggy.	1972	Obsolete/Poor Condition
Happy Mother's Day! : featuring Jim Henson's Sesame Street Muppets	Hautzig, Deborah.	1989	Obsolete/Poor Condition
Harry in trouble	Porte, Barbara Ann.	1990	Obsolete/Poor Condition
I can't believe it's history! : fun facts from around the world	Arnsteen, Katy Keck.	1993	Obsolete/Poor Condition
I did it with my hatchet : a story of George Washington	Quackenbush, Robert M.	1989	Obsolete/Poor Condition
Inspector Hopper	Cushman, Doug.	2000	Obsolete/Poor Condition
Jane Addams	Gleiter, Jan, 1947-	1988	Obsolete/Poor Condition
John Henry, an American legend	Keats, Ezra Jack.	1987	Obsolete/Poor Condition
John Henry, an American legend	Keats, Ezra Jack.	1987	Obsolete/Poor Condition
John Travolta	Simpson, Rachel.	1998	Obsolete/Poor Condition
Jules Verne, the man who invented the future.	Born, Franz, 1912-	1963	Obsolete/Poor Condition
A Look Around Washington, D. C : Our Nation's Capital	Strickland, Alison.	1985	Obsolete/Poor Condition
The missing tooth	Packard, Mary.	2002	Obsolete/Poor Condition
More for me!	Meltzer Kleinhenz, Sydnie.	1997	Obsolete/Poor Condition
More spaghetti, I say!	Gelman, Rita Golden.	1993	Obsolete/Poor Condition
Mother Teresa	Holland, Margaret, 1939-	1992	Obsolete/Poor Condition
My brother, the brat	Hall, Kirsten.	1995	Obsolete/Poor Condition
Nate the great	Sharmat, Marjorie Weinman.	1972	Obsolete/Poor Condition
Nate the Great and the fishy prize	Sharmat, Marjorie Weinman.	1985	Obsolete/Poor Condition
Nate the Great and the sticky case	Sharmat, Marjorie Weinman.	1978	Obsolete/Poor Condition

No fair!	Holtzman, Caren.	1997	Obsolete/Poor Condition
Oprah Winfrey : television star	Otfinoski, Steven.	1993	Obsolete/Poor Condition
Our tea party	Hall, Kirsten.	1996	Obsolete/Poor Condition
President from Missouri : Harry S. Truman.	Martin, Ralph G.	1973	Obsolete/Poor Condition
Roller skates!	Calmenson, Stephanie.	1992	Obsolete/Poor Condition
Secrets of the mummies : uncovering the bodies of ancient Egyptians	Tanaka, Shelley.	1999	Obsolete/Poor Condition
Shoe town	Stevens, Janet.	1999	Obsolete/Poor Condition
Soccer game!	Maccarone, Grace.	1994	Obsolete/Poor Condition
Soccer Sam	Marzollo, Jean.	1987	Obsolete/Poor Condition
Squanto and the first Thanksgiving	Kessel, Joyce K.	1983	Obsolete/Poor Condition
The story of the Capitol.	Prolman, Marilyn.	1969	Obsolete/Poor Condition
The surprise party	Prager, Annabelle.	1988	Obsolete/Poor Condition
The sword in the stone	Maccarone, Grace.	1992	Obsolete/Poor Condition
The talking eggs : a folktale from the American South	San Souci, Robert D.	1990	Obsolete/Poor Condition
The Great West Coast Drive : The Official Visitor Guide to The Westcoast, South	Text and photographic editing by:		Obsolete/Poor Condition
The silly spy jokebook	Tait, Chris.	2002	Obsolete/Poor Condition
Tiger Woods : an American master	Edwards, Nicholas.	1997	Obsolete/Poor Condition
Too many mice	Brenner, Barbara.	1992	Obsolete/Poor Condition
"Uh-oh!" said the crow	Oppenheim, Joanne.	1993	Obsolete/Poor Condition
The Usborne Round the World Cookbook	Young, Caroline.	1993	Obsolete/Poor Condition
What a hungry puppy!	Herman, Gail.	1993	Obsolete/Poor Condition
Who am I?	Christensen, Nancy.	1993	Obsolete/Poor Condition
Why mosquitoes buzz in people's ears : a West African tale	Aardema, Verna.	1975	Obsolete/Poor Condition
World War II : Americans in the Pacific	Cobblestone, the history magazin	1994	Obsolete/Poor Condition
The Wright Brothers at Kitty Hawk	Sobol, Donald J.	1961	Obsolete/Poor Condition
Sharon Stone	Sandison, David.	1998	Obsolete/Poor Condition
The candy witch	Kroll, Steven.	1979	Obsolete/Poor Condition
The Diamond Princess and the magic ball	Malcolm, Jahanna N.	1998	Obsolete/Poor Condition
The Diamond Princess and the magic ball	Malcolm, Jahanna N.	1998	Obsolete/Poor Condition
The Diamond Princess and the magic ball	Malcolm, Jahanna N.	1998	Obsolete/Poor Condition
The Diamond Princess saves the day	Malcolm, Jahanna N.	1997	Obsolete/Poor Condition
The Diamond Princess steps through the mirror	Malcolm, Jahanna N.	1999	Obsolete/Poor Condition
The Diamond Princess steps through the mirror	Malcolm, Jahanna N.	1999	Obsolete/Poor Condition
The Emerald Princess finds a fairy	Malcolm, Jahanna N.	1998	Obsolete/Poor Condition

The Emerald Princess follows a unicorn	Malcolm, Jahnna N.	1999	Obsolete/Poor Condition
The Emerald Princess follows a unicorn	Malcolm, Jahnna N.	1999	Obsolete/Poor Condition
The Emerald Princess plays a trick	Malcolm, Jahnna N.	1997	Obsolete/Poor Condition
The Emerald Princess plays a trick	Malcolm, Jahnna N.	1997	Obsolete/Poor Condition
Little Bear's Thanksgiving.	Janice.	1967	Obsolete/Poor Condition
The Ruby Princess and the baby dragon	Malcolm, Jahnna N.	1998	Obsolete/Poor Condition
The Ruby princess runs away	Malcolm, Jahnna N.	1997	Obsolete/Poor Condition
The Sapphire Princess hunts for treasure	Malcolm, Jahnna N.	1998	Obsolete/Poor Condition
The Sapphire Princess hunts for treasure	Malcolm, Jahnna N.	1998	Obsolete/Poor Condition
The Sapphire Princess meets a monster	Malcolm, Jahnna N.	1997	Obsolete/Poor Condition
The cat in the hat comes back!	Seuss, Dr.	1986	Obsolete/Poor Condition
The Halloween party	Anderson, John Lonzo, 1905-	1974	Obsolete/Poor Condition
Hop on Pop	Seuss, Dr.	1963	Obsolete/Poor Condition
I am not going to get up today!	Seuss, Dr.	1987	Obsolete/Poor Condition
Marvin K. Mooney, will you please go now!	Seuss, Dr.	1972	Obsolete/Poor Condition
Mr Brown can moo! Can you?	Seuss, Dr.	1970	Obsolete/Poor Condition
The First Thanksgiving	Rogers, Lou.	1962	Obsolete/Poor Condition
Hilary Knight's The twelve days of Christmas.		1987	Obsolete/Poor Condition
Mal's spell book	McLeef, Tina.	2015	Obsolete/Poor Condition
Mummies, bones, & body parts	Wilcox, Charlotte.	2001	Obsolete/Poor Condition
The Pilgrims' first Thanksgiving	McGovern, Ann.	1973	Obsolete/Poor Condition
Sea Otters	Marsh, Laura.	2014	Obsolete/Poor Condition
Amahl and the night visitors	Menotti, Gian Carlo, 1911-2007.	1952	Obsolete/Poor Condition
Feast of Thanksgiving, the first American holiday : a play	Behrens, June.	1974	Obsolete/Poor Condition
Making costumes for parties, plays, and holidays,	Gilbreath, Alice Thompson.	1974	Obsolete/Poor Condition
Molly's pilgrim	Cohen, Barbara, 1932-1992.	1983	Obsolete/Poor Condition
My first Thanksgiving book	Moncure, Jane Belk.	1984	Obsolete/Poor Condition
Pilgrim Thanksgiving	Hays, Wilma Pitchford.	1955	Obsolete/Poor Condition
The pumpkin heads.	Roche, A. K.	1968	Obsolete/Poor Condition
Thanksgiving	Nerlove, Miriam.	1990	Obsolete/Poor Condition
Tigers at twilight	Osborne, Mary Pope.	1999	Obsolete/Poor Condition
The Wacky Family Survival Guide	Eisenberg, Lisa.	1991	Obsolete/Poor Condition
Arthur goes to camp	Brown, Marc Tolon.	1982	Obsolete/Poor Condition
Arthur's birthday	Brown, Marc Tolon.	1989	Obsolete/Poor Condition

Arthur's eyes	Brown, Marc Tolon.	1979	Obsolete/Poor Condition
Arthur's Halloween	Brown, Marc Tolon.	1982	Obsolete/Poor Condition
Arthur's nose	Brown, Marc Tolon.	1976	Obsolete/Poor Condition
Buford, the little bighorn	Peet, Bill.	1967	Obsolete/Poor Condition
Father Bear comes home.	Minarik, Else Holmelund.	1959	Obsolete/Poor Condition
How Droofus the dragon lost his head,	Peet, Bill.	1971	Obsolete/Poor Condition
A kiss for Little Bear	Minarik, Else Holmelund.	1968	Obsolete/Poor Condition
Little Bear's friend	Minarik, Else Holmelund.	1960	Obsolete/Poor Condition
No fighting, no biting!	Minarik, Else Holmelund.	1958	Obsolete/Poor Condition
The one in the middle is the green kangaroo	Blume, Judy.	1981	Obsolete/Poor Condition
Where's Waldo?	Handford, Martin.	1997	Obsolete/Poor Condition
Where's Waldo?	Handford, Martin.	1997	Obsolete/Poor Condition
Where's Waldo? in Hollywood	Handford, Martin.	1997	Obsolete/Poor Condition
Where's Waldo? in Hollywood	Handford, Martin.	2007	Obsolete/Poor Condition
Where's Waldo? : the fantastic journey	Handford, Martin.	2007	Obsolete/Poor Condition
Where's Waldo? : the fantastic journey	Handford, Martin.	1997	Obsolete/Poor Condition
Where's Waldo? : the ultimate travel collection	Handford, Martin.	2008	Obsolete/Poor Condition
Where's Waldo? : the wonder book	Handford, Martin.	1997	Obsolete/Poor Condition
Where's Waldo? : the wonder book	Handford, Martin.	1997	Obsolete/Poor Condition
Captain Underpants and the invasion of the incredibly naughty cafeteria ladies fr	Pilkey, Dav, 1966-	1999	Obsolete/Poor Condition
Captain Underpants and the invasion of the incredibly naughty cafeteria ladies fr	Pilkey, Dav, 1966-	1999	Obsolete/Poor Condition
Captain Underpants and the perilous plot of Professor Poopypants : the fourth e	Pilkey, Dav, 1966-	2000	Obsolete/Poor Condition
The Christmas tree forest.	Alden, Raymond Macdonald, 187:	1958	Obsolete/Poor Condition
How spider saved Halloween.	Kraus, Robert, 1925-	1973	Obsolete/Poor Condition
How Spider saved Turkey	Kraus, Robert, 1925-	1981	Obsolete/Poor Condition
It's Halloween, dear dragon	Hillert, Margaret.	1981	Obsolete/Poor Condition
Pedro, the angel of Olvera Street.	Politi, Leo.	1946	Obsolete/Poor Condition
Santa Claus has a busy night	Bradbury, Lynne.	1985	Obsolete/Poor Condition
What was the wicked witch's real name? : and other character riddles	Bernstein, Joanne E.	1986	Obsolete/Poor Condition
Witch Bazooza	Nolan, Dennis.	1979	Obsolete/Poor Condition
Pete the cat and his four groovy buttons	Litwin, Eric.	2012	Obsolete/Poor Condition
The Pilgrims' first Thanksgiving	McGovern, Ann.	1973	Obsolete/Poor Condition
Why do horses neigh?	Holub, Joan.	2003	Obsolete/Poor Condition
Old enough for magic	Pickett, Anola.	1993	Obsolete/Poor Condition

The biggest pumpkin ever	Kroll, Steven.	1984	Obsolete/Poor Condition
Animals that glow	Presnall, Judith Janda.	1993	Obsolete/Poor Condition
Diario de Greg : la horrible realidad	Kinney, Jeff.	2010	Obsolete/Poor Condition
Tales from a not-so-secret crush catastrophe	Russell, Rachel Renée.	2017	Obsolete/Poor Condition
The tarantulas	Sanford, William R. (William Reyn	1987	Obsolete/Poor Condition
Valentine's Day origami	Owen, Ruth, 1967-	2013	Obsolete/Poor Condition
All about training Shamu	Resnick, Jane Parker.	1994	Obsolete/Poor Condition
All about training Shamu	Resnick, Jane Parker.	1994	Obsolete/Poor Condition
Amelia Bedelia goes camping	Parish, Peggy.	1986	Obsolete/Poor Condition
Animals of the Ocean	O'Brien, Teresa, 1956-	1994	Obsolete/Poor Condition
Arthur's Christmas cookies	Hoban, Lillian.	1972	Obsolete/Poor Condition
Arthur's Halloween costume	Hoban, Lillian.	1984	Obsolete/Poor Condition
The book of foolish machinery	Pape, Donna Lugg.	1988	Obsolete/Poor Condition
Dinosaur babies	Zoehfeld, Kathleen Weidner.	1999	Obsolete/Poor Condition
Firehouse dog	Hutchings, Amy.	1993	Obsolete/Poor Condition
Firehouse dog	Hutchings, Amy.	1993	Obsolete/Poor Condition
A first look at dinosaurs	Selsam, Millicent Ellis.	1982	Obsolete/Poor Condition
Giant dinosaurs	Rowe, Erna.	1973	Obsolete/Poor Condition
Granny and the Indians.	Parish, Peggy.	1972	Obsolete/Poor Condition
Growing things	Wilkes, Angela.	1984	Obsolete/Poor Condition
How teddy bears are made : a visit to the Vermont Teddy Bear Factory	Morris, Ann, 1930-	1994	Obsolete/Poor Condition
It's best to leave a snake alone	Fowler, Allan.	1992	Obsolete/Poor Condition
It's Thanksgiving	Prelutsky, Jack.	1982	Obsolete/Poor Condition
Jack at sea	Dupasquier, Philippe.	1987	Obsolete/Poor Condition
Nate the Great and the Halloween hunt	Sharmat, Marjorie Weinman.	1989	Obsolete/Poor Condition
Never kiss an alligator!	Bare, Colleen Stanley.	1989	Obsolete/Poor Condition
A picture book of the U.S.A	Goodman, Beth (Beth Lynn)	1991	Obsolete/Poor Condition
Ruth Heller's how to hide a meadow frog & other amphibians.	Heller, Ruth, 1924-	1995	Obsolete/Poor Condition
Those mysterious dinosaurs	Ingoglia, Gina.	1989	Obsolete/Poor Condition
Trees	Thomson, Ruth.	1980	Obsolete/Poor Condition
Turtles take their time	Fowler, Allan.	1992	Obsolete/Poor Condition
Turtles take their time	Fowler, Allan.	1992	Obsolete/Poor Condition
Twelve bells for Santa	Bonsall, Crosby Newell.	1985	Obsolete/Poor Condition
Twelve bells for Santa	Bonsall, Crosby Newell.	1977	Obsolete/Poor Condition

What's under the ground?	Mayes, Susan.	1989	Obsolete/Poor Condition
Why is a frog not a toad?	Pearce, Q. L. (Querida Lee)	1992	Obsolete/Poor Condition
The Christmas Robin	Hately, David.	1988	Obsolete/Poor Condition
Cranberry Thanksgiving	Devlin, Wende.	1971	Obsolete/Poor Condition
Farmer Goff and his turkey Sam	Schatell, Brian.	1982	Obsolete/Poor Condition
The first Thanksgiving	Barksdale, Lena.	1942	Obsolete/Poor Condition
The halloween mystery	Nixon, Joan Lowery.	1979	Obsolete/Poor Condition
My first Thanksgiving book	Moncure, Jane Belk.	1984	Obsolete/Poor Condition
Pilgrim Thanksgiving	Hays, Wilma Pitchford.	1955	Obsolete/Poor Condition
Pilgrim Thanksgiving	Hays, Wilma Pitchford.	1955	Obsolete/Poor Condition
Sometimes it's turkey, sometimes it's feathers.	Balian, Lorna.	1973	Obsolete/Poor Condition
Thanksgiving at the Tappletons	Spinelli, Eileen.	1982	Obsolete/Poor Condition
When Christmas comes.	Whitman, Doris.	1964	Obsolete/Poor Condition
Why we have Thanksgiving	Hillert, Margaret.	1982	Obsolete/Poor Condition
Slinky, scaly snakes!	Dussling, Jennifer.	2011	Obsolete/Poor Condition
Diary of a Wimpy Kid : Old School	Kinney, Jeff.	2015	Obsolete/Poor Condition
50 State Capitols : plus District of Columbia and our National Parks	(none).	1985	Obsolete/Poor Condition
The 50 States : Activity Book	Krulik, Nancy E.	1990	Obsolete/Poor Condition
Baby animals	Wexo, John Bonnett.	1990	Obsolete/Poor Condition
I love my new toy!	Willems, Mo.	2008	Obsolete/Poor Condition
I spy a skeleton	Marzollo, Jean.	2009	Obsolete/Poor Condition
The bicycle man	Say, Allen.	1982	Obsolete/Poor Condition
The Black Americans : a history in their own words, 1619-1983	edited by Milton Meltzer.	1984	Obsolete/Poor Condition
Chinese Cinderella : the true story of an unwanted daughter	Mah, Adeline Yen, 1937-	2001	Obsolete/Poor Condition
Christa McAuliffe : reaching for the stars	Martin, Patricia Stone.	1987	Obsolete/Poor Condition
Crimson fairy book	Lang, Andrew, 1844-1912	1951	Obsolete/Poor Condition
Dorothea Lange : life through the camera	Meltzer, Milton, 1915-	1985	Obsolete/Poor Condition
Draw 50 cars, trucks, and motorcycles	Ames, Lee J.	1986	Obsolete/Poor Condition
Edward Lear, king of nonsense : a biography	Kamen, Gloria.	1990	Obsolete/Poor Condition
Fabulous facts about the 50 states	Ross, Wilma S.	1981	Obsolete/Poor Condition
Fabulous facts about the 50 states	Ross, Wilma S.	1981	Obsolete/Poor Condition
The fifty states	Mead, Robin.	1992	Obsolete/Poor Condition
The first teddy bear	Kay, Helen.	1985	Obsolete/Poor Condition
Getting to know Jamestown.	Davis, Burke, 1913-	1971	Obsolete/Poor Condition

Harp seals	Cossi, Olga.	1991	Obsolete/Poor Condition
Hop on Pop	Seuss, Dr.	1963	Obsolete/Poor Condition
--If you sailed on the Mayflower in 1620	McGovern, Ann.	1991	Obsolete/Poor Condition
Indians of the Four Corners; a book about the Anasazi Indians and their modern	Marriott, Alice Lee, 1910-	1952	Obsolete/Poor Condition
Jack London	Gleiter, Jan, 1947-	1988	Obsolete/Poor Condition
Jumanji	Van Allsburg, Chris.	1981	Obsolete/Poor Condition
Jumanji	Van Allsburg, Chris.	1981	Obsolete/Poor Condition
Know your hometown history : projects and activities	Jungreis, Abigail.	1992	Obsolete/Poor Condition
Life cycle of a dog	Royston, Angela.	2000	Obsolete/Poor Condition
The Mayo brothers.	Clapesattle, Helen.	1962	Obsolete/Poor Condition
My first Presidents' Day book	Fisher, Aileen Lucia, 1906-	1987	Obsolete/Poor Condition
The mystery of haunted houses	Oxlade, Chris.	1999	Obsolete/Poor Condition
The mystery of the Vikings in America	Golding, Morton J.	1973	Obsolete/Poor Condition
Nelson Mandela : "no easy walk to freedom" : a biography	Denenberg, Barry.	1995	Obsolete/Poor Condition
Oh, the things you can think!	Seuss, Dr.	1975	Obsolete/Poor Condition
Our Statue of Liberty	Nason, Thelma Campbell.	1969	Obsolete/Poor Condition
Paganini, master of strings.	Wheeler, Opal.	1950	Obsolete/Poor Condition
Statue of Liberty : Keeper of Dreams	Nash, Margo.	1983	Obsolete/Poor Condition
The story of Fort Sumter	Burney, Eugenia.	1975	Obsolete/Poor Condition
Thank you, Amelia Bedelia	Parish, Peggy.	1964	Obsolete/Poor Condition
Two if by sea	Fisher, Leonard Everett.	1970	Obsolete/Poor Condition
War of 1812	Gay, Kathlyn.	1995	Obsolete/Poor Condition
Willie Mays.	Sullivan, George, 1927-	1973	Obsolete/Poor Condition
Wonders of sharks	Blassingame, Wyatt.	1984	Obsolete/Poor Condition
Traps and snares	Hibbert, Clare, 1970-	2009	Obsolete/Poor Condition
The monster garden	Alcock, Vivien.	1988	Obsolete/Poor Condition
Howling on the playground	Herman, Gail, 1959-	2000	Obsolete/Poor Condition
The cricket in Times Square	Selden, George, 1929-	1960	Obsolete/Poor Condition
The Holy Bible, containing the Old and New Testaments. Revised standard versic		1953	Obsolete/Poor Condition
The human body	Fullick, Ann, 1956-	1999	Obsolete/Poor Condition
Scott, Foresman intermediate dictionary	Thorndike, E. L.	1988	Obsolete/Poor Condition
Webster's Thesaurus : Dictionary format of synonyms and antonyms.		1993	Obsolete/Poor Condition
Webster's Thesaurus : Dictionary format of synonyms and antonyms.		1993	Obsolete/Poor Condition
Webster's Thesaurus : Dictionary format of synonyms and antonyms.		1993	Obsolete/Poor Condition

Webster's Thesaurus : Dictionary format of synonyms and antonymms.	1993	Obsolete/Poor Condition
Webster's Thesaurus : Dictionary format of synonyms and antonymms.	1993	Obsolete/Poor Condition
Webster's Thesaurus : Dictionary format of synonyms and antonymms.	1993	Obsolete/Poor Condition
Webster's Thesaurus : Dictionary format of synonyms and antonymms.	1993	Obsolete/Poor Condition
Webster's Thesaurus : Dictionary format of synonyms and antonymms.	1993	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
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The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
The world book encyclopedia.	2002	Obsolete/Poor Condition
World Book special census edition.	2002	Obsolete/Poor Condition

**AGENDA - May 19, 2022**

**CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

**4.6** Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits

**Department/Category:** DISTRICT ORGANIZATION AND BOARD OPERATION

**Background Information:**

Periodically the Board is presented with recommended revisions to Board Policies (BP), Board Bylaws (BB), Administrative Regulations (AR), and/or Exhibits (E). The recommendations are based on changes in law, the Education Code, Government Code, and/or rewording for better understanding.

**Reports:**

Recent changes in the law require adoptions, and revisions of policies and regulations.

**Financial Impact:**

None.

**Superintendent's Recommendation:**

That the Board Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[May 2022 Board Policy Updates for Approval.pdf](#)

## CSBA POLICY GUIDE SHEET

### **Board Policy 5111 - Admission**

Policy updated to reflect the distinction between compulsory education for students starting at age six and the requirement for districts to offer and admit students who are eligible for transitional kindergarten, delete the requirement for district enrollment applications to include information about health care options as the law requiring such information has self-repealed, and clarify that a student's residence is a location within the district that may be verified as part of school admission requirements.

### **Administrative Regulation 5111 - Admission**

Regulation updated for consistency with **NEW LAW (AB 130, 2021)** which revises the timespans for transitional kindergarten (TK) admittance requirements to be phased in from the 2022-23 school year to the 2025-26 school year, as reflected in BP 6170.1 - Transitional Kindergarten.

### **Administrative Regulation 5113 - Absences and Excuses**

Regulation updated to reflect **NEW LAW (SB 14, 2021)** which includes an absence for the benefit of a student's mental or behavioral health within an absence due to a student's illness, and **NEW LAW (AB 516, 2021)** which includes an absence for a student's participation in a cultural ceremony or event as an excused absence. Regulation also updated for clarification and alignment with law.

### **Administrative Regulation 5142 - Safety**

Regulation updated to reflect **NEW LAW (SB 722, 2021)** which requires any district hosting or sponsoring an on-campus event that is not part of an interscholastic athletic program in or around a swimming pool to have at least one adult with a Cardiopulmonary Resuscitation training certification present throughout the event. Updated Regulation includes minor editorial changes.

### **Exhibit(1) 5145.6 - Parental Notifications**

Exhibit updated to reflect **NEW LAW (AB 128, 2021)** which extends the suspension of certain mandated activities through the 2021-22 fiscal year. Exhibit also updated to add parental notifications related to (1) completion and submission of the Federal Application for Federal Student Aid and California Dream Act Application; (2) public hearing on alternative schedule in secondary grades; and (3) early entry to transitional kindergarten if early entry is offered. Additionally, exhibit updated to expand description regarding notifications related to (1) uniform complaint procedures; (2) student records; (3) college admission requirements; (4) transfer opportunities for foster youth, homeless youth, former juvenile court school students and children of military families through the California Community Colleges; (5) parent/guardian rights when child participates in licensed child care and development program; (6) change in service to child care or preschool services; and (7) homeless student or unaccompanied youth notices. Exhibit also updated to include additional classroom/facility notices regarding uniform complaint procedures and parental rights related to licensed child care and development centers.

### **Board Policy 6173 - Education for Homeless Children**

Policy updated to reflect **NEW LAW (AB 27, 2021)** which requires districts to ensure that each school within the district identifies all homeless children and unaccompanied youths and to create a web page or post on the district website a list of district liaisons for homeless students, contact information for such liaisons, and specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. Policy also updated to reflect **AB 27** requirement for districts that receive American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth funds to administer a housing questionnaire developed by the California Department of Education (CDE) to parents/guardians of all students and all unaccompanied youths and report to CDE the number of homeless children and unaccompanied youths enrolled in the district. In addition, policy updated to reflect **NEW LAW (SB 400, 2021)** which requires CDE to develop and implement a system to verify that districts are providing required training to district liaisons and other appropriate staff at least annually. Policy also updated for clarity and closer alignment with law.

### **Administrative Regulation 6173 - Education for Homeless Children**

Regulation updated to add email address to the district liaison's contact information since the California Department of Education (CDE) collects email addresses as part of the consolidated application process. Regulation also updated to reflect (1) **NEW LAW (SB 400, 2021)** which requires CDE to provide training materials to district liaisons for the purpose of providing required professional development and support to school personnel who provide services to homeless students; (2) CDE's recommendation regarding how dispute resolution information may be provided to parents/guardians or unaccompanied youth when the student involved is an English learner, including in the native language of the individual or through an interpreter; and (3) **NEW LAW (AB 27, 2021)** which requires districts to create a web page or post on the district website a list of district liaisons, contact information for such liaisons, and specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness.

### **Exhibit(1) 6173 - Education for Homeless Children**

Exhibit updated for closer alignment with the U.S. Department of Education's "Education for Homeless Children and Youths Program Non-Regulatory Guidance", change the term "verbal" to "oral" to stay consistent with language in the administrative regulation and the California Department of Education's (CDE) "Homeless Education Dispute Resolution Process" letter to districts, and add the district liaison for homeless students email address to the district liaison's contact information as email is such a widely used means of communication and CDE collects email addresses as part of the consolidated application process. Exhibit also updated for clarity and gender neutrality.

### **Exhibit(2) 6173 - Education for Homeless Children**

Exhibit updated to change the term "verbal" to "oral" to stay consistent with language in the administrative regulation and the California Department of Education's (CDE) "Homeless Education Dispute Resolution Process" letter to districts, add the district liaison for homeless students email address to the district liaison's contact information as email is such a widely used means of communication and CDE collects email addresses as part of the consolidated application process, and add that a copy of the dispute form be provided to the parent/guardian or student disputing enrollment as this is recommended in CDE's "Homeless Education Dispute Resolution Process" letter to districts and is stated in the administrative regulation.

### **Board Bylaw 9322 - Agenda/Meeting Materials**

Bylaw updated to reflect **NEW LAW (SB 274, 2021)** which requires districts with a website to email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet, if a person requests such items be delivered by email, unless it is technologically infeasible to do so. Bylaw also updated to include a focus on student well-being in the philosophical statement, add a provision for each agenda to include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian be excluded from the meeting minutes as required by law, and to make other clarifying changes.

**Regulation 5111: Admission**

**Status:** DRAFT

**Original Adopted Date:** 09/13/2018

**Age of Admittance to Transitional Kindergarten, Kindergarten and First Grade**

At the beginning of each school year, the Superintendent or designee shall enroll any eligible child whose fifth or sixth birthday is on or before September 1 of that year into kindergarten or first grade, as applicable. (Education Code 48000, 48010)

Admission into transitional kindergarten shall be in accordance with law and as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 48000)

On a case-by-case basis, and with the approval of the child's parent/guardian, a child who will turn five years old in a given school year may be enrolled in kindergarten at any time during that school year provided that: (Education Code 48000)

1. The Governing Board determines that admittance is in the best interest of the child.
2. The parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

The Superintendent or designee shall make a recommendation to the Board regarding whether a child should be granted early entry to kindergarten, as appropriate. In doing so, the Superintendent or designee shall consider various factors including the availability of classroom space and any negotiated maximum class size.

**Documentation of Age/Grade**

Prior to the admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
  2. A duly attested baptism certificate
  3. A passport
  4. When none of the above documents is obtainable, an affidavit of the parent/guardian
  5. Other means prescribed by the Board
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**Policy 5111: Admission**

**Status:** DRAFT

**Original Adopted Date:** 09/13/2018

The Governing Board encourages the enrollment and appropriate placement of all children who are eligible for enrollment in school. The Superintendent or designee shall inform parents/guardians of children seeking admission to a district school about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

**Verification of Admission Eligibility**

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residence within the district, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student or the student's family members. (Education Code 234.7, 49076.7)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or the student's parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for entry into grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or an inability to produce previous academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

**Regulation 5113: Absences And Excuses**

**Status:** DRAFT

**Original Adopted Date:** 05/16/2019

**Excused Absences**

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic service or appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205)  
  
Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided for by law (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. Observance of a religious holiday or ceremony
  - d. Attendance at religious retreats for no more than four hours per semester
  - e. Attendance at an employment conference
  - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)
12. Participation in religious exercises or to receive moral and religious instruction at the student's place of

worship or other suitable place away from school (Education Code 46014)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

13. Work in the entertainment or allied industry (Education Code 48225.5)

Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)

14. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

15. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

### Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in Item #2 above.
4. Physician's verification.

- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
- b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

### **Parental Notifications**

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)
  2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
  3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)
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**Regulation 5142: Safety**

**Status:** DRAFT

**Original Adopted Date:** 08/19/2010 | **Last Revised Date:** 12/12/2019

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

**Release of Students**

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized on the student's emergency card as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

**Supervision of Students**

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone
2. Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Such training shall be documented and kept on file.

**Student Safety Patrols**

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall serve only with written consent of the students and their parents/guardians. Patrol members shall be at least 10 years old and at least in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation.

The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

### **Playground Safety**

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

### **Activities with Safety Risks**

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Other activities determined by the principal to have a high risk to student safety

Students who operate or ride as a passenger on a bicycle, nonmotorized scooter, or skateboard, or wear in-line or roller skates, upon a street, bikeway, or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet.

### **Events In or Around a Swimming Pool**

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

### **Laboratory Safety**

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

### **Hearing Protection**

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

### **Eye Safety Devices**

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

### **Protection Against Insect Bites**

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

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**Exhibit (PDF) 5145.6-E PDF(2): Parental Notifications**

**Status:** DRAFT

**Original Adopted Date:** Pending

*See PDF on the next page.*

**Exhibit  
Parental Notifications**

**Descriptor Code: 5145.6**

Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2021 (AB 128, Ch. 21, Statutes of 2021) extends the suspension of these requirements through the 2021-22 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

Note: The following exhibit lists notices which the law explicitly requires be provided to parents/guardians. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements. For example, see AR 1312.3 - Uniform Complaint Procedures for the contents of the annual notice regarding uniform complaint procedures as mandated by 5 CCR 4622.

The exhibit does not include other notices that are recommended throughout CSBA's sample policy manual but are not required by law. The district may revise the exhibit to reflect additional notifications provided by the district.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 222.5	BP 5146	Rights and options for pregnant and parenting students
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code	AR 5144	District and site discipline

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
year	35291, 48980	AR 5144.1	rules
I. Annually (continued)			
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	District policy authorizing transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days
Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917; 34 CFR 106.8	AR 5145.7	Copy of sexual harassment policy as related to students; contact information for Title IX coordinator
Beginning of each school year	Education Code 48980, 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance
Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, available appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials and to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability

Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year and at least one more time during school year using specified methods	Education Code 49428	None	How to access mental health services at school and/or in community
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	paraprofessional Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress
I. Annually (continued)			
Beginning of each school year	USDA SP-23-2017	AR 3551	District policy on meal payments
II. At Specific Times During the Student's Academic Career			
Beginning in grade 7, to course	Education Code 221.5, 48980	BP 6164.2	Course selection and at least once prior selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
When child first enrolls in a school, if school offers	Education Code 32390, 48980	AR 5142.1	Fingerprinting program public a fingerprinting program
When participating in under	Education Code 35211	None	Civil liability, insurance driver training courses coverage the jurisdiction of the district
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	BP 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Upon a student's enrollment	Education Code	AR 5125	Specified rights related to

	49063	AR 5125.3	student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
Before grade 12	Education Code 51225.8	AR 6143	Completion and submission of FAFSA and CADAA
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	UC and CSU College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled or reenrolled in a licensed child care center or preschool	Health and Safety Code 1596.7996	AR 5148	Information on risks and effects of lead exposure, blood lead testing

When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject

II. At Specific Times During the Student's Academic Career (continued)

To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release student's name, address, and phone number to military recruiters without prior written consent
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III. When Special Circumstances Occur

In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2, 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment

Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
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At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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III. When Special Circumstances Occur (continued)

To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options
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Annually to parents/guardians of student athletes before they participate in competition	Education Code 33479.3	AR 6145.2	Information on sudden cardiac arrest
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If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences
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When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center
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At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
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Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
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When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
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Before early entry to transitional kindergarten or kindergarten, if early entry offered	Education Code 48000	AR 5111 AR 6170.1	Effects, advantages and disadvantages of early entry
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When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
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When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2	Student has been excluded from school
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Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
When a student is classified as truant	Education Code 48260.5, 48262	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
When to	Education or Other Legal	Board Policy/ Administrative	
Notify	Code	Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse
At time of suspension	Education Code	BP 5144.1	Notice of suspension

	48911	AR 5144.1	
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course

When student transfers from another district or private school into the district	Education Code 49068	AR 5125	Right to receive copy of student's record and a hearing to challenge content of student's record
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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III. When Special Circumstances Occur (continued)

When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
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When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
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When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
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Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
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Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
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When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
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When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
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Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
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Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
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Annually to parents/guardians	Education Code	AR 6145.2	Opioid fact sheet
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
of student athletes	49476		
III. When Special Circumstances Occur (continued)			
Within 30 days of foster youth, homeless youth, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12	Education Code 51225.1	BP 6146.1 AR 6173 AR 6173.1 AR 6173.3 AR 6175	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school, transfer opportunities through California Community Colleges
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857; 22 CCR 101218.1	AR 5148	Parent/guardian right to enter and inspect facility and other rights as specified
When a licensed child care center has a building	Health and Safety Code 1597.16	AR 5148	The requirement to test the facility, and the results of the

constructed before January 1, 2010 and has drinking water tested for lead

test

When district receives Tobacco-Use Prevention Education Funds

Health and Safety Code 104420

AR 3513.3

The district's tobacco-free schools policy and enforcement procedures

When to Notify

Education or Other Legal Code

Board Policy/ Administrative Regulation #

Subject

III. When Special Circumstances Occur (continued)

When testing by community water system finds presence of lead exceeding specified level

Health and Safety Code 116277

AR 3514

Elevated lead level at school

When sharing student immunization information with an immunization system

Health and Safety Code 120440

AR 5125

Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

At least 14 days prior to sex offender coming on campus as volunteer

Penal Code 626.81

AR 1240 BP 1250

Dates and times permission granted; obtaining information from law enforcement

When hearing is requested by person asked to leave school premises

Penal Code 627.5

AR 3515.2

Notice of hearing

When responding to complaint re: discrimination, special education, or noncompliance with law

5 CCR 4631

AR 1312.3

Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When child participates in licensed child care and development program

5 CCR 18066

AR 5148

Policies regarding excused and unexcused absences

Within 30 days of application for subsidized child care or preschool services

5 CCR 18094, 18118

AR 5148 AR 5148.3

Approval or denial of services

At least 14 days before change in service or other intended action, upon recertification or update of application for child care or preschool services

5 CCR 18095, 18119

AR 5148 AR 5148.3

Any change in service, such as in fees, amount of service, termination of service

Upon child's enrollment in care program

5 CCR 18114 child

AR 5148

Policy on fee collection

When payment of child care seven days late	5 CCR 18114 fees is	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/ guardian of child's assignment
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	Notice of policy
When district receives Impact Aid funds for students residing on Indian lands, to parents/guardians of Indian children	20 USC 7704; 34 CFR 222.94	AR 3231	Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal; duties of district liaison; public notice
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to receive records and an opportunity for hearing upon request
When student complains of	34 CFR 106.44,	AR 5145.7	Right to file formal

sexual harassment	106.45		complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures
IV. Special Education Notices			
Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415(d); 34 CFR 300.502, 300.503	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/ guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d);	AR 6159.1	Procedural safeguards

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
	34 CFR 300.504		notice
When disciplinary measures are taken or change in	20 USC 1415(k); 34 CFR 300.530 placement	AR 5144.2	Decision and procedural safeguards notice
IV. Special Education Notices (continued)			
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR 6164.6	District responsibilities, district actions, procedural safeguards
V. Classroom/Facility Notices			
In all district schools and offices, including staff lounges and student government meeting rooms	Education Code 234.1	AR 1312.3	Uniform complaint procedures board policy and administrative regulation
In each classroom used for license-exempt California State Preschool Program	Education Code 8212	AR 1312.3 E 1312.3	Health and safety requirements for preschool programs; where to get complaint form
In each classroom in each school	Education Code 35186	AR 1312.4 E 1312.4	Complaints subject to Williams uniform complaint procedures
In a licensed child care and development center at a location accessible to parents/guardians	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to inspect, prohibition against retaliation, right to file complaint; registered sex offender database available to public; review licensing reports of facility visits and substantiated complaints against facility

**Regulation 6173: Education For Homeless Children**

Status: DRAFT

Original Adopted Date: 12/15/2016

**Definitions**

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

**District Liaison**

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director of Student Services \_\_\_\_\_  
(title or position)  
201 Sixth Street, Coronado, Ca, 92118 \_\_\_\_\_  
(address)  
nfoley@coronadousd.net \_\_\_\_\_  
(email address)  
619-522-8900 \_\_\_\_\_  
(phone number)

The district's liaison for homeless students shall: (Education Code 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Ensure that school personnel providing services to homeless students, including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel, receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

### **Enrollment**

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the

youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a homeless student, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that the student is no longer homeless, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8
2. Through graduation if the student is in high school

### **Resolving Enrollment Disputes**

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

### **Transportation**

The district shall provide transportation for a homeless student to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

### **Transfer of Coursework and Credits**

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

### **Applicability of Graduation Requirements**

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a homeless student who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high

school by the end of the fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of the student's school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for the student how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

### **Eligibility for Extracurricular Activities**

A homeless student who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

### **Notification, Complaints, and Posting Requirements**

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such

liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

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**Policy 6173: Education For Homeless Children**

**Status:** DRAFT

**Original Adopted Date:** 12/15/2016

The Governing Board believes that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. (Education Code 48852.5; 42 USC 11432)

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of homeless students.

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**Exhibit (PDF) 6173-E PDF(2): Education For Homeless Children**

**Status:** DRAFT

**Original Adopted Date:** Pending

*See PDF on the next page.*

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**DISTRICT EXPLANATION OF DECISION  
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT**

Note: The following form should be revised to reflect district practice. In its, "Education for Homeless Children and Youths Program Non-Regulatory Guidance," the U.S. Department of Education recommends that the written statement of any decision regarding a homeless student's eligibility, school selection, or enrollment include the elements specified below. See the accompanying administrative regulation.

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date: \_\_\_\_\_ Name of person completing form: \_\_\_\_\_  
Title: \_\_\_\_\_ Phone number: \_\_\_\_\_

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:

Name of parent(s)/guardian(s): \_\_\_\_\_  
Name of unaccompanied student: \_\_\_\_\_

School requested: \_\_\_\_\_  
District's placement decision (name of school): \_\_\_\_\_

Description of action(s) proposed/refused by the district related to eligibility, school selection, or enrollment, including an explanation of why the action(s) is proposed/refused:

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The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence:

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Other options the district considered, if any, which were rejected for the following reasons:

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Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

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You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next \_\_\_ (insert number of days)\_\_\_ days to request a Dispute Form. You may provide written or oral documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of the decision within \_\_\_ (insert number of days)\_\_\_ days.

If you are not satisfied with the Superintendent's decision, you may appeal to the \_\_\_\_\_ (insert county name) \_\_\_\_\_ County Office of Education (COE). If you are not satisfied with the COE's decision, you may then appeal to the California Department of Education (CDE). The district's homeless liaison can assist you with this appeal.

**CONTACT INFORMATION:**

District Liaison: The district liaison is one of the primary contacts between homeless families and school or district staff. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison: Niamh Foley  
Address: 201 6th Street, Coronado, CA 92118  
Email Address: nfoley@coronadousd.net  
Phone number: 619-522-8900

County Liaison: If you appeal the district's decision to the COE, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the COE. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials and notify you of the decision.

Name of County Office of Education homeless liaison: \_\_\_\_\_  
Address: \_\_\_\_\_  
Email Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

State Coordinator: If you appeal the COE's decision to CDE, the county homeless liaison shall forward all written documentation and related paperwork to CDE's Homeless Education Program. The state coordinator will review the district, COE, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator: \_\_\_\_\_

Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

**RIGHTS:**

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

**Exhibit (PDF) 6173-E PDF(3): Education For Homeless Children**

**Status:** DRAFT

**Original Adopted Date:** Pending

*See PDF on the next page.*

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**DISPUTE FORM**

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared orally with the district's liaison for homeless students.

Date submitted: \_\_\_\_\_  
Student's name: \_\_\_\_\_  
Name of person completing form: \_\_\_\_\_  
Relation to student: \_\_\_\_\_  
Address: \_\_\_\_\_  
Email address: \_\_\_\_\_  
Phone number: \_\_\_\_\_

Name of school requested: \_\_\_\_\_

I wish to appeal the eligibility, school selection, or enrollment decision made by:

District liaison    District Superintendent    County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation orally.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have been provided with:

- A written explanation of the district's decision
- Contact information for the district's homeless liaison
- Contact information for the county office of education's homeless liaison
- Contact information for the state homeless coordinator

A copy of this dispute form

**Bylaw 9322: Agenda/Meeting Materials**

**Status:** DRAFT

**Original Adopted Date:** 02/21/2013

**Agenda Content**

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting. (Government Code 54954.2)

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.

**Agenda Preparation**

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

#### **Agenda Dissemination to Board Members**

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

#### **Agenda Dissemination to Members of the Public**

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRA. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

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**AGENDA - May 19, 2022**

**CONSOLIDATED MOTION FOR CONSENT CALENDAR (5 min.)**

**4.7 Approve/Ratify Out of State Conference**

**Department/Category:** BUSINESS & FISCAL MANAGEMENT

**Background Information:**

Board Policy 3350 requires that out-of-state travel be approved. Board Policy further establishes that the Governing Board shall authorize payment for actual and necessary expenses, incurred by any employee performing authorized services for the district.

In addition, the Board of Trustees has authority, under Education Code Sections 350444, 35172, and 44032, to reimburse employees for necessary travel expenses.

**Reports:**

The following employees will be attending an out of state conference:

1. Deborah Buchanan will be attending Dance Teacher Web to be held in Las Vegas, NV, August 3-7, 2022.

**Financial Impact:**

1. The cost of this Conference is approximately \$1,600 and is supported through CHS Funds.

**Superintendent's Recommendation:**

That the Board approve out-of-state conference fees for the staff listed above.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA - May 19, 2022**

**ACTION ITEMS (10 min.)**

**5.1 Approval of the CUSD 2021 School Plans for Student Achievement**

**Department/Category:** INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

**Background Information:**

Federal law and CA Education Code requires each school site to annually create a School Plan for Student Achievement (SPSA). Since 2005, CUSD and each site including Coronado High School, Coronado Middle School, Silver Strand Elementary School and Village Elementary School have developed these guidance documents, locally referred to as Strategic Plans. Due to the inception of the Local Control Accountability Plan (LCAP) and the CA School Dashboard launched in early 2017, all District and site accountability plans now align directly to the 8 State Priorities and the goals outlined in the district LCAP, creating a set of cohesive guidance documents supporting programs and services throughout CUSD. All SPSAs are approved by the School Site Council (SSC) at each school site prior to Board approval. The SSC approved plans are attached.

**Financial Impact:**

None

**Superintendent's Recommendation:**

The Board Approve the CUSD 2021 School Plans for Student Achievement

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[CHS\\_2021\\_SPSA.pdf](#)

[CMS 2021 SPSA.pdf](#)

[SSES 2021 SPSA.pdf](#)

[VES 2021 SPSA.pdf](#)



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado High School	37 68031 3731478	April 19, 2022	May 2022

## Purpose and Description

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

Schoolwide Program

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

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

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

Our Board Goals:

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

## Classroom Observations

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

All year 1 and 2 teachers (non-tenured) receive three formal observations and post observation meetings by a site administrator per year. All intermediate teachers (year 3-6) receive one formal observation and post observation meeting by a site administrator per year. All experienced teachers (year 7+) receive one formal observation or three informal observations and post observation meeting by a site administrator every other year. All teachers write a series (between 2 to 3 depending on years of experience) of SMART goals per year and submit data and narrative reflection to show progress for their professional goals. Administrators support effective goal creation and provide support of teachers to meet their goals. Nearly 100% of teachers annually meet their goals. No teachers are currently on a support plan as outlined by contract language for the evaluation process. Frequent informal walkthrough observations of teachers occur on a daily and weekly basis.

Per negotiations, evaluation of intermediate and experienced teachers has been suspended for the 21/22 school year. Year 1 and 2 teachers are completing the process as listed above using the new observation and evaluation tool that is being piloted in the 2021-2022 school year. Additionally, three volunteer tenured teachers are part of the pilot process. All teachers have written goals using the new tool which may be full implemented in the 2022-2023 school year.

Site administrators can request a full goals and evaluation program for any intermediate or experienced teacher based on need. Per negotiations in Spring of 2021, a new observation and evaluation system is being piloted in the 2021-2022 school year. Full implementation will occur in the 2022-2023 school year.

## **Analysis of Current Instructional Program**

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

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

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

## Standards, Assessment, and Accountability

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

The math department writes and revises common assessments across all courses. Assessment data is analyzed and instructional decisions are made to support areas of weaknesses as shown by the data. CAASSP testing was administered in April 2022.

The English department implemented year 1 of the CommonLit assessment for all students. English teachers utilized CommonLit resources to support student learning in areas of deficiency. A Read180 ELA intervention class was put into place at the start of Term 2. CAASSP testing was administered in April 2022

The science department has embedded NGSS in common assessments and reviews assessment data to determine standards that need more support. The CAST assessment was administered to all 11th grade students and 60 12th grade students in April 2022.

The arts and elective departments use CTE aligned rubrics to assess project-based learning. CHS has submitted new UC A-G applications so that more of our CTE/electives offerings are recognized by the UC system. This activity will continue in 22-23 to add another 2 to 5 courses as UC A-G approved.

The faculty of World Languages aligns its curriculum with ACTFL standards as well as the California World Language Framework. It also verifies that its teaching units correspond with AP World Language themes. With a new DoDEA grant funding, CHS has adopted the STAMP assessment and Common assessments are consistently revised and maintained within the department.

The social science department uses test data to revise assessments based on student achievement. The department also uses data to review/reteach difficult topics as well as to target areas in curriculum to modify or revamp.

The PE/NJROTC department uses Fitnessgram (suspended due to COVID) testing results to look at curriculum and design lesson plans to insure students have the best opportunity to pass the Fitnessgram test.

The special education department provides co-teaching opportunities to students with disabilities by working side by side with English and mathematics teachers in their classrooms.

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

Based on student assessment and grading data, CHS continues to focus on efficiency of support classes. The important classes CHS support classes are: Foundations of Integrated Math, Read 180, and learn to learn curriculum has been added to the success skills course (success skills is now targeted for specific student that through assessment data show a learning weakness that needs support). More students are able to meet IM1 graduation requirement or successfully build the foundational knowledge needed to continue in IM2 and IM3.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All CHS teachers attend weekly, Wednesday afternoon meetings. The meetings rotate between department, staff, and professional learning time.

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

100% highly-qualified teachers.

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

All CHS teachers attend weekly, Wednesday afternoon meetings. The meetings rotate between department, staff, and professional learning time.

All professional learning time has been focused on adjustments to lessons/units and assessments due to the change to the 4x4. Additionally, time is provided for creating new pacing guides for the 4x4 and grading time.

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

2021-2022 Ongoing content expert supports:

CUSD has five TOSA's: CHS Learning Coach, Science/Math, English/EL, Technology, Arts Integration, and Career Exploration/CTE.as well as a SPED Coordinator

The Arts teachers request training on the new California Arts Standards and COSA (Coronado School of the Arts) has a Director of Programs

CHS teachers have access to release days and professional learning opportunities, as needed and requested.

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

Mathematics teachers - consistent collaboration and content/assessments/pacing alignment

Science is completing year one with the new NGSS aligned Savvas textbook and curriculum. Intra department teams work together to write NGSS lessons/units and common assessments.

Arts department is continuing the early stages of planning and implementing the new California Arts Standards.

All departments have a monthly department meetings.

Special education department collaboration and alignment

## Teaching and Learning

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

Math has 100% alignment of lessons, units, pacing and assessments.

World languages are inconsistently aligned, however, standards are aligned. Increased collaboration has occurred, thus increasing content alignment..

English courses are inconsistently aligned. The English standards delivered are aligned, but the text/novel or lessons used to address the standards may vary by teacher. Currently some English teachers are using standards based grading.

Social Science courses are inconsistently aligned, however, this year the Social Studies department adopted new curriculum embedding aligned instruction. T

Science is completing year one with the new NGSS aligned Savvas textbook and curriculum.

In 20-21 students show a weakness of College and Career Readiness as measured by the California Dashboard - specifically in the area of UC A\_G completion rates. CHS implemented a new 4 x 4 bell schedule in 21/22 allowing more students to access the full CTE pathways offered at CHS. The bell schedule changed from 6 period to 8 periods per year.

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

NA

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

NA

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

All courses at CHS are standards-aligned for a student as they matriculate through high school. Examples are College Preparatory Mathematic textbooks for Mathematics, the new adoption of science textbooks, Savvas, which aligns with NGSS, and new social studies texbooks from National Geographic Learning, a Cengage Learning Company. Additionally, AP History courses adopted new text books in 21-22.

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

All courses at CHS are standards-aligned for a student as they matriculate through high school. Examples are College Preparatory Mathematic textbooks for Mathematics, the new adoption of science textbooks, Savvas, which aligns with NGSS, and new social studies texbooks from National Geographic Learning, a Cengage Learning Company. Additionally, ELD and intervention resources are available through Read 180, foundational classes, and courses for basic credit.

## Opportunity and Equal Educational Access

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

CHS offers Co-taught Math and English classes for all grade levels to provide specialized academic instruction to underperforming students.

Foundations of Integrated Math

Leveled Integrated Math 1

Read 180 - 9th Grade

Success Skills

Study Skills

In 2019, CHS had a weakness of suspension rate for low socioeconomic, hispanic and students with disabilities subgroups as measured by the CA Dashboard. Due to small subgroup size measuring effectiveness of interventions can be challenging to determine if based on year-by-year data. CHS will review data over a multi-year process to determine growth is supporting those subgroups. CHS is implementing MTSS professional development that may have a positive impact on this measurement.

Evidence-based educational practices to raise student achievement

Co-taught educational environment.

Access to tutoring and teacher support opportunities

Curriculum containing universal access

## Parental Engagement

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

Monthly PTO meeting with access to site principal for important issues. Support classes and interventions. District English Language Acquisition Committee (DELAC), School Site Council (SSC), Clinical and ERHMS Counselors, Coronado SAFE Harbor counseling, MFLC, Coronado Library, Coronado Community Center, Tutoring. PSAT is administered to all students (grades 9-11) and scores are sent home.

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

NA

## Funding

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

NA

Fiscal support (EPC)

NA

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Our SSC (School Site Council) meet at a minimum of quarterly during the 21/22 school year to review the School Safety Plan and Single Plan for Student Achievement.

The SSC members are:

Principal

2 teachers (in year 1 in year 1)

1 counselor (in year 1 of term)

1 classified staff member (year 2 of term)

2 parents (all in year 1 of term)

2 students (1 in year 1 of term )

Additional participants involved in the SPSA review process (non voting members):

2 Assistant Principals

Islander Leadership Team/department chairs

PTO executive committee

SSC meeting dates:

October 2021 Via Zoom

February 2022 - Via Zoom

March 2022 - Via Zoom

April 2022 -Via Zoom

Key actions and goals were updated through SSC meetings with input from staff, students, and parents.

## Resource Inequities

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

NA

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.6%	0%	0.2%	7	0	2
African American	1.38%	1.5%	0.9%	16	17	10
Asian	2.32%	2.11%	2.1%	27	24	22
Filipino	2.07%	2.2%	2.2%	24	25	24
Hispanic/Latino	21.34%	22.47%	23.8%	248	255	256
Pacific Islander	0.26%	0.35%	0.7%	3	4	7
White	59.38%	56.65%	55.9%	690	643	601
Multiple/No Response	7.75%	9.34%	7.9%	90	106	85
	<b>Total Enrollment</b>			1,162	1,135	1,075

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	297	290	258
Grade 10	282	280	271
Grade 11	292	280	270
Grade 12	291	285	276
<b>Total Enrollment</b>	1,162	1,135	1,075

### Conclusions based on this data:

1. Currently, enrollment has declined to 1050 in 2021-2022 from 1075 in the 2020-2021 school year. Decrease in 25 students that is not reflected in this data.
2. We continue a small total enrollment decline
3. We have a small increase in Hispanic/Latino population - all other subcategories have stayed similar

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	8	13	14	0.7%	1.1%	1.3%
Fluent English Proficient (FEP)	160	146	153	13.8%	12.9%	14.2%
Reclassified Fluent English Proficient (RFEP)	6	4	5	46.2%	50.0%	38.5%

### Conclusions based on this data:

1. CHS has a stable cohort of EL students.
2. One percent of the student population are English Learners.
3. A majority of the bilingual students at CHS are IFEP.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	277	283	255	271	273	188	270	273	187	97.8	96.5	73.7
All Grades	277	283	255	271	273	188	270	273	187	97.8	96.5	73.7

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2626.	2672.	2694.	32.59	54.95	60.43	34.07	28.57	28.34	23.70	10.99	9.09	9.63	5.49	2.14
All Grades	N/A	N/A	N/A	32.59	54.95	60.43	34.07	28.57	28.34	23.70	10.99	9.09	9.63	5.49	2.14

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	40.89	57.88	58.06	46.47	33.70	38.71	12.64	8.42	3.23
All Grades	40.89	57.88	58.06	46.47	33.70	38.71	12.64	8.42	3.23

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.32	64.84	55.08	46.10	27.47	39.57	18.59	7.69	5.35
All Grades	35.32	64.84	55.08	46.10	27.47	39.57	18.59	7.69	5.35

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.32	44.69	23.53	57.99	50.55	71.66	6.69	4.76	4.81
All Grades	35.32	44.69	23.53	57.99	50.55	71.66	6.69	4.76	4.81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38.66	56.04	52.41	48.33	35.53	45.99	13.01	8.42	1.60
All Grades	38.66	56.04	52.41	48.33	35.53	45.99	13.01	8.42	1.60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. CHS saw a 23% decrease in the number of students testing in comparison to 18-19
2. All areas except for listening, saw and increase in of ELA %
3. Listening is CHS's weakest ELA area.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	276	283	255	263	269	187	263	269	185	95.3	95.1	73.3
All Grades	276	283	255	263	269	187	263	269	185	95.3	95.1	73.3

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2649.	2658.	2672.	29.66	34.57	32.97	26.62	27.14	33.51	25.10	21.93	21.62	18.63	16.36	11.89
All Grades	N/A	N/A	N/A	29.66	34.57	32.97	26.62	27.14	33.51	25.10	21.93	21.62	18.63	16.36	11.89

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	44.87	47.58	43.24	28.90	28.62	42.70	26.24	23.79	14.05
All Grades	44.87	47.58	43.24	28.90	28.62	42.70	26.24	23.79	14.05

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	34.98	36.43	37.84	44.87	48.70	57.84	20.15	14.87	4.32
All Grades	34.98	36.43	37.84	44.87	48.70	57.84	20.15	14.87	4.32

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	33.84	38.66	41.62	52.47	46.84	52.43	13.69	14.50	5.95
All Grades	33.84	38.66	41.62	52.47	46.84	52.43	13.69	14.50	5.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. CHS saw a 22% decrease in student participation as compared to 18-19
2. CHS saw a 10% decrease in students not meeting standard when compared to 18 /19 scores.
3. All areas of math increased.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	7
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	5	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	81.82	*	*	9.09	*	*	9.09		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	90.91	*	*	9.09	*	*	0.00		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
10		*	*	*	*	*		*	*		*	*	*	*	*
12	*	*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	100.00	*	*	0.00		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10		*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	81.82	*	*	9.09	*	*	9.09	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	9.09	*	*	90.91		*	0.00	*	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 20-21 there was an increase of 6 students tested.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1075</b>	<b>7.5</b>	<b>1.3</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	14	1.3
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.1
<b>Socioeconomically Disadvantaged</b>	81	7.5
<b>Students with Disabilities</b>	81	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	10	0.9
<b>American Indian or Alaska Native</b>	2	0.2
<b>Asian</b>	22	2.0
<b>Filipino</b>	24	2.2
<b>Hispanic</b>	256	23.8
<b>Two or More Races</b>	85	7.9
<b>Native Hawaiian or Pacific Islander</b>	7	0.7
<b>White</b>	601	55.9

### Conclusions based on this data:

1. Small increase of the percentage of Hispanic student population.

2. CHS is about 55% white, 20% Hispanic and 24% of all other race/ethnicity groups.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		
<b>College/Career</b>  Yellow		

#### Conclusions based on this data:

1. CHS will analyze and determine action steps to support low socioeconomic, hispanic and students with disabilities related to their suspensions.
2. Not all College and Career information is getting to the report correctly - this is being corrected for the 19/20 and 20/21 school year.
3. CHS is increasing the ability of students to be able to finish a CTE pathway.

# School and Student Performance Data

## Academic Performance English Language Arts

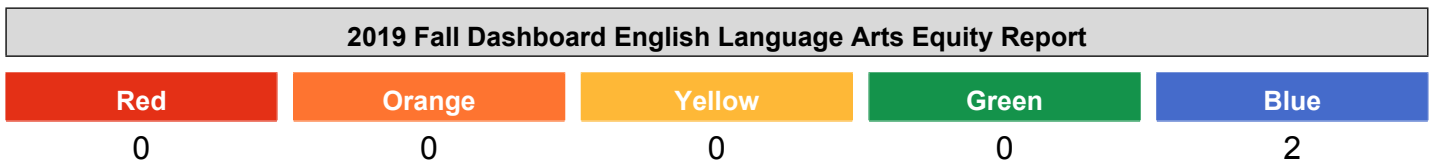
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>90.5 points above standard</p> <p>Increased Significantly ++17.6 points 269</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>79 points above standard</p> <p>Increased ++12.9 points</p> <p>32</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>85.1 points below standard</p> <p>Declined -13.6 points</p> <p>22</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 61.4 points above standard Increased Significantly ++77.4 points 70	 No Performance Color 111.2 points above standard Increased Significantly ++62.7 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 98.7 points above standard Increased Significantly ++10.1 points 149

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 3	100.3 points above standard Increased Significantly ++51.8 points 225

**Conclusions based on this data:**

1. CHS staff and students have dedicated an increased personal investment in the outcomes of these assessments.
2. CHS is preparing a large percentage of our students to meet the ELA standards.

# School and Student Performance Data

## Academic Performance Mathematics

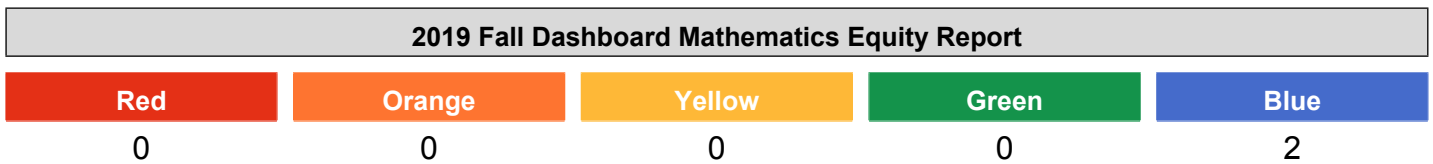
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 32.5 points above standard Increased ++10.3 points 264	<p><b>English Learners</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> No Performance Color 2.1 points above standard Increased ++7.6 points 31	<p><b>Students with Disabilities</b></p> No Performance Color 142.8 points below standard Declined Significantly -18.6 points 21

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 6.3 points above standard Increased Significantly ++16.1 points 68	 No Performance Color 67 points above standard Increased Significantly ++30 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 37.5 points above standard Maintained ++2.6 points 147

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	Less than 11 Students - Data Not Displayed for Privacy 3	39.7 points above standard Increased ++9.3 points 223

#### Conclusions based on this data:

1. CHS saw a 10% increase in students that scored above the standards.
2. All areas (concepts & procedures, problem solving & modeling/data analysis, and communicating reasoning) saw an increase of students meeting those standards.
3. Communicating reasoning is our student's weakest area.

# School and Student Performance Data

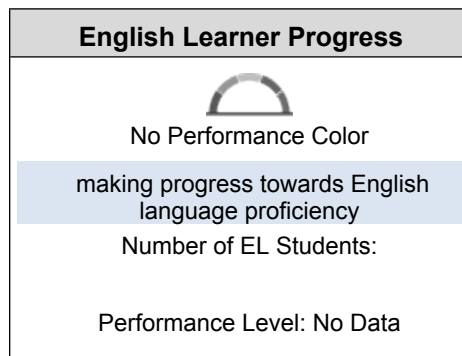
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

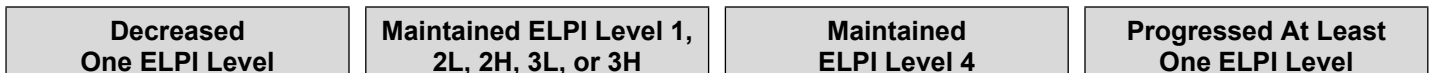
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. Although not noted, CHS saw an increase in the college and career indicator for 21-22

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	281	100
<b>African American</b>	3	1.1
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	4	1.4
<b>Filipino</b>	7	2.5
<b>Hispanic</b>	60	21.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	168	59.8
<b>Two or More Races</b>	26	9.3
<b>English Learners</b>	4	1.4
<b>Socioeconomically Disadvantaged</b>	36	12.8
<b>Students with Disabilities</b>	25	8.9
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.4

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	123	44.1
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	24	40.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	78	46.7
<b>Two or More Races</b>	9	34.6
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	14	40
<b>Students with Disabilities</b>	1	4.2
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	99	35.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	21	35
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	59	35.1
<b>Two or More Races</b>	12	46.2
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	16	44.4
<b>Students with Disabilities</b>	7	28
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	135	48
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	17	28.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	96	57.1
<b>Two or More Races</b>	10	38.5
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	7	19.4
<b>Students with Disabilities</b>	3	12
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	57	20.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	7	11.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	38	22.6
<b>Two or More Races</b>	6	23.1
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	5	13.9
<b>Students with Disabilities</b>	2	8
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	49	17.4
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	19	31.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	22	13.1
<b>Two or More Races</b>	2	7.7
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	8	22.2
<b>Students with Disabilities</b>	1	4
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Seal of Biliteracy data was 2019-2020: 36 graduates awarded  
2020-2021: 49 graduates awarded
2. CHS students CTE Pathway Completers =160 students in 2020-2021
3. Hispanic students are not accessing College and Career opportunities on the campus. CHS will analyze the data and determine steps to increase self-motivated access.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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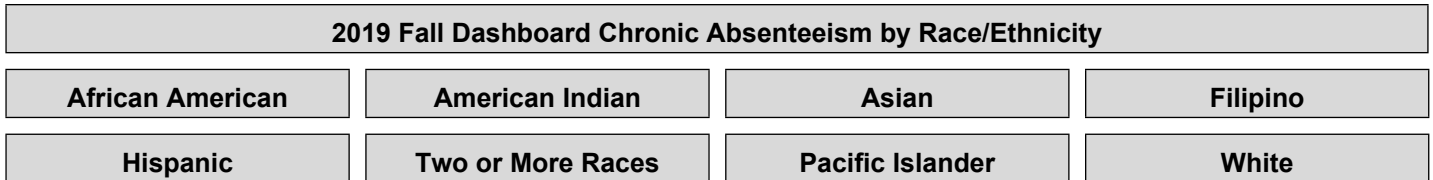
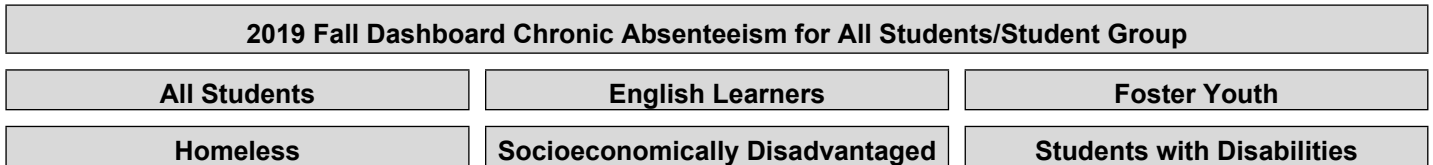
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	281	273	2	97.2
English Learners	4		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	36	35	1	97.2
Students with Disabilities	25	24	1	96
African American	3		0	
American Indian or Alaska Native				
Asian	4		0	
Filipino	7		0	
Hispanic	60	58	1	96.7
Native Hawaiian or Pacific Islander				
White	168	164	1	97.6
Two or More Races	26	25	0	96.2

### Conclusions based on this data:

1. CHS maintains a high graduation rate.
2. CHS has a high graduation rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

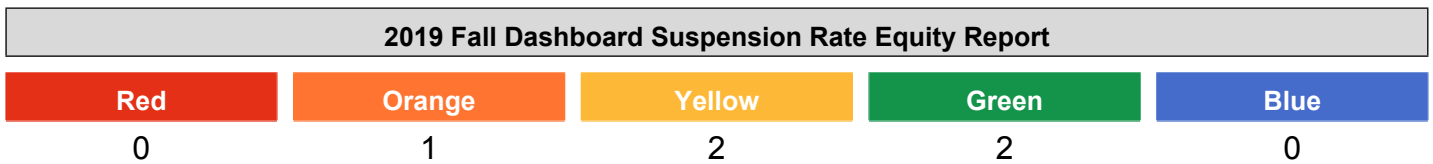
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.9</p> <p>Declined -0.5</p> <p>1193</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>6.7</p> <p>Increased +1.1</p> <p>120</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>6.4</p> <p>Declined -5.1</p> <p>109</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">5.9</span> Declined -5.2 17	 No Performance Color Less than 11 Students - Data 7	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 27	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">4</span> Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff; padding: 2px;">4.2</span> Maintained -0.2 260	 Green <span style="background-color: #e6f2ff; padding: 2px;">3.3</span> Declined -0.5 150	 No Performance Color Less than 11 Students - Data 3	 Green <span style="background-color: #e6f2ff; padding: 2px;">4.1</span> Declined -0.3 704

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.4	3.9

**Conclusions based on this data:**

1. CHS will analyze data of socioeconomically disadvantaged, hispanic and students with disability suspensions and determine a level of support to decrease suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning

## LEA/LCAP Goal

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

## Goal 1

CHS will provide structural, programmatic, and personalized approaches to learning and assessments to best meet the academic needs and address college and career interests of all students.

## Identified Need

College and Career Readiness

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased number of students enrolled in second-and third-year courses within a program (CTE, NJROTC, Band, Art)	160 CTE pathway completers	CHS students will meet the green College and Career performance indicator on the CA Dashboard report.
Increased number of students accessing Dual Enrollment credits.	Graduating students received the seal of biliteracy, 2017-18: 27 students earning the seal, 2018-19: 34 students, 2019-20: 41 students, 2020-2021: 49 students	At least 65% of 2022 graduates will meet UCAG requirements
Students will gain flexibility (more periods to choose from) to be able to design a Personalized Education four-year Plan.  (4x4) schedule	CHS has 52 students taking two Dual Enrollment Southwestern College courses on campus during the 20/21 school year. Two additional students are taking only the 2nd semester course (so 54 for 2nd semester term 2 ).	
Math, Science and English write student achievement goals based off of weakest claims on last year's CAASPP results, implement strategies and analyze results. All other departments write student achievement goals off of local data.	2019/20 942 AP tests were taken by 413 students 87% scored a 3, 4, or 5 21% scored a 5 2020/21 802 AP tests were taken by 388 students 62% scored a 3, 4, or 5 12% scored a 5	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Use Illuminate to analyze student achievement data.</p> <p>Added/additional Internship opportunities for students.</p> <p>Increase number of students earning the Seal of Civic Engagement</p> <p>WASC goals</p>	<p>45% of 2021 grads did not meet UCAG requirements 184 Seniors met the UC-AG Requirements 92 Seniors did not meet the requirements</p> <p>CHS showed growth or significant growth in all areas of state testing from 2020 to 2021 which support college and career readiness.</p> <p>CUSD is currently adopting Illuminate software as a data collection tool..</p> <p>CHS students in Advanced Sports Medicine and CoSA Digital Arts complete job shadows and internships.</p> <p>2020-2021 No students received the Seal of Civic Engagement</p>	

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

1.1 Increase College and Career Readiness: Increase A-G completion rate for students each year by 5% annually reaching 80% by the year 2025

#### Action Steps:

Counselors will support students in planning a personalized four-year plan that meets college and career readiness including training and usage of SCOIR.

Full Implementation of D/F policy requiring course remediation.

- --Track/meet with students earning D/F quarterly (progress report, as possible): set goals and/or discuss course remediation, credit recovery - BYU, and/or summer school opportunities

- --Students who do not stay on A-G will be required to have a counseling session with parent to sign a waiver (to be written) acknowledging they are not 4 year college eligible and they understand they will not be able to become A-G due to lack of remediation or unsuccessful remediation attempts (Not to be offered before Junior year)

Increase the course offerings at CHS that are A-G approved by lowering the number of current non A-G approved courses through UCOP submission and approval.

Transcript analysis: All outside transcripts with one or more years of courses from another institution will be analyzed and placed on the CHS transcript to track UC A-G completion

Provide college and career readiness assemblies and events for students and parents

Increase student use of SCOIR

Design a student graduation profile

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

1.2 Increase number of students completing CTE pathway, increase pathway opportunities, and increase the number of students in NJROTC

#### Action Steps:

Increase CTE pathway courses: Current: Performing Arts (8 pathways), Health Sciences (2), Computer Science, Building and Construction. New addition in 2022-23 Engineering and Architecture

Increase Arts/CTE Pathway completion by 3%

- --Prerequisites need to be added to course descriptions so staff and students know and complete the pathway.
- --Students adhere to following CTE and Arts Course Sequence Document.

Maintain or increase number of students in NJROTC by increased communication and family education that NJROTC also fulfills a PE requirement

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

CTEIG, CTE grant funds, general funds

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

1.3 Increase access and enrollment in dual enrollment courses from Southwestern College:

##### Action Steps:

Continue current Intro to Administration of Justice, Cybersecurity, Medical Terminology, Intro to Business.

New addition in 2022-23 American Sign Language, Mexican and Mexican-American Cultures in the United States.

Provide students with clear information about course requirements and college course credits

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

SWC Dual Enrollment Funds

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

1.4 Increase career awareness and experiences

##### Action Steps:

Add internship opportunities in all CHS CTE pathways and allow all CHS students to enroll (22/23) in an Internship course to receive education, guidance and credits for a paid or unpaid internship.

CHS Social Studies department has partnered with the Coronado Historical Association to recruit and support CHS students as interns for the organization.

Community outreach and partnerships through city

Career Day activities on campus

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

CTE grant funds, general funds

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.5 The World Languages department will increase the percentage of students earning a Seal of Biliteracy by 2% each year, from 2021 to 2024 for a total of 6% growth.  
  
Action Steps:  
Identify students who are native speakers of other languages  
Implementation of STAMP Assessment.  
Department collaboration and data analysis and assessment  
Provide more communication and understanding about the Seal of Biliteracy

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

DoDEA grant funds, General funds

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.6 Increase the number of students earning the State Seal of Civic Engagement by 3%  
  
Action Steps:  
Provide communication and information about details and process for students to earn the Seal and encourage participation  
Inform students of AB 24 as a new college and career readiness indicator

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.7 Reduce the number of students who fall into the “low and very low” performance category on Common Lit assessment by 3% from 21-22 to 22-23 school year.  
  
Action Steps:  
Assess all students twice a year -Fall and Spring to track growth  
English department team will choose the lowest scoring standard strands and implement strategic instructional strategies.  
All department provided with Common Lit assessment data to support student literacy skills and growth across all discipline areas

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds, DoDEA grant funds,

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.8 Reduce number of students who fall into the “near and not met” category by 5% in comparison to the 21-22 CAST scores.  
  
Action Steps:

Each science department curriculum team (biology/physics/chemistry) will give a cumulative assessment for each grading period.

Examine 2022 CAST test results for areas of focus for instruction

Continued Implementation of Savvas NGSS aligned curriculum

Adjust course pacing, as needed, due to 4x4 schedule

Continue department/department curriculum team PL for planning and assessments

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

General funds

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

Students with disabilities

#### **Strategy/Activity**

1.9 Students will have digital transition portfolios displaying college and career readiness goals and skills

#### **Action Steps:**

Special education department will build, align, and implement transition curriculum as evidenced by digital transition portfolios (progressive record of college and career readiness goals and skills) shared across case carriers during 2022-2023 school year.

Meet and collaborate with team to align and create portfolio template

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

SPED funds

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.10 Increase the number of students graduating from CHS with 40 distinct credits in math by 3% and increase the number of students maintaining A-G requirements.

Action Steps:

- Implement a support class for IM1 and IM2 for students to take concurrently with IM1 or IM2
- Use/analyze summative data to target student areas of need
- Adjust course pacing, as needed, due to 4x4 schedule
- Meet and collaborate with math team to align and create common assessments
- Use MDTP assessment for additional data measures and as placement all students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.11 Increase number of students accessing 8 or 7 classes a year

Action Steps:

- Freshman required to take 8 classes unless they have sport
- Continued implementation of 4x4 schedule
- Encourage pathways completion

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.12 Increase College and Career Readiness for Hispanic students and students with disabilities

Action Steps:

Increase A-G completion rates

- --Increase remediation during term 2

Provide year long study skills course

intervention courses - math support, success skills, ELD supports

Increase enrollment in CTE courses thru individualized recruitment and increase internship and work-based learning opportunities

Provide staff professional development on differentiation of instruction and ELD strategies

Targeted academic counseling support to create student plans and strategies to reach their goals

Social emotional counseling, as needed

Maintain special education caseloads around 25 students to allow for intensive supports

Ensure proactive communication and family collaboration

MTSS - Tiers of support for specific populations

Tutoring for students to target specific students - Utilize the military resources to help support students - fleet and family services

- --Incentivize students for tutoring

Find relatable activities for students who are struggling to create the connection ex. clubs

Peer to peer mentoring between students starting in middle school

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.13 CHS/District will provide professional development in the areas of:

Action Steps:

Implementation of Canvas learning management system

College/Career Readiness and CA Dashboard Data

Continued focus on WASC goals

Time for 4x4 pacing work

Increase data assessment analysis and use student achievement data opportunities ex: CAASPP data, CommonLit data and additional assessments to inform instruction and support student growth  
Provide staff training on Illuminate and grade reports to determine courses to support student needs and growth.

Site focus on academic discourse

Explore equitable grading practices

Co-teaching training opportunities

MTSS tiered framework development and implementation will provide the structure for meeting student's needs in the areas of academics, behavior and school culture

Shared best practices

Monthly meetings: staff, department and professional learning

Provide a Fall 2022 and Spring 2023 surveys to determine needs

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

CUSD, General funds

### **Strategy/Activity 14**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

## **ANALYSIS**

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

CHS saw significant increases in state testing achievement (met standard) results. CHS has targeted students and added classes for additional learning opportunities (IM1 and IM2 Support

concurrent with IM1 and IM2, Read180, and Success Skills) to fill learning gaps so those students will be college and career ready. The 4x4 schedule provides immediate opportunities to remediate.

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

Only 60% of students accessed 8 classes during the first year of the 4x4 schedule.

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.

College and Career Indicator has not been updated.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Communication

## LEA/LCAP Goal

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

## Goal 2

Centralize, standardize, increase consistency in the communication of progress, resources, events, and emergencies.

## Identified Need

Continue communication systems between and among all shareholders.

- -Clear communication and events with families regarding courses, graduation requirements, college and career readiness, the 4x4 schedule, new bell schedule in 22-23, and all other important information and events
- -Implement new learning management system - Canvas- which will replace Powerschool.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Smore newsletters.	Smore newsletters	Send weekly Islander News (family) and Tiki (staff) newsletters via Smore containing pertinent, important information to fully engage in the educational system of CHS. Increased community awareness of CHS programs
New learning management system implementation - Canvas	Implementation of Canvas and communicates with Synergy	More efficient system, for teachers to use and that communicate student achievement (grading) information to community partners (parents).
Improve student awareness and follow through on information communicated via our communication tools/methods.	Tiki TV increased student knowledge of CHS happenings - If they watch it via social media (Instagram and TikTok).	Improve efficacy of communication delivered to students via student grade level pages on Canvas and announcements/videos during homeroom

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student/family/community knowledge of college and career readiness and college and career indicators, and SCOIR for college apps	Introduced Scoir in 19/20.	Provide multiple parent/guardian and student opportunities and events to learn about CCR and CCI Increased awareness of importance of 4 year planning and usage of Scoir by all CHS students

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

2.1 Shareholder participation, communication, and engagement will continue to be a priority to support all CHS students:

##### Action Steps:

- Weekly principals’ Islander News ( through Smore) to parents via weekly Sunday at 5pm email messages via Catapult and posted to Facebook
- ASB students produce and distribute Tiki TV.
- Updated website and social media page. When needed - local news outlets (Coronado Times, Eagle Journal)
- Student and parent/guardian/family presentations, activities, events and performances
- Principal provides academic and program updates at monthly PTO meetings
- Daily announcements/weekly homeroom
- Required parent participation at SSC
- Classroom resources will be found on Canvas
- Parent information events
- Continued use of Catapult for emergency communication

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District and Site Funds

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

2.2 Communication between CMS administration and staff will include:

#### Action Steps:

Weekly Tiki Newsletter via Smore

Wednesday professional learning meetings with agendas and notes(staff, department, PL)

CHS Islander Leadership Team

Wednesday meeting agendas and minutes feedback

School Site Council

Principal "Things to Know" emails

Daily announcements/weekly homeroom

Staff feedback regarding school related topics via surveys

Maintain a shared Google folder with all needed information

Goal/evaluation/conversations with staff

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funds

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

2.3 Provide consistent and equitable communication to from staff to students

#### Action Steps:

Implementation of Canvas

- Classroom resources will be found on Canvas

Grade level advisors maintain a grade level specific Canvas page so all students have equitable access to all school information as well as grade specific activities

Daily announcements and/or Implement a 20 minute weekly homeroom to deliver information and provide time for students to interact with SCOIR and other resources as well as receive consistent and uniform information

- Increase counseling information resources to students

Email students Islander News

Post more visuals around campus - physical posters or fliers to promote scholarships, Seals, events, college visits, activities, etc. to increase student engagement

Provide seminar day with information on A-G Requirements, CTE, CoSA, Dual Enrollment, careers, etc

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All students

#### Strategy/Activity

2.4 Provide student and parent/guardian education and resources to support student success

##### Action Steps:

Increase the number of educational family nights throughout the year (4) that directly relate to college and career readiness, the college and career indicators, graduation requirements, programs and opportunities, the importance of 4 year planning

Increase counseling presentations to students ex. use of SCOIR, college apps

Build a bridge between middle and high school students

- ---Collaborate with CMS 8th grade 3 times during the school year - have juniors and seniors meet with 8th graders to explain the importance of 4 year planning, education and exposure in middle school
- ---Continue Future Islander Night in spring
- ---9th grade "boot camp"

Provide registration parent event in spring

Provide more peer to peer - on a more informal basis- opportunities for students

Regularly updated website

- --Continue partnership events with Safe Harbor and share resources for parents

Principal and staff leaders provide academic and program updates at monthly PTO meetings

Social/Emotional supports via counseling and resources

Back to School Night (2)

Regularly communicate the importance of:

\*\*\* consistent Canvas grade checks

\*\*\*Encourage parent participation in PTO

\*\*\*CHS core values

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Information is easily accessible by all shareholders and participation and awareness increase.  
Overall implementation of the strategies/activities are as described

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

Not all parent/guardians access weekly communications due to personal preference as marked in our student information system (Synergy) . That information is self reported during the annual online registration process.

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.

Implementing a weekly homeroom period will provide structured weekly time to communicate directly with students. Increase collaboration with partner organizations for a wider readership and participation of important CHS community information.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Support

## LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

## Goal 3

All students feel healthy, safe, and part of a community at CHS.

## Identified Need

Low socioeconomic, Hispanic and students with disabilities subgroups

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction of D/F List	Reduction of D/F List	Focused placement of students in courses that align with data. Added placement of students in IM1 and IM2 support classes, Read 180 and Success Skills to support a strong foundation of skills for future success. Quarterly monitoring by counselors and streamlined MTSS interventions
Implement new state mandated 8:30am 22/23 start bell schedule (with weekly homeroom)	Current bell schedule	8:30 am start day and 20 minute weekly homeroom to provide uniform communication Increased student awareness of school information such as events, activities, CCR information, CHS core values as well as messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce number of Hispanic students and students with disabilities from meeting A-G requirements and college and career readiness	Reduce number of Hispanic students and students with disabilities from meeting A-G requirements and college and career readiness	MTSS tiered supports and interventions
Decrease in tardy rate Increase in P2 (enter spring baseline data here) attendance rate	Decrease in tardy rate Increase in P2 attendance rate	Decrease in tardy rate Increase in P2 attendance rate
Implement site wide core values and MTSS behavior expectations Increase ownership of shared CHS core values and increase positive peer to peer connections	Current outlined CHS expectations. CHS MTSS committee for 21/22 work on CHS core values and PBIS. Student 2 Student is an active connections group.	Implement CHS core values and behavior expectations developed through MTSS Team and staff meetings Posted and articulated throughout campus students, staff and community Explore adding Link Crew class or club Continued work on academic MTSS
Added informal accommodations through the SST process reduce the number of new 504 plans.	SST and 504 Data	Clearly outlined SST protocols and tiered supports Consistent use of SST protocols.
Maintain or Increase graduation rate.	Maintain or Increase graduation rate.	Maintain or Increase graduation rate by adding ensuring all students have 4 year plans in SCOIR
Continue to update CHS safety plan and hold appropriate safety drills annually.	Current safety plan and safety drills schedule.	Updated CHS safety plan and annual safety drills and training

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

3.1 Decrease the number of students on the D/F list

**Action Steps:**

Continue focused placement of students in courses that align with data.

- -Continue to provide academic interventions by placement of students in IM1 Support or IM2 Support concurrently with IM1 and IM2, Read 180 and Success Skills to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)

SpEd year long study skills classes at each grade level

Full Implementation of policy of D/F required remediation.

- ----Track/meet with students earning D/F at progress report or quarterly: set goals and/or discuss course remediation, credit recovery - BYU, and/or summer school opportunities

Weekly team meetings (MED) - student academic, behavior, social/emotional concerns

Implement additional MTSS tiers to support students in need of intervention

- -SST meetings, access to tutoring (NHS tutoring) access to support resources

Implement best practices for providing student support

Clarify/educate on difference between accommodations and modifications

Collect student concerns list- from department -consistent tracking

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds, TIIG Funds, DoDEA Funds, SPED Funds

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

3.2 Implementation of new state mandated 8:30 am start bell schedule with once a week 20 minute homeroom period

**Action Steps:**

8:30am start to decrease tardies

Admin, counselors, students will provide uniform communication regarding the many events, activities, CCR information as well as messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty via announcements or videos

Homeroom time for students to utilize SCOIR to benefit student growth and preparedness for life and college and career.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Hispanic and students with disabilities subgroups

**Strategy/Activity**

3.3 Increase the number of Hispanic and students with disabilities meeting college and career readiness

Action Steps:  
Continue focused placement of students in new courses that align with data.  
Identify students who are at-risk before they begin the school year. Use the at-risk report for incoming students and MED spreadsheet to ensure that they are connected to campus  
Proactive communication with student and families - teacher/counselor/parent tracking

- Provide tiered supports - create collaborative plan, goals, expectations. Provide access to resources for tutoring for students to target specific students ex. Fleet and Family Services

Provide support classes and ELD resources  
Provide staff professional development around differentiation of instruction  
Gather and utilize additional data on where students are not performing to meet CCR  
Encourage enrollment in CTE courses and/or internship and work-based learning opportunities  
Find relatable activities for students who are struggling to create the connection - clubs  
Targeted academic and or social emotional counseling support  
Educate students on the importance of high school and their future

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

CUSD, SPED Funds, CTE grant funds, and General

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.4 Increase parent communications about importance of attendance

Action Steps:

Consistent school wide communications regarding attendance policy

Identify students who are chronically absent and/or at-risk before they begin the school year

Weekly tracking of chronic tardies and absences

Maintain regular communication with students and families regarding individual attendance and educate families on its importance

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General funds, including attendance makeup days

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.5 Increase ownership of shared CHS core values and increase positive peer to peer connections

Action Steps:

Implement CHS core values and behavior expectations developed through MTSS and staff meetings

- -Posted and articulated throughout campus CHS community

Design and implement PBIS/MTSS behavior expectations

Send two staff members to Link Crew training and explore adding a new section/class of Link Crew or creating a Link Crew Club

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.6 Increase use of SST protocols

Action Steps:

- Review and revise protocols, as needed
- Shared SST information to all parties involved
- Implement MTSS tiered supports

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.7 Maintain or increase the graduation rate

Action Steps:

- Ensure all students have 4 year plans in SCOIR
- Consistent tracking of credit and grades and required remediation, as needed

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Funds

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

3.8 Continue to update CHS safety plan and hold appropriate safety drills annually

#### Action Steps:

Vet plan with School Site Council

Implement practice drills in conjunction with community safety authorities to determine needs

Implement feedback and outcome from previous years.

Determine need for additional supports which may be helpful or necessary

Hold annual staff emergency procedures training and hold run, hide, fight trainings for staff

Continue to implement out of class protocols ex. halls, bathroom passes, check out system

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

CUSD, General Funds

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

D and F list has decreased minimally with new bell schedule. Continuation of revamped support classes and more personalized plans will support increase achievement (lower D/F list). Streamlined supports are in process and have been put into place for student academic interventions as well as developing a school community of connectedness. All safety drill were successfully held.

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

Attendance tracking challenges due to COVID19 and new 4x4 schedule presented academic shift challenges

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.

New bell schedule will be implemented due to AB 328 and will include a once-a-week homeroom.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
-------------------------	-----------------

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	\$169,211.00	169,211.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# School Site Council Membership

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

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

Name of Members	Role
Lorena Rodriguez	Classroom Teacher
Kristen Caputo	Classroom Teacher
Kristen Ereno	Other School Staff
Joy Howard	Other School Staff
Kathy Redding	Parent or Community Member
Liz Riebe	Parent or Community Member
	Secondary Student
	Secondary Student
Karin Mellina	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on April 19, 2022.

Attested:

Principal, Karin Mellina on April 19, 2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Middle School	37 68031 6059570	April 19, 2022	TBD

## Purpose and Description

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

### Schoolwide Program

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

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

CMS will provide students with an equitable, high quality education to support student success and achievement. The three goals in the area of learning, support , and communication

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

## Classroom Observations

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

The CUSD Certificated Evaluation Process requires: Three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur on a daily and weekly basis. Per negotiations in Spring of 2021, new observation and evaluation system is being piloted in the 2021-2022 school year. Full implementation will occur in the 2022-2023 school year.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

CAASPP Data 2021 - Student Group Report: Students with Disabilities dipped in ELA but increased in Mathematics. All other student groups maintained meeting or exceeding proficiency goals. Individual student data was assessed and used by departments and English and Special Education Teachers to target students specific need to support growth.

All departments have access to data and data is reviewed during staff meeting and department meetings. Department teams then meet to discuss CAASPP data and local assessments and/or classroom assessments to identify areas of growth and need for all students as well as individual students. Additionally, departments use this data to write individual or department goals.

The math department uses common assessments across all courses. CAASPP IAB's were administered twice this year. Assessment data is analyzed and instructional decisions are made to support areas of weaknesses as shown by the data.

The English Department uses CAASPP data to make instructional decisions to support areas of weaknesses. CAASPP IAB's were administered twice this year. Additionally, common assessments are used, formally and informally, to track growth and needs. English 8 Foundations also uses Read 180 curriculum and data.

The Science Department has common grade level assessment with embedded NGSS based questions and performance tasks and formal and informal assessments, project based assessments and inquiry based assessments to measure student learning. The teams assess data to determine standards that need more support. They will now have CAST data to analyze.

The Electives Department uses data to support student growth as well as rubrics to assess project based learning and content.

The History Department uses formal and informal assessments, project based assessments and inquiry based assessments to measure student learning. Grade level teams collaborate to assess test data and revise assessments based on student achievement. Data is also used to review/reteach difficult topics as well as to target areas in curriculum to modify or revamp.

The PE Department uses Fitnessgram testing results to look support curriculum and design lesson plans to ensure a high level of achievement on the Fitnessgram test.

Departments are using question structures aligned to the CAASSP assessment system.

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

1. Based on student assessment and grading data, CMS has three support classes.
  - a. Math Lab - this intervention class is for students in grades 6-8 who are not at a proficient level and have gaps in their mathematics. This class provides students with the opportunity to supplement mathematics gaps and basic concepts such as number sense to support success in their regular math class. This class takes the place of their elective.
  - b. Literacy Lab - this intervention class is for students in grades 6-8 who are not at a proficient level and have gaps in their reading and literacy skills. This class provides students with the opportunity to supplement literacy gaps with the Read 180 program to support success in their regular ELA class. This class takes the place of their elective.
  - c. English 8 Foundations - This class serves as an 8th grade student's English class. With the use of Read 180, Amplify curriculum, and additional supplemental support, this class provides an individualized learning plan with the opportunity to build literacy proficiency and supplement ELA gaps
- 2 Math and ELA Co-taught classes in all grade levels for students with disabilities (one general education teacher and one Special Education Teacher)
3. ELD class for English Learners

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are qualified teachers.

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

All CMS teachers are provided with professional learning opportunities via off site conferences, on site professional learning on minimum days, and on site release days to collaborate as a team. Release days may include collaborative teams, department and/or grade level subject teams, curriculum training, building common assessments, developing, planning and aligning lessons. Department teachers with new curriculum are provided with training. Additionally, teachers attend weekly, Wednesday afternoon meetings. The meetings rotate throughout the month:

\*Staff

\*Department

\*Grade Level

\*Professional Learning

Agendas and minutes are shared, and administration provides comments.

Data is used, as appropriate, in all meetings.

All teachers have access to district and county professional development.

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

Time is allotted for collaboration and prep within departments, grade-level articulation, PLC-individualized planning and data assessment. Multi-tiered Systems of Support (MTSS) development and implementation is taking place in all classrooms.

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

CMS Department Leaders - Lead teacher (chairperson) in each department  
ongoing professional learning on meeting days  
BTSA Support Providers for Year 1 and 2 teachers  
Technology Resource Teacher on site

CUSD has TOSA's that support CMS teachers in:

1. Math/Science
2. English/ELD
3. Technology Resource Teacher lead

SPED coordinator

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

All teachers are given a prep period to plan, daily. Every Wednesday 1.15 hours are provided to staff for one of the following meetings: grade level meetings, department meetings, PLCs, and staff meetings. This time is used to develop, plan, align lessons, and review data.

## Teaching and Learning

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

CMS Math, English, History, Science and PE Departments are all grade level aligned in curriculum content and common assessments

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

CMS master schedule adheres to daily minutes of mathematics instruction and ELA instruction. (241 minutes of mathematics weekly) and (241 minutes of ELA weekly)

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

CMS master schedule provides appropriate grade level pacing and flexibility for intervention courses such as Math Lab, Literacy Lab, English 8 Foundations, and co-taught ELA and Math classes at all grade levels.

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

CA aligned curriculum:  
ELA - Amplify curriculum  
History - Discovery Education  
Mathematics - CPM College Preparatory Mathematics  
Science - Savvas  
Spanish - Prentice Hall  
PE - Glencoe - pilot needed

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

N/A

## Opportunity and Equal Educational Access

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

CMS offers Co-taught Math and English classes for all grade levels to provide specialized academic instruction to underperforming students.  
Math leveling at all grades  
English 8 Foundations - Read 180, Amplify, supplemental resources and novels - 8th grade only  
Literacy Lab Intervention - Read 180 All Grades  
Math Lab Intervention - All Grades  
Academic Support- students with IEP's

## Evidence-based educational practices to raise student achievement

Co-taught educational environment.  
Intervention classes  
Department and grade level articulation re academic needs and success  
Counseling department tracking and setting student improvement goals and plans with students on Choices (less than a 2.0 GPA)  
Collaboration with teams  
Data aggregation and regular data review  
Data driven instruction

## Parental Engagement

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

Monthly PTO meeting with access to site principal for important issues that impact under-achieving students.

Principal sends letters directly to students in need of support classes to garner a team effort in helping improve achievement of under-achieving students.

Principal sends letter to parents with GPA less than a 2.0 at end of each grading period.

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

N/A

## Funding

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

N/A

Fiscal support (EPC)

N/A

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The CMS School Site Council met on 10/26/21, 1/25/22, and 4/12/22. The SSC is comprised of teachers, parents, students, classified staff and the principal. Site administrators and TLT meet eight times a year to develop and discuss key actions for student achievement. TLT members met with their department, monthly, to discuss and provide input on key actions. TLT then worked with administration to organize input and develop goals for the School Plan for Student Achievement (SPSA).

During the year, the SSC reviewed CAASPP data, LCAP goals, MTSS (Multi Tiered Systems of Support) process and plans, department and curriculum updates, as well as reviewed and approved the CMS Emergency Plan. Additionally, key actions and goals were updated with input from staff, students, and parents. The CMS School Plan for Student Achievement (SPSA) was presented and approved on 4/12/22.

## Resource Inequities

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

There are no resource inequities identified at this time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.27%	0.26%	0.3%	2	2	2
African American	0.96%	0.79%	0.8%	7	6	5
Asian	2.06%	1.83%	1.6%	15	14	10
Filipino	1.78%	1.7%	1.9%	13	13	12
Hispanic/Latino	19.34%	22.77%	23.6%	141	174	149
Pacific Islander	0.55%	0.52%	0.2%	4	4	1
White	61.87%	56.94%	59.0%	451	435	372
Multiple/No Response	9.33%	8.9%	8.7%	68	68	55
	<b>Total Enrollment</b>			729	764	631

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	245	255	174
Grade 7	245	262	226
Grade 8	239	247	231
<b>Total Enrollment</b>	729	764	631

### Conclusions based on this data:

1. CMS had a dip in enrollments due to COVID during the 20-21 school year.
2. CMS has had a small increase in total enrollment during the 21-22 school year. This may be due to more military families being stationed in Coronado, students returning after COVID, and/or interdistrict transfers.
3. Student group demographics haven't had a significant amount of change in the past 3 years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	24	21	17	3.3%	2.7%	2.7%
Fluent English Proficient (FEP)	86	98	76	11.8%	12.8%	12.0%
Reclassified Fluent English Proficient (RFEP)	6	10	9	24.0%	41.7%	42.9%

### Conclusions based on this data:

1. The percentage of CMS students who are English Learners has been below 4% for the past 3 years. This can be attributed to adoption of new ELA curriculum and increased scaffolds provided in classes
2. The percentage of CMS students who are Fluent English Proficient (FEP) has held steady, hovering around 12.0%
3. The number of CMS students who are Reclassified Fluent English Proficient (RFEP) has been a total of 10 or below for the past 3 years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	222	240	183	212	234	164	212	233	163	95.5	97.5	89.6
Grade 7	241	245	222	235	239	191	235	239	190	97.5	97.6	86.0
Grade 8	253	247	220	239	237	196	239	236	196	94.5	96	89.1
All Grades	716	732	625	686	710	551	686	708	549	95.8	97	88.2

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2608.	2588.	2575.	52.36	40.77	32.52	32.08	33.48	40.49	10.85	20.60	17.79	4.72	5.15	9.20
Grade 7	2619.	2624.	2598.	40.43	39.75	25.26	44.68	42.26	51.05	8.94	13.81	17.37	5.96	4.18	6.32
Grade 8	2629.	2635.	2621.	32.22	41.53	32.14	51.46	38.98	42.86	10.04	12.71	13.78	6.28	6.78	11.22
All Grades	N/A	N/A	N/A	41.25	40.68	29.87	43.15	38.28	44.99	9.91	15.68	16.21	5.69	5.37	8.93

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	44.81	40.52	33.13	45.28	45.26	58.28	9.91	14.22	8.59
Grade 7	52.56	45.19	30.00	38.46	46.44	63.68	8.97	8.37	6.32
Grade 8	47.28	52.12	40.31	43.51	39.41	48.47	9.21	8.47	11.22
All Grades	48.32	45.97	34.61	42.34	43.71	56.65	9.34	10.33	8.74

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	60.19	46.98	30.67	33.65	46.98	57.06	6.16	6.03	12.27
Grade 7	55.36	48.54	31.22	36.48	45.19	59.79	8.15	6.28	8.99
Grade 8	47.48	47.03	34.87	46.22	45.34	53.33	6.30	7.63	11.79
All Grades	54.11	47.52	32.36	39.00	45.83	56.67	6.89	6.65	10.97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	35.07	34.48	23.31	61.61	61.64	72.39	3.32	3.88	4.29
Grade 7	25.75	28.03	18.42	68.24	67.36	76.32	6.01	4.60	5.26
Grade 8	30.54	39.41	23.47	63.18	54.24	68.88	6.28	6.36	7.65
All Grades	30.31	33.95	21.68	64.42	61.10	72.50	5.27	4.95	5.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	65.88	46.98	30.06	31.75	45.69	65.64	2.37	7.33	4.29
Grade 7	58.80	52.72	35.26	36.05	42.68	61.05	5.15	4.60	3.68
Grade 8	53.36	51.27	40.82	41.18	39.41	52.55	5.46	9.32	6.63
All Grades	59.09	50.35	35.70	36.51	42.57	59.38	4.40	7.07	4.92

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In the domain ELA: In 20-21 school year, a total of 75% of CMS students met or exceeded standards in ELA. This decreased by 4% since the 18-19 school year. This could be partially due to zoom learning because of COVID.
2. In the domain of Writing: Producing Clear and Purposeful Writing, the number of students who scored below standard increased by 4% since the 18-19 school year. 88% of students scored above or at/near standard in overall writing.
3. In the domain Reading: There was a 2% decrease in students below standard, going from 7.07% in 18-19 to 4.92% in 20-21

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	222	240	183	216	235	164	215	234	164	97.3	97.9	89.6
Grade 7	240	245	222	236	241	189	236	241	189	98.3	98.4	85.1
Grade 8	253	247	220	238	238	197	237	237	197	94.1	96.4	89.5
All Grades	715	732	625	690	714	550	688	712	550	96.5	97.5	88.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2586.	2576.	2554.	39.07	35.90	26.83	26.51	26.92	20.12	26.05	26.50	35.37	8.37	10.68	17.68
Grade 7	2605.	2614.	2574.	40.25	40.66	22.75	30.51	30.29	33.86	19.07	22.82	30.16	10.17	6.22	13.23
Grade 8	2634.	2635.	2597.	46.41	48.95	30.46	26.58	20.25	27.92	15.61	18.99	22.34	11.39	11.81	19.29
All Grades	N/A	N/A	N/A	42.01	41.85	26.73	27.91	25.84	27.64	20.06	22.75	28.91	10.03	9.55	16.73

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	45.79	43.35	23.78	40.19	41.20	54.27	14.02	15.45	21.95
Grade 7	53.85	54.36	23.81	30.34	33.61	65.08	15.81	12.03	11.11
Grade 8	55.70	52.74	26.67	28.69	29.96	56.92	15.61	17.30	16.41
All Grades	51.97	50.21	24.82	32.85	34.88	58.94	15.18	14.91	16.24

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	38.60	34.62	18.90	46.51	51.71	64.02	14.88	13.68	17.07
Grade 7	41.10	44.81	23.28	45.76	46.89	62.96	13.14	8.30	13.76
Grade 8	45.99	51.90	30.10	42.62	34.18	52.04	11.39	13.92	17.86
All Grades	42.01	43.82	24.41	44.91	44.24	59.38	13.08	11.94	16.21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	42.33	36.05	26.22	41.86	48.50	61.59	15.81	15.45	12.20
Grade 7	43.16	37.34	24.87	47.86	54.36	62.43	8.97	8.30	12.70
Grade 8	47.26	47.68	26.40	42.62	43.04	65.48	10.13	9.28	8.12
All Grades	44.31	40.37	25.82	44.17	48.66	63.27	11.52	10.97	10.91

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2020-21, the overall achievement in Math for students who did not meet standard increased by 7%. A total of 54% of CMS students met or exceeded standards in this area. Important to take into account that most of the year was conducted via zoom and not in person.
2. In the domain: Communicating Reasoning, 89% of students were at above or at/near standard. This is almost identical to the 18-19 school year, although the amount of above standard decreased and at/near standard increased. Again, teaching at home was not optimal and had a significant impact on all student scores.
3. There was a dramatic increase in students who were at/near standard, moving from 44% to 59%, while the above standard decreased from 43% to 24%.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
6	*	*	*	*	*	*	*	*	*	*	6	*	
7	*	*	1592.4	*	*	1604.4	*	*	1580.2	*	7	11	
8	*	*	*	*	*	*	*	*	*	*	5	5	
All Grades											18	18	19

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*		*	*	*	*	*
7	*	*	63.64	*	*	27.27	*	*	9.09		*	0.00	*	*	11
8	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	66.67	44.44	63.16	*	38.89	26.32	*	5.56	5.26		11.11	5.26	18	18	19

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*		*	*	*	*	*
7	*	*	72.73	*	*	27.27		*	0.00		*	0.00	*	*	11
8	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	77.78	50.00	78.95	*	33.33	15.79		5.56	0.00		11.11	5.26	18	18	19

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
7	*	*	36.36	*	*	27.27	*	*	36.36	*	*	0.00	*	*	11
8	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	33.33	31.58	*	33.33	21.05	*	16.67	42.11	*	16.67	5.26	18	18	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	27.27	*	*	72.73		*	0.00	*	*	11
8	*	*	*		*	*		*	*	*	*	*
All Grades	61.11	33.33	36.84	*	50.00	57.89		16.67	5.26	18	18	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	90.91	*	*	9.09		*	0.00	*	*	11
8	*	*	*		*	*		*	*	*	*	*
All Grades	83.33	88.89	89.47	*	11.11	5.26		0.00	5.26	18	18	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
8	*	*	*		*	*		*	*	*	*	*
All Grades	*	38.89	47.37	*	38.89	36.84	*	22.22	15.79	18	18	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	18.18	*	*	81.82		*	0.00	*	*	11
8	*	*	*		*	*		*	*	*	*	*
All Grades	*	16.67	15.79	72.22	83.33	73.68		0.00	10.53	18	18	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There is not enough data to determine valid conclusions, however, the new ELPAC assessment provides a much more reliable evaluation of student proficiency levels than the previous assessment. Overall, EL students continue to need scaffolding and appropriate interventions via ELD class and general education classes.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>631</b>	<b>12.7</b>	<b>2.7</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	2.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	80	12.7
Students with Disabilities	75	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
American Indian or Alaska Native	2	0.3
Asian	10	1.6
Filipino	12	1.9
Hispanic	149	23.6
Two or More Races	55	8.7
Native Hawaiian or Pacific Islander	1	0.2
White	372	59.0

### Conclusions based on this data:

- 59% of CMS students are White, 23.6% are Hispanic, and 8.7% are two or more races, about 9% is all other race/ethnicity groups.

2. Almost 12% of all CMS students have an IEP/ student with disabilities.

3. Almost 13% of CMS students are socioeconomically disadvantaged.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Overall Mathematics for CMS scored a very high (blue) on the performance indicator, and in ELA a high (green) on the overall performance indicator. Multiple years of CPM mathematics and extensive teacher training has a direct impact on increases
2. CMS earned orange on overall Chronic Absenteeism indicating a need to increase student attendance through Saturday School and school wide incentives..
3. CMS earned orange on overall Suspension rate indicating a need to decrease numbers of suspensions through implementing MTSS and strengthening student culture

# School and Student Performance Data

## Academic Performance English Language Arts

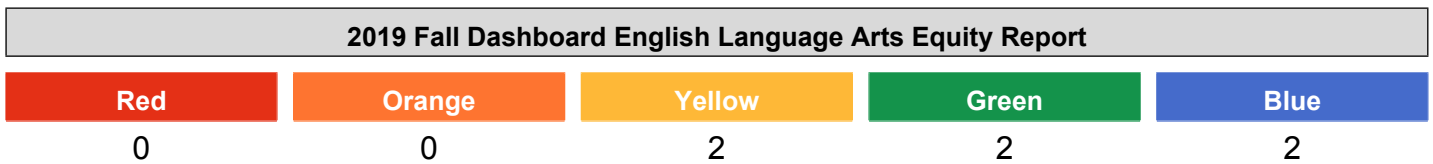
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 65.5 points above standard Declined -3.8 points 690	<p><b>English Learners</b></p> Yellow 5.2 points below standard Increased ++4.7 points 37	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Blue 49.7 points above standard Increased ++8.3 points 84	<p><b>Students with Disabilities</b></p> Yellow 5 points below standard Maintained ++0.4 points 102

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 80.6 points above standard Increased ++7.8 points 15	 No Performance Color 95 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Green 33.2 points above standard Declined Significantly -21.4 points 130	 Green 77.1 points above standard Declined -8.6 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 74.4 points above standard Maintained ++0.6 points 431

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	30.3 points above standard Increased ++4.1 points 27	70.7 points above standard Declined -3 points 593

**Conclusions based on this data:**

- In English Language Arts, all CMS students decreased by 3.8 points, however, scoring 65.5 points above standard in ELA.
- In English Language Arts, CMS English Learners increased by 4.7 points, however, scoring 4.7 points below standard and students with disabilities grew by 8.3 points, scoring 49.7 points above standard in ELA.
- In English Language Arts, CMS Hispanic population declined by 21.4 points however, scoring 33.2 points above standard, students of two or more races declined by 8.6 points however, scoring 77.1 points above standard. White student population maintained at 0.6 points scoring 74.4 points above standard. Closer look at data may indicate more student need for Literacy Lab (intervention)

# School and Student Performance Data

## Academic Performance Mathematics

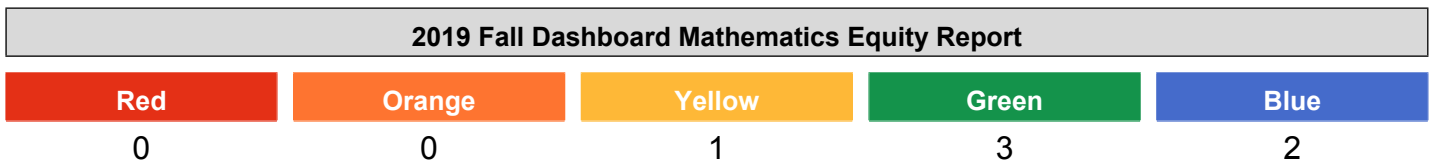
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 40.2 points above standard Maintained -0.2 points 690	<p><b>English Learners</b></p> Green 19.8 points below standard Increased ++4.3 points 37	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Green 7.4 points above standard Maintained -1.2 points 84	<p><b>Students with Disabilities</b></p> Yellow 38.1 points below standard Increased ++10.3 points 102

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 51.3 points above standard Declined Significantly -22.4 points 15	 No Performance Color 92.2 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.8 points above standard Declined -14.6 points 130	 Blue 49.9 points above standard Increased ++4.6 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 49.2 points above standard Maintained ++2.2 points 431

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	11.5 points above standard Maintained ++2.6 points 27	45.6 points above standard Maintained ++2.9 points 593

#### Conclusions based on this data:

1. All CMS students maintained with 0.2 points in math, scoring 40.2 points above standard. This can be attributed to the completed year 3 implementation of CPM curriculum
2. CMS Hispanic population declined by 14.6 points in math, scoring 7.8 points above standard., Students with two or more races increased by 4.6 points scoring 49.9 points above standard, and our white population maintained with 2,2 points scoring 49.2 points above standard.
3. CMS English Learners increased by 4.3 points in math, scoring 19.8 points below standard and students with disabilities increased 10.3 points, scoring 38.1 points below standard. Socioeconomically disadvantaged students maintained with 1.2 points, 7.4 points above average.

# School and Student Performance Data

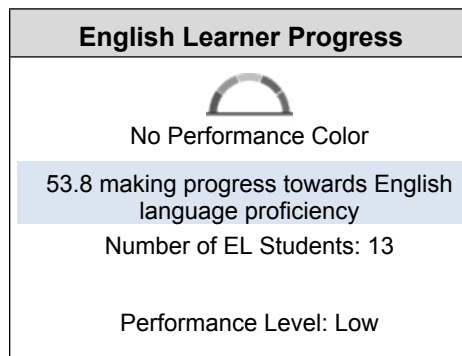
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3	30.7	7.6	46.1

#### Conclusions based on this data:

- 53.8% of our 13 EL students are making progress towards English language proficiency. This "Low" Performance level indicates a need for closer student data tracking and providing more scaffolding/interventions.
- 6 of 13 CMS students progressed at least one ELPI level indicating overall growth.
- The adoption and implementation of Amplify ELA curriculum provides accommodations and scaffolds for EL students

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

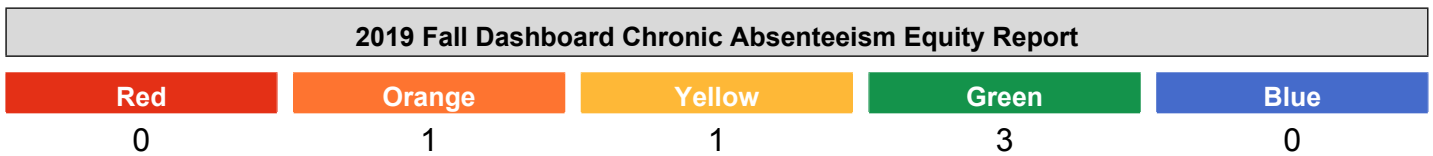
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 5.7 Increased +0.9 758	<p><b>English Learners</b></p> No Performance Color 7.7 Increased +3.7 26	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p><b>Socioeconomically Disadvantaged</b></p> Green 6.3 Declined -2 96	<p><b>Students with Disabilities</b></p> Green 8.1 Declined -2.8 111

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 6.3 Increased +0.7 16	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6 Increased +2.4 152	 Green 10 Declined -1.8 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 4.7 Increased +0.7 464

**Conclusions based on this data:**

1. CMS will analyze and determine action steps to support Hispanic and White students increase attendance. Provide additional Saturday School opportunities and incentivize attendance
2. CMS needs to provide more parent education on student attendance rates, district policies, Education Code laws, truancy implications, and the educational and emotional impact on students

# School and Student Performance Data

## Conditions & Climate Suspension Rate

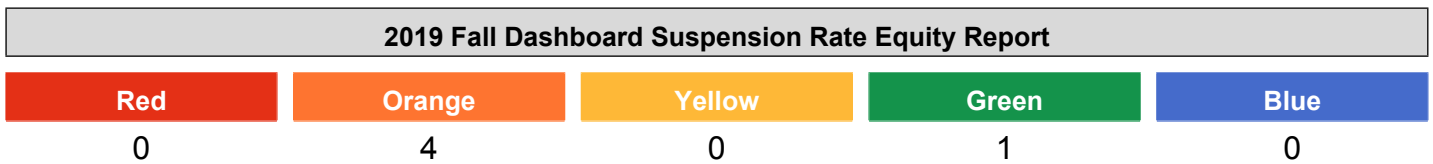
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>4.2</p> <p>Increased +1.7</p> <p>764</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>7.4</p> <p>Increased +3.4</p> <p>27</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>5.2</p> <p>Declined -1.8</p> <p>97</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>8</p> <p>Increased +4.1</p> <p>113</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">6.3</span> Declined -4.9 16	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 2px;">5.8</span> Increased +2.8 155	 Orange <span style="background-color: #e6f2ff; padding: 2px;">7</span> Increased +7 100	 No Performance Color Less than 11 Students - Data 4	 Orange <span style="background-color: #e6f2ff; padding: 2px;">3.2</span> Increased +0.8 467

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	4.2

**Conclusions based on this data:**

1. CMS will analyze exact suspensions numbers of Hispanic, two or more races, and white populations as well as students with disabilities and determine a level of support to decrease suspensions.
2. CMS students have a 30 minute advisory period 4 days a week and will discuss school agreements, policies, The Triton Three, and the implementation of MTSS (multi-tiered systems of support).
3. CMS will investigate better systems for student discipline and restorative practice approaches

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning: Key Actions and Services

## LEA/LCAP Goal

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

## Goal 1

CMS will provide programs and structures that ensure every student experiences personalized learning opportunities that support academic strengths, needs, goals, interests, and curiosity.

## Identified Need

Increase student percentage of ELA CAASPP scores for all student groups.  
Provide time for staff to collaborate and plan together.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students will use Thrively to document goals, strengths, and reflections. 100% of students will add content to their PowerSchool e-portfolio.	21-22 100% of students used Thrively to explore interested and strengths and document goals and reflections in their T3 class.	22-23 100% of students will use Thrively to explore interests and strengths and document goals and reflections 100% of students will add content to their PowerSchool e-portfolio
Teachers will use annual CAASPP SBAC data, at least once a year, to inform instruction and support student needs. ELA and Math teachers will administer and use interim assessment data two times a year. All teachers will use Illuminate to analyze student achievement data.	CUSD is currently adopting Illuminate software as a data collection tool.	100% of teachers will assess the 2021 annual CAASPP SBAC data to inform instruction and support student needs. Math and ELA teachers will administer and use SBAC interim data twice a year. SBAC Interim Assessment data will be used to determine new baselines. All teachers will use Illuminate to analyze student achievement data.
CMS staff will focus on site-wide goal of student discourse,	CAASPP ELA data 2021 will be the baseline.	Growth in student communication from ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>focusing on speaking and listening standards across all content areas. Develop shared resource folder and best practices.</p>		<p>(listening) CAASPP 21 scores to ELA (listening) CAASPP 22. PL provided to staff on student discourse strategies. Shared resource folder and best practices.</p>
<p>Increase percentage of students with disabilities in meeting and or exceeding standards in ELA and Math CAASPP SBAC.</p>	<p>Math subgroup -students with disabilities - yellow ELA subgroup -students with disabilities - yellow</p>	<p>Increased or maintained Math and ELA subgroup data for students.</p>
<p>All grade level increase % of students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. ELA team to document vertical alignment of 6-8 literacy skills. Use Read 180 data for Literacy Lab and English 8 Foundations to track growth. Develop department list of opportunities for building student speaking and listening skills.</p>	<p>June 2021: 23% of 6th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. 18 % of 7th grade students above standards on ELA SBAC Cluster Listening/Demonstrating effective communication skills. 23% of 8th grade students above standards on ELA SBAC Cluster Listening/Demonstrating effective communication skills Department collaboration and articulation of literacy skills.</p>	<p>By June 2023: Increase % of 6th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. increase % of 7th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. Increase % of 8th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills Documented vertical alignment of 6-8 literacy skills. Read 180 growth data for Literacy Lab and English 8 Foundations. Department list of opportunities for building student speaking and listening skills.</p>
<p>Implement year 3 NGSS Savvas curriculum. Curriculum work to align learning plan. Assess 2021 CAST assessment data.</p>	<p>Year 2 implementation of Savvas NGSS curriculum Documented individual teacher planning.</p>	<p>Align individual teacher planning to grade level scope and sequence. Evidence of growth in achievement on CAST assessment percentage..</p>
<p>Administer SBAC Interim Assessment twice a year and analyze data to set student</p>	<p>21-22 100% of math teachers used summative, annual SBAC data to assess growth, needs and achievement. 100% of</p>	<p>Use summative, annual SBAC data to track growth and needs.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
growth goals and track achievement. Provide student intervention access via Math Lab class. Continued team collaboration.	math teachers administered the SBAC Interim assessments throughout the year and analyzed data to guide instruction. Data from SBAC Interim was used to help populate and guide instruction for Math Lab intervention class.	Use SBAC Interim data throughout year and analyze data to guide instruction.
Document literacy (SOS strategies) and historical inquiry skills activities to determine effectiveness/alignment of listening and speaking strategies within each unit.	21-22 100% of history teachers collaborated on and evaluated unit literacy and historical thinking activities.	Will continue to evaluate the Units of study and work on the process of revising curriculum in each Unit to include effective listening and speaking strategies.
Use various instructional materials to increase students' use of written language, specifically conventions.	Develop writing, vocabulary, and grammar benchmarks using available tools like No Red Ink, Amplify, Scope, and BrainPop.	Will continue to use formal and informal assessment data to target areas of student need in written language and conventions.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

1.1 CMS will continue to use Thrively (online platform) to discover, develop, and reflect on student strengths, interests, and goals.

#### Action Steps:

- -Continued Professional Development for staff around the use of Thrively
- -Students will use Thrively weekly during T3.
- -Via Thrively, students will document and track their goals, reflections and growth over time
- -Implement a career day during College and Career readiness month – work in collaboration with k-12 workforce counselor
- -Access CHS and/or college students.
- -Provide interest survey
- -Student reflection on goals two times a year

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

CMS Funds for Thrively

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.2 Staff will use multiple measures of data to inform instruction and support all learners.

Action Steps:  
 Train and use Illuminate (assessment database) with staff  
 Implement a CUSD local assessment and assessment calendar - SBAC interim assessment in ELA and Math

Staff will use the following data:

- -SBAC data from Spring 2022
- -SBAC Interim Assessment data
- -Grade level department common assessments and collaboration
- -Math MDTP data
- -Lexile data
- -PE Fitnessgram data
- -Read 180 data and intervention classes (math and literacy) and EL classes
- -Use and track data: SBAC, Lexile, SBAC interim assessments, PE data

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District and Site Funds  
 District Funds for Illuminate

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.3 Site-wide focus on building student communication skills by focusing on speaking and listening standards across all contents.

Action Steps:

- Review SBAC data from June 2022
- Staff PL and ongoing discussions on speaking and listening strategies
- Shared best practices
- Use of Innovation lab (iLab) to support STEM integrated learning in all discipline areas
- Students access choice activities in all classes
- Continue to provide robust elective opportunities
- T3 Advisory period lessons and reflections
- Student reflection activities in all subject areas
- Develop a shared resource folder

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds  
 CMS Funds for PL  
 DoDEA STEM grant

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Student sub groups

Strategy/Activity

1.4 Increase/maintain sub group SBAC CAASPP scores. Increase percentage of students with disabilities meeting or exceeding standards in ELA and maintain or increase in Math.

Action Steps:

- Continue co-teaching with SPED support at each grade level
- Provide Literacy Lab 6-7 intervention class for struggling students
- Provide English 8 Foundations class for struggling students
- Maintain co-taught section sizes at 30 or fewer students and 30% or fewer IEP/504/SST students
- Maintain special education caseloads around 25 students to allow for intensive supports and frequent family collaboration

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds  
TIIG Funds  
DoDEA Funds

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.5 All departments will continue to support student literacy to increase the number of students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills

Action Steps:  
Align literacy skills 6th through 8th grade across subject areas  
Focus on student talk:

- -Provide more opportunities for students to build speaking and listening skills through Socratic seminars, debates, Amplify Quests, accountable talk, Flipgrids, and other programs
- - Quality of questioning to deepen understanding
- -DOK levels
- -Student connections to content
- -Setting expectations and opportunities for student talk

- Literacy Lab intervention class for grades 6-7 to increase foundational literacy skills through use of READ 180 curriculum
- English 8 Foundations class to increase foundational literacy skills through use of READ 180 curriculum
- Professional learning opportunities for ELA Dept. with other Departments
- Utilize opportunities for students to build close reading and annotation skills across departments

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds  
DoDEA Funds

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

1.6 Science: Implementation of curriculum and support materials aligned with Next Generation Science Standards.  
  
Action Steps:  

- Implementation of Savvas NGSS aligned curriculum
- Attend Pearson Savvas PL training for year 3 of implementation
- Continue department PL for aligned planning and implementation
- Develop adopted curriculum supported assessments and materials
- Analyze assessments data
- Examine 2022 CAST test results for areas of focus for instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

1.7 Mathematics: Use summative, annual SBAC data to track growth and needs. Use SBAC Interim data throughout the year and analyze data to guide instruction.  
  
Action Steps:  

- Use summative, annual SBAC baseline data to target student areas of need
- Administer at least 2 SBAC Interim Assessment at least two times a year and analyze data to set student growth goals and track achievement

- Continue to meet and collaborate with math team during department and PL meetings as well as release days to plan instruction, discuss higher level thinking questioning strategies, student data.
- Continue to provide student intervention access via Math Lab class
- Use MDTP assessment for additional data measures and as placement all students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District and Site Funds

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.8 History Evaluate our literacy (SOS strategies) and historical thinking skills activities to determine effectiveness/alignment of listening and speaking strategies within each unit.

Action Steps:

- Continue to meet and collaborate with History team during department and PL meetings to analyze and revise instruction as needed to incorporate effective listening and speaking strategies
- Professional Learning
- Release days to focus on listening and speaking strategies and how to include them into our units.
- Compile a list of tried and true listening and speaking strategies that work well within the history content.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District and Site Funds

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Staff collaborated weekly via staff meetings, department, grade level, and leadership meetings to articulate goals and work toward successful implementation. Overall implementation of the strategies/activities are as described above.

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

Overall implementation of the strategies/activities are as described above.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Communication

## LEA/LCAP Goal

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

## Goal 2

CMS seeks to ensure that communication systems among and between all shareholders are effective and valuable.

## Identified Need

Centralize, standardize, and provide communication consistency of progress, resources, events, emergencies, and relevant information

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Trident Newsletter on Sundays Update Website with streamlined guides to programs, resources, and events Weekly Facebook updates KCMS broadcast available on CUSD website Updated staff LMS pages	Weekly Trident Newsletter on Sunday CMS website with streamlined guides to programs, resources, and events Facebook updates KCMS broadcast posted on CUSD website Staff PowerSchool pages Updated staff PowerSchool pages	Increased PTO attendance and family engagement Weekly Trident Newsletter on Sunday Updated Website with streamlined guides to programs, resources, and events Updated Weekly Facebook posts KCMS broadcast on CUSD website Updated staff LMS pages
Leadership team agendas and notes Evidence of Pacific Post and weekly PL agendas and notes Implement surveys to gather data Continue use of shared Google folder	Weekly Pacific Post Bulletin Leadership team agendas and notes Weekly PL agendas and notes Survey data Shared Google folder	Weekly Pacific Post via Smore Leadership team agendas and notes Weekly PL agendas and notes Increase use of shared Google folder Use of survey data to drive needs
Implement at least two parent education events to target	Previous parent education event agendas and feedback	At least two parent education events implemented

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
academics and social emotional supports Develop agendas and resources and gather and feedback Increase parent use of online resources posted from CMS and CUSD		Agendas and resources provided Use of feedback for future Increased parent use of online resources posted from CMS and CUSD

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

2.1 Continued communication between CMS staff to community will include:

Action Steps:  
 Weekly principals' Pacific Post ( through Smore) to parents via weekly email messages via Catapult and posted to CMS website  
 Updated website and social media page. When needed - local news outlets (Coronado Times, Eagle Journal)  
 Principal and department leaders provide academic and program updates at monthly PTO meetings  
 KCMS news broadcast  
 T3 advisory period provides communication to students  
 Required parent participation at SSC  
 Classroom resources can be found on LMS  
 Announcements will be given when needed, over the intercom  
 Parent information events  
 Continued use of Catapult system for emergency communication

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

2.2 Communication between CMS administration and staff will include:

Action Steps:

- Weekly Pacific Post via Smore
- Wednesday professional learning meetings with agendas and notes(staff, department, grade level, PL)
- CMS Leadership Team and School Site Council
- Principal "Things to Know" emails
- Daily KCMS broadcast announcements
- Staff feedback regarding school related topics via surveys (2 per year)
- Maintain a shared calendar of events
- Maintain a shared Google folder with all needed information
- End of year staff feedback survey

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

2.3 Provide parent education and resources to support student success

Action Steps:

- Weekly Trident Newsletter
- Curriculum and instructional program information
- Regularly updated website
- KCMS broadcast announcements
- The Triton 3 and MTSS and T3 activities
- Continue Partnership events with SAFE and share resources for parents
- Principal and department leaders provide academic and program updates at monthly PTO meetings
- Social/Emotional supports via counseling and resources
- Weekly Trident will incorporate a Counselors spotlight
- Provide a parent night hosted by the CMS counselors to discuss:

\*\*\*Learning Management System- "How To"  
\*\*\*How to access weekly communication, key topics, and specific class information  
\*\*\*SEL material related to middle school students  
\*\*\*Encourage parent participation in PTO

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District and Site Funds

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Information is easily accessible by all stakeholders. Analyze CUSD communication systems to determine if streamlining of any will make readership increase.

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

Due to inaccurate communication information (cell phone and/or email) in our student information system (Synergy) not all stakeholders receive the weekly communication. That information is self reported during the annual online registration process.

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.

Provide a parent night at the beginning of the year, hosted by CMS counselors, to discuss how to access LMS and Synergy information as well as presenting SEL material related to middle school students. Increase readership of The Weekly Trident and website content.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Support

## LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

## Goal 3

CMS will provide a safe and supportive environment that values the whole child.

## Identified Need

Increase attendance to decrease chronic absenteeism for all students.  
Reduce suspension rates.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use and monitor student concerns list Reduction of D/F List Increase students and student sub groups achieving at standard Math/ELA support classes Continued implementation of MTSS systems	21-22 Tracked student need and growth on student concerns list Increase of students achieving at standard on SBAC Increased student growth in students taking Math Lab, Literacy Lab and English Foundations 8 Implementation of MTSS plan will be used by all staff	22-23 Continue tracking student need and growth on student concerns list Increase of students achieving at standard on SBAC Increased student growth in students taking Math Lab, Literacy Lab and English Foundations 8 Continued implementation of MTSS plan will be used by all staff
Weekly T3 SEL lessons incorporating Thrively 2023 California Healthy Kids Survey data Analyze MTSS implementation of supports Evidence on campus events and programs that support student health, connectedness and safety programs Track the % of students with staff/student connection	Monthly T3 SEL lessons Implement Thrively 2021 California Healthy Kids Survey data MTSS Planning and communicated to all staff Campus events and programs that support student health, connectedness and safety programs Gathered information on T3 from students and teachers	Continue Thrively and SEL lessons in T3 School wide structures of MTSS implemented and used Use CHKS survey data to drive some T3 lessons and MTSS systems Multiple on campus events and programs that support student health, connectedness and safety programs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gather feedback regarding advisory T3		Decreased % of students without staff/student connection T3 feedback
Required annual drills Current safety protocols in place School Site Council approval	Annual drills data Current safety protocols in place Documentation of feedback/input Site Council will approve in the fall of '22	Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year 22-23 Documentation of feedback/input Site Council will approve following year plan by May 2023
Use of growth data to determine growth and placement ELPAC data CAASPP data evaluated every fall <ul style="list-style-type: none"> <li>Read 180 data</li> </ul> CAASPP IAB data in ELA and Math	Data on: ELPAC CAASPP Lexile level <ul style="list-style-type: none"> <li>READ 180</li> </ul>	Consistent growth and possible reclassification based on ELPAC data CAASPP data READ 180 Lexile level data grades
Monthly communication reminders regarding importance of attendance via newsletter and website. Offer Saturday School to recapture student learning and attendance Increase attendance at P2 to Decrease chronic absenteeism, by at least 1.0%.	Due to COVID19, the last data is from 18-19 <ul style="list-style-type: none"> <li>Chronic absenteeism P2 to 96.0%</li> </ul>	Increase attendance at P2 by 1.5% Decrease chronic absenteeism 22-23 Increase communication regarding attendance and parent education Bring back Saturday School opportunities
Reduce suspension rates Decrease overall referral rate for all students by 1% Decrease suspension rate percentage for white, Hispanic, Two or more races and students with disabilities Implement MTSS supports	Due to COVID19, data is from 18-19 Overall decreased referral rate for all students by 3% Decreased suspension rate percentage for socioeconomically disadvantaged students, students with disabilities and Hispanic students Decreased referrals	Reduced suspension rates MTSS supports implemented and practiced Restorative practices and other social supports to decrease choice actions that cause a suspension from school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

3.1 Continue to provide academic interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)

Action Steps:  
 Intervention classes: Literacy Lab (6-8) continue using READ180, Math Lab (6-8), English 8 Foundations (8)  
 SpEd Academic Support classes at each grade level  
 SST and Beyond program implementation  
 Implement year 3 MTSS process to support students in need of intervention  
 Offer Homework Club 3 days a week after school  
 Implement best practices for providing student reflection and feedback opportunities  
 Clarify/educate on difference between accommodations and modifications (working document that has not been approved by legal)  
 Grade level student concerns list- consistent tracking  
 Dedicated day of the week in T3 to complete unfinished assignments  
 Counseling groups focused on success skills

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	TIIG Funds DoDEA Funds SPED Funds Coronado City Funds

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

3.2 CMS will continue to provide a safe and supportive environment that values character education, social-emotional awareness, inclusion, and student connectedness

Action Steps:

- 4 days of T3 (Triton Team Time) Advisory period 30 mins (year 3)
- Monthly SEL lessons and incorporating Thrively
- MTSS Language - PBiS (clearly outline)
- Continue to implement Schoolwide Agreements
- Triton Tri cards - share cards on broadcasts
- Provide consistent visuals campus wide of Coronado Middle School Triton Agreements
- Continue to create specific aligned wellness activities for T3
- Collaborate with SAFE to provide programs about student safety and health
- Continue awareness of digital safety
- Continue use and monitoring of student concerns report and grade level student concerns list
- Streamline Student Success Team Process
- Track and monitor staff/student connections list
- Research social emotional curriculum for middle school
- Increase club opportunities to support passions

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

3.3 Continue to update CMS safety plan and hold appropriate safety drills annually.

Action Steps:

- Vet plan with School Site Council
- Implement practice drills in conjunction with community safety authorities to determine needs
- Implement feedback and outcome from previous years.
- Determine need for additional supports which may be helpful or necessary
- Hold run, hide, fight trainings for staff
- Continue to implement out of class protocols ex. halls, bathroom passes, check out system- Kiosk
- Use of campus security assistant - increase training
- Consistent unified messaging

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

EL/RFEP

Strategy/Activity

3.4 English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continue to improve reading, writing, speaking, and listening skills in English to be college and career ready.

Action Steps:

Professional learning time dedicated to evaluating data in order to scaffolding for ELD and RFEP students to access content

Track CAASPP, ELPAC and ELD class assessment data and share for teacher use

Continue use of READ 180 curriculum for ELD class

Use the speaking and listening strategies presented by the learning department and colleagues to shelter and scaffold the speaking and listening standards for ELD and RFEP students.

Increase focus on speaking and listening standards, specifically language for academic discussion and collaboration

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

3.5 Continue to monitor daily attendance and tardy rates. Increase overall attendance rates and targeted subgroups.

**Action Steps:**

Key actions are dependent on feedback and outcome from previous years.  
Use student concerns lists and continue to track attendance of all students twice a month.  
Attendance Action Team will continue to meet to support student attendance and hold SART/SARB meetings  
Provide Saturday School and Make – up Day opportunities  
Continue to educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools)  
Provide attendance information in Spanish  
Survey parents regarding cause/trends

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

3.6 Continue to monitor referrals and suspension rates. Decrease overall suspension rates and targeted subgroups.

**Action Steps:**

Implement revised/new systems  
Develop and implement year 3 MTSS including the academic piece of MTSS  
Continue to incorporate school-wide behavior expectations (The Triton 3)  
Use T3 activities to discuss behavior expectations and school culture  
Look at best practices from other schools  
Determine need for additional supports which may be helpful or necessary.  
Continue to gather feedback on systems  
Continue to use Triton Tri Card with reward system  
Implement General Procedure for Supporting Student Behavior Matrix  
Implement behavioral definitions for Minor/Learning Space Managed behaviors and Major/Managed in Collaboration with Administration. Behavior’s Chart for staff use

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District and Site Funds

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

MTSS committee trained staff and implemented social -emotional and behavioral supports including the Triton 3. We implemented Thrively into T3. Attendance has presented some challenges due to Covid19. The ELPAC has provided a more rigorous assessment of EL students who still need to work on speaking and listening skills. More streamlined supports have been put into place for student academic interventions as well as developing a school community of connectedness. All safety drill were successfully held.

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

Attendance tracking challenges due to COVID19. Overall implementation of the strategies/activities are as described

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

No changes were added to this goal. Additions are found int he activities

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
-------------------------	-----------------

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	\$97,582.00	97,582.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Brooke Falar	Principal
Kevin Ramirez	Classroom Teacher
Kimberly Pittner	Classroom Teacher
Cara Hetrick	Classroom Teacher
Liz Josset	Other School Staff
Janice Bryant	Other School Staff Parent or Community Member
Shannon Litchy	Parent or Community Member
Alexia Palacios Peters	Parent or Community Member
Rodolfo G.M.	Secondary Student
Maggie B.	Secondary Student
Austin I.	Secondary Student
Calvin P.	Secondary Student
Sophia K.	Secondary Student

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**

Departmental 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 April 19, 2022.

Attested:

Principal, Brooke Falar on April 19, 2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Strand Elementary School	37 68031 6038087	4-27-22	5-19-22

## Purpose and Description

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

### Schoolwide Program

The three goals outlined in this SPSA (Learning, Communication, and Support) directly align with CUSD's three Board goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

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

The three goals in the SPSA in the areas of Learning, Communication, and Support, align with the Coronado Unified School District's Goals approved by the Governing Board, three LCAP Goals, LRP goals, and the LCAP Federal Addendum.

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

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

### Board Goals:

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

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

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

### Silver Strand Elementary School Goals:

**Goal 1: Learning:**

Silver Strand Elementary aims to address each students' strengths and growth through personalized goals, activities, and assessments; data-driven decision making; and access to intervention and enrichment opportunities and and social-emotional supports.

**Goal 2: Communication:**

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

**Goal 3: Support**

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

## Classroom Observations

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

The CUSD Certificated Evaluation Process requires: three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur. During the COVID-19 pandemic, an MOU paused the evaluation process for teachers in years 3-experienced, yet continues the process for teachers who are new to the district, with 0-2 years experience. School sites are piloting a new evaluation system devised by a district committee during school year 2021-22.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Local Benchmark and Bridges assessments, DRA, and CAASPP

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

Small group interventions, reading groups recalibrated by local Benchmark assessments and DRA assessments

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet highly qualified status.

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

All teachers have access to district and county professional development opportunities aligned with curriculum and district goals.

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

Time is allotted for all-staff meetings, curriculum and instruction preparation, collaborations, grade-level articulation, and individualized planning and data review.

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

The District has designated ToSAs in math, science, ELA/ELD, technology, and a program specialist and Board Certified Behavior Analyst in SpEd to offer support in curricular areas with professional development, trainings, and resources.

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

Wednesday afternoons (between 1:45 and 3:15 PM) are dedicated to staff collaborations on a weekly and rotating basis to provide time for the following: all-staff meetings, grade-level and program articulations, and collaborations in support of students.

## Teaching and Learning

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

District-adopted curriculum (Benchmark ELA, Bridges Math, Foss Science, and TCI History/Social Science) is vetted by SDCOE and follows CA state standards.

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

Our current COVID Hybrid AM/PM cohort and BRIDGE learning schedule allows for 75 minutes of daily time for synchronous and asynchronous math instruction and Number Corner activities, and 60-90 minutes daily for synchronous and asynchronous ELA and Reading activities (whole group and small group instruction, including intervention reading groups).

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

Our academic bell schedule allots 75-80 minutes of math instruction and Number Corner activities, and 60-90 minutes daily for ELA and Reading instruction (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups).

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

Current adopted curricula include: Bridges Math and Benchmark ELA, FOSS Science, TCI History/Social Science, SPARK PE, and Harmony SEL.

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

Current adopted curricula include: Bridges Math and Benchmark ELA with intervention extensions, Wilson Reading, FOSS Science, TCI History/Social Science, SPARK PE, Harmony SEL.

## **Opportunity and Equal Educational Access**

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

Our academic bell schedule allots 75-80 minutes of math instruction and Number Corner activities, and 60-90 minutes daily for ELA and Reading instruction (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups for students reading below grade level).

Evidence-based educational practices to raise student achievement

Practices include small-group instruction, guided reading, number talks, and inquiry-based learning.

## **Parental Engagement**

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

Title 1 funding is used to support two Reading Specialists who provide small-group guided reading support to students achieving below grade level. We conduct annual meetings with parents, teachers, and administrators to review spending and programs. A Title 1 letter is sent out annually and updates on programs are provided to the School Site Council. School Parent Teacher Organization and Coronado Schools Foundation provide funding to support enrichment programs which would otherwise encumber the general funds available for intervention staff. Our site has access to Clinical and ERMHS Counselors; counseling, training, and resources from Coronado Safe Harbor; and a Military-funded Family Life Counselor.

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

Families are engaged in our school's Parent Teacher Organization, Coronado Schools Foundation, SSC, Student Anchored4Life Club, Title 1 Advisory Committee, and DELAC. Guardians are welcome to volunteer on campus in classrooms by meeting district health policies.

### Funding

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

Title 1 funding provides Reading Specialist Support (1.2 FTE) and small-group reading support for students below grade level.

Fiscal support (EPC)

Title 1 Allocation of \$170, 960.00 is spent on salaries and benefits for 1.2 FTE Reading Specialists.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The Silver Strand School Site Council, comprising certificated and classified staff, parents, and principal, met on 1/19/2022, 3/9/2022, and 4/27/2022 to review Safety Plan, site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 4/27/2022 meeting. Silver Strand staff and families had opportunities to review and revise goals in the SPSA in February and March in staff meetings and newsletter/attachments. The SPSA was approved by the Coronado Unified School District Board of Trustees at the 5/19/22 Board Meeting.

The SPSA an evolution of a former School Site LCAP and Strategic Plan, last approved in May 2019. The three-year cycle format of the LCAP was translated and updated in the SPSA in Spring 2019.

## **Resource Inequities**

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

There are no identified resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.32%	0.28%	0.7%	1	1	2
African American	3.48%	2.22%	1.8%	11	8	5
Asian	0.63%	0.83%	1.4%	2	3	4
Filipino	1.58%	1.11%	2.1%	5	4	6
Hispanic/Latino	20.89%	25.56%	25.0%	66	92	71
Pacific Islander	0.32%	0.56%	0.7%	1	2	2
White	56.65%	53.89%	52.5%	179	194	149
Multiple/No Response	13.61%	10.56%	10.2%	43	38	29
<b>Total Enrollment</b>				316	360	284

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	76	75	41
Grade 1	49	59	49
Grade 2	48	60	54
Grade 3	47	54	49
Grade 4	51	49	53
Grade 5	45	63	38
<b>Total Enrollment</b>	316	360	284

### Conclusions based on this data:

1. Enrollment dipped between 2016-17 and 2017-18 as Lincoln Military Housing Development vacated properties for renovation. As they opened additional units in 2018, enrollment increased to previously maintained levels for school year 2019-20. Enrollment dropped during 20-21 school year due to COVID circumstances but at the time of this writing (2/14/22), enrollment is 332.
2. The number of students on inter-district transfers increased from 59 in 2016-17 to 76 in 2018-19 and there were 61 in 2019-20, also accounting for increase in enrollment. In school year 20-21, no new inter-district students were accepted due to COVID circumstances.
3. Demographics have fluctuated between 52-56% white over the past three years. The number of students identifying as Hispanic/Latino has grown since 2017, currently representing a quarter of our student population.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	12	7	10	3.8%	1.9%	3.5%
Fluent English Proficient (FEP)	12	20	17	3.8%	5.6%	6.0%
Reclassified Fluent English Proficient (RFEP)	4	6	0	33.3%	50.0%	0.0%

### Conclusions based on this data:

1. The number of English Language Learners at SSES increased in 20-21 to 3.5%, with a subsequent increase in services for students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45	49	49	42	46	45	42	46	45	93.3	93.9	91.8
Grade 4	41	56	49	38	55	46	38	55	46	92.7	98.2	93.9
Grade 5	58	53	38	56	51	35	56	51	35	96.6	96.2	92.1
All Grades	144	158	136	136	152	126	136	152	126	94.4	96.2	92.6

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2474.	2474.	2474.	52.38	36.96	42.22	16.67	41.30	26.67	16.67	13.04	17.78	14.29	8.70	13.33
Grade 4	2525.	2499.	2530.	44.74	40.00	47.83	31.58	23.64	30.43	21.05	20.00	10.87	2.63	16.36	10.87
Grade 5	2546.	2584.	2562.	33.93	52.94	45.71	39.29	33.33	28.57	16.07	7.84	22.86	10.71	5.88	2.86
All Grades	N/A	N/A	N/A	42.65	43.42	45.24	30.15	32.24	28.57	17.65	13.82	16.67	9.56	10.53	9.52

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.24	45.65	35.56	38.10	43.48	57.78	16.67	10.87	6.67
Grade 4	44.74	38.18	52.17	52.63	43.64	41.30	2.63	18.18	6.52
Grade 5	35.71	60.78	31.43	48.21	35.29	62.86	16.07	3.92	5.71
All Grades	41.18	48.03	40.48	46.32	40.79	53.17	12.50	11.18	6.35

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.24	32.61	35.56	38.10	58.70	57.78	16.67	8.70	6.67
Grade 4	47.37	36.36	32.61	50.00	45.45	54.35	2.63	18.18	13.04
Grade 5	50.00	56.86	45.71	33.93	37.25	40.00	16.07	5.88	14.29
All Grades	47.79	42.11	37.30	39.71	46.71	51.59	12.50	11.18	11.11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.19	21.74	17.78	66.67	65.22	75.56	7.14	13.04	6.67
Grade 4	28.95	21.82	28.26	71.05	61.82	63.04	0.00	16.36	8.70
Grade 5	28.57	37.25	20.00	60.71	58.82	74.29	10.71	3.92	5.71
All Grades	27.94	26.97	22.22	65.44	61.84	70.63	6.62	11.18	7.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.48	45.65	31.11	45.24	45.65	62.22	14.29	8.70	6.67
Grade 4	47.37	30.91	30.43	50.00	52.73	63.04	2.63	16.36	6.52
Grade 5	42.86	58.82	42.86	46.43	35.29	54.29	10.71	5.88	2.86
All Grades	43.38	44.74	34.13	47.06	44.74	60.32	9.56	10.53	5.56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The number of students exceeding standards in ELA has increased between 17-18 and 20-21. While the number of students not meeting standard has been consistently around 10%, there is fluctuation between the groups nearly meeting standard and meeting standard (increase in number of students nearly meeting standard and decrease in students meeting standard).
2. Between 18-19 and 20-21, our students in all grades performing above standard in reading decreased by 8%, while students at or near standards increased 12%, and students below standard decreased from 11% to 6%.
3. Reading, Writing, and Research/Inquiry are strengths among subscores; Listening skills are a consistent relative area of growth. However, the number of students performing below standard in writing has remained steady at 11-12%, while the number of students below standard in listening and research/inquiry has dropped below 10%.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45	49	49	42	46	45	42	46	45	93.3	93.9	91.8
Grade 4	41	56	49	38	55	46	38	55	46	92.7	98.2	93.9
Grade 5	58	53	38	56	52	35	56	52	35	96.6	98.1	92.1
All Grades	144	158	136	136	153	126	136	153	126	94.4	96.8	92.6

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2449.	2450.	2473.	33.33	21.74	31.11	28.57	43.48	42.22	16.67	26.09	13.33	21.43	8.70	13.33
Grade 4	2518.	2498.	2527.	31.58	21.82	43.48	36.84	34.55	28.26	23.68	32.73	23.91	7.89	10.91	4.35
Grade 5	2545.	2581.	2553.	39.29	53.85	34.29	25.00	25.00	31.43	25.00	15.38	17.14	10.71	5.77	17.14
All Grades	N/A	N/A	N/A	35.29	32.68	36.51	29.41	33.99	34.13	22.06	24.84	18.25	13.24	8.50	11.11

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.48	41.30	37.78	33.33	36.96	51.11	26.19	21.74	11.11
Grade 4	42.11	43.64	52.17	42.11	32.73	41.30	15.79	23.64	6.52
Grade 5	46.43	63.46	31.43	35.71	26.92	48.57	17.86	9.62	20.00
All Grades	43.38	49.67	41.27	36.76	32.03	46.83	19.85	18.30	11.90

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.86	36.96	35.56	38.10	50.00	53.33	19.05	13.04	11.11
Grade 4	42.11	29.09	36.96	44.74	49.09	58.70	13.16	21.82	4.35
Grade 5	37.50	44.23	37.14	46.43	51.92	42.86	16.07	3.85	20.00
All Grades	40.44	36.60	36.51	43.38	50.33	52.38	16.18	13.07	11.11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.48	23.91	46.67	38.10	63.04	40.00	21.43	13.04	13.33
Grade 4	42.11	30.91	45.65	50.00	47.27	50.00	7.89	21.82	4.35
Grade 5	35.71	53.85	37.14	48.21	36.54	60.00	16.07	9.62	2.86
All Grades	38.97	36.60	43.65	45.59	48.37	49.21	15.44	15.03	7.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The number of students in all grades meeting and exceeding standards in math has increased from 65% to 71% since 2017-18.
2. In all sub-categories, the numbers of students below standards has decreased to below 12%, with the greatest increases in students at or near standard.
3. Across all grades, 89% of students performed near, at, or above standard in all areas.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	*	*	
1		*	*		*	*		*	*		4	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3		*	*		*	*		*	*		*	4	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*		*	*		*	*		*	*		
All Grades											11	9	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*		*	*		*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	36.36		*	45.45	*	*	9.09	*	*	9.09	11	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>1</b>		*	*		*	*		*	*		*	*		*	*
<b>2</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*		*	*
<b>4</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>All Grades</b>	*	*	72.73		*	18.18		*	0.00	*	*	9.09	11	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>1</b>		*	*		*	*		*	*		*	*		*	*
<b>2</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*		*	*
<b>4</b>		*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*		*	*			*			*		*	*	
<b>All Grades</b>	*	*	0.00	*	*	45.45	*	*	27.27		*	27.27	11	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*		*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	36.36	*	*	45.45	*	*	18.18	11	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*		*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	80.00		*	10.00	*	*	10.00	11	*	10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*	*	*	*		*	*	*	*	*
All Grades	*	*	18.18	*	*	54.55	*	*	27.27	11	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*		*	*	*	*	*
<b>1</b>		*	*		*	*		*	*		*	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*
<b>4</b>		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	*	9.09	*	*	63.64		*	27.27	11	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Silver Strand enrolled a statistically significant number of students who are English Language Learners in 2020-21.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>284</b>	<b>17.3</b>	<b>3.5</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	3.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	49	17.3
Students with Disabilities	37	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.8
American Indian or Alaska Native	2	0.7
Asian	4	1.4
Filipino	6	2.1
Hispanic	71	25.0
Two or More Races	29	10.2
Native Hawaiian or Pacific Islander	2	0.7
White	149	52.5

### Conclusions based on this data:

1. Approximately 33% of our student population comprises students who are economically disadvantaged, have disabilities, and/or are English Learners.

- 
2. Our largest demographic subgroup are students who identify as Hispanic (25%)





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Data from 2019: Students are continuing to achieve and improve in ELA (blue).
2. Data from 2019: Students are improving in mathematics, with room for improvement (green).
3. Data from 2019: Our chronic absenteeism and suspension rates warrant ongoing attention to maintain green levels.

# School and Student Performance Data

## Academic Performance English Language Arts

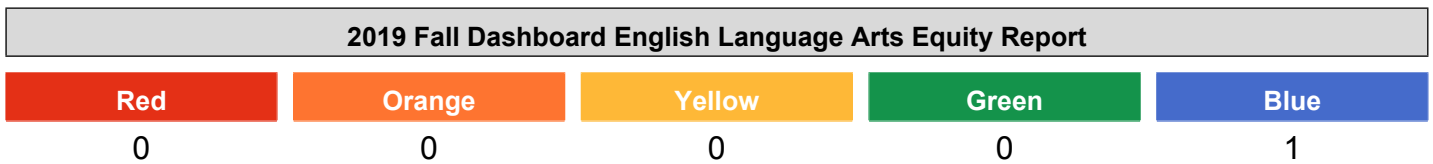
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 51.5 points above standard Maintained ++2.5 points 133	<p><b>English Learners</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> No Performance Color 49.9 points above standard Declined -13.2 points 18	<p><b>Students with Disabilities</b></p> No Performance Color 29.8 points below standard Declined -4.3 points 18

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 27.4 points above standard Declined -5.2 points 34	 No Performance Color 39.6 points above standard Declined -13.1 points 19	 No Performance Color 0 Students	 Blue 63.2 points above standard Increased ++14.2 points 69

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 6	50.9 points above standard Increased ++7.3 points 122

**Conclusions based on this data:**

1. Data from 2019: Students with disabilities (18) declined 4.3 points in ELA, warranting attention; students who are socioeconomically disadvantaged declined by 13 points, warranting attention
2. Data from 2019: Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.
3. Data from 2019: 19 students representing two or more races declined 13 points, warranting attention.

# School and Student Performance Data

## Academic Performance Mathematics

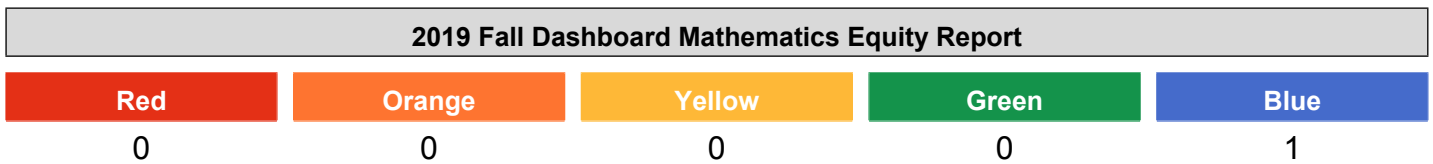
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>30.5 points above standard</p> <p>Increased ++5.4 points</p> <p>133</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>6.2 points above standard</p> <p>Declined -13.9 points</p> <p>18</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>44.1 points below standard</p> <p>Maintained ++1 points</p> <p>18</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <span style="background-color: #e6f2ff;">9.6 points above standard</span> Declined -11.7 points 34	 No Performance Color <span style="background-color: #e6f2ff;">37.4 points above standard</span> Increased ++6.4 points 19		 Blue <span style="background-color: #e6f2ff;">37 points above standard</span> Increased Significantly ++15.9 points 69

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 6	<span style="background-color: #e6f2ff;">28.8 points above standard</span> Increased ++9.4 points 122

**Conclusions based on this data:**

1. Data from 2019: Students with disabilities increased scores by 1.
2. Data from 2019: Hispanic students decreased scores by nearly 12 points, warranting attention. Students reporting two or more races increased 6.4 points.
3. Data from 2019: White students increased by 15.9 points, "increased significantly" from previous year

# School and Student Performance Data

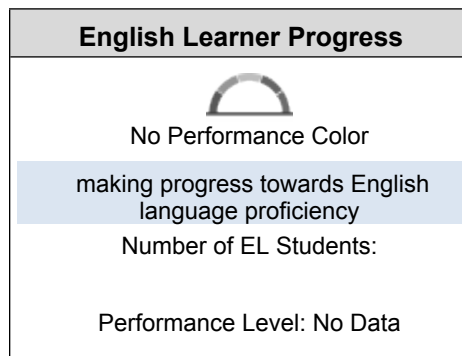
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

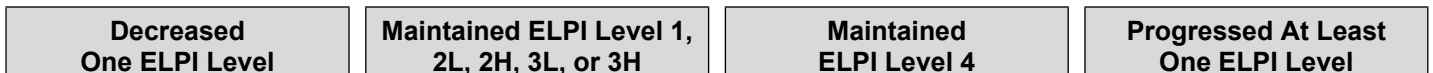
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. No conclusions due to lack of significant statistical data.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Not applicable.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

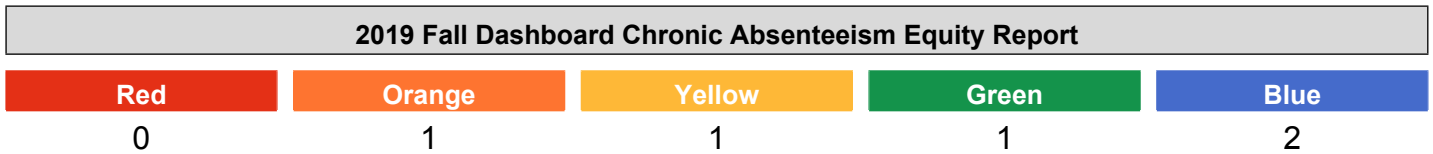
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Green 3.3 Declined -0.6 361	<p><b>English Learners</b></p>  No Performance Color 15.4 Increased +15.4 13	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 6.7 Maintained +0.1 60	<p><b>Students with Disabilities</b></p>  Blue 0 Declined -1.8 34

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.2 Declined -0.6 83	 Orange 8.6 Increased +6.2 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.6 Declined -1.7 196

**Conclusions based on this data:**

1. Data from 2019: Students with disabilities demonstrated increased attendance.
2. Data from 2019: Students representing two or more races increased absenteeism.
3. Data from 2019: Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention in the yellow zone.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

**Conclusions based on this data:**

1. not applicable

# School and Student Performance Data

## Conditions & Climate Suspension Rate

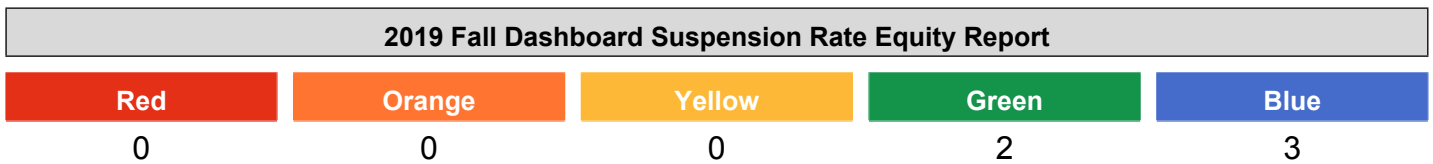
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.1</p> <p>Declined -0.5</p> <p>369</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>7.7</p> <p>Increased +7.7</p> <p>13</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Declined -2.1</p> <p>62</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Declined -3.6</p> <p>37</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">7.1</span> 14	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff; padding: 2px;">1.2</span> Declined -0.6 85	 Blue <span style="background-color: #e6f2ff; padding: 2px;">0</span> Declined -2.4 61	 No Performance Color Less than 11 Students - Data 1	 Green <span style="background-color: #e6f2ff; padding: 2px;">1</span> Declined -0.5 199

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.1

**Conclusions based on this data:**

1. Data from 2019: Suspensions have been limited to one to two per year and declined in all areas.
2. Data from 2019: There is a need to monitor and track internal data on behaviors which do not result in suspension. (2022 Update: Internal tracking is in progress).
3. Data from 2019: The school is undergoing an MTSS process which encourages alternatives to suspension.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning

## LEA/LCAP Goal

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

## Goal 1

Silver Strand Elementary aims to address each student's strengths and growth through personalized goals, activities, and assessments; data-driven decision making; and access to intervention and enrichment opportunities and social-emotional supports.

## Identified Need

Data in English Language Arts and Mathematics and likeliness of learning loss due to COVID-19 indicate the need to continue to provide support for students at their instructional level to achieve toward and beyond grade-level standards. We must maximize opportunities within our bell schedule and staffing to provide small-group and individualized instruction, intervention, and enrichment (Personalized Education Plan time, Academic Support and Enrichment groups, Specialized Academic Instructional services and co-teaching, and small group rotations with the classroom), with staffing by general education teachers, SpEd teachers, ASE teachers, and Instructional Assistants.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA Achievement Metrics: Indicator: Listening skills are a consistent relative area of growth. The number of students performing below standard in writing has remained steady and the number of students performing above standard in writing decreased in 2020-21. Historical data indicates that students with disabilities, students socio-economically disadvantaged, and students who are Hispanic have declining scores/are performing below peers.</p> <ol style="list-style-type: none"> <li>1. CAASPP ELA Scores</li> <li>2. Benchmark Advance Interim Assessments monitor progress towards end of year reading</li> </ol>	<p>ELA Achievement Baselines</p> <ol style="list-style-type: none"> <li>1. CAASPP ELA Scores 2020-21: Grades 3-5 performing at or above standard all areas: 74%</li> <li>2. Benchmark Interim Assessments Baselines (note; missing data in part at all grade levels): SSES Overall Interim 1 2020-21: No data SSES Overall Interim 1 2021-22: 20% District Overall Interim 1 2021-22: 27%</li> </ol> <p>SSES Overall Interim 2: 2020-21: 79% SSES Overall Interim 2 2021-22: 38%</p>	<p>2022-23 Metrics</p> <ol style="list-style-type: none"> <li>1. CAASPP ELA Scores: Grades 3-5 performing at or above standard in all areas: Increase to 76% in 2021-22 testing; Increase subgroup performance</li> <li>2. Benchmark Interim Assessments: 2-4% increase in students' progress at end of year with all teachers participating consistently in data collection</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>and writing standards and identify students or curricular areas needing additional attention</p> <p>Interim 1 = Beginning of Year / Baseline</p> <p>Interim 2 &amp; 3 = Mid Year</p> <p>Interim 1 = End of Year</p>	<p>District Overall Interim 2 2021-22: 42%</p> <p>SSES Overall Interim 3 2020-21: 66%</p> <p>SSES Overall Interim 3 2021-22: 47%</p> <p>District Overall Interim 3 2021-22: 52%</p> <p>Historical CAASPP Data: 2019-20: No statewide testing 2018-19: CAASPP ELA Average all grades: 73% All three grade levels demonstrated an increase in overall achievement scores between 2017 and 2019.</p>	
<p>Math Achievement Metrics: Indicator: Problem Solving, Modeling, and Communicating Reasoning are school-wide areas of focus</p> <ol style="list-style-type: none"> <li>1. CAASPP Math Scores</li> <li>2. Consider creating CAASPP Interim Assessments baseline in 2022-23</li> <li>3. Bridges Unit Assessments</li> </ol>	<p>Math Achievement Baselines:</p> <ol style="list-style-type: none"> <li>1. CAASPP Math Scores 2020-21: Grades 3-5 performing at or above standard in all areas: 71%</li> <li>2. Bridges In Mathematics/Number Corner (NC) Assessment Checkup (CU): 2021-22 NC Baseline - All SSE Students Meeting &amp; Approaching Standards: 72% 2021-22 NC CU 1 - All SSE Students Meeting &amp; Approaching Standards: 70% 2021-22 NC CU 2 - All SSE Students Meeting &amp; Approaching Standards: 75%</li> <li>3. Consider creating CAASPP Interim Assessments baseline in 2022-23</li> </ol> <p>Historical Benchmark CU Data: Bridges in Mathematics/Number Corner (NC) Assessment Checkup (CU) Baselines:</p>	<p>2022-23 Metrics:</p> <ol style="list-style-type: none"> <li>1. CAASPP Math Scores: Grades 3-5 performing at or above standard in all areas: Increase to 73% from 71 %</li> <li>2. CAASPP Interim Assessments?</li> <li>3. Bridges Unit Assessments Bridges In Mathematics/Number Corner Assessments: The percentage of students scoring the in the approaching + meeting standards category will increase 1-3 percent.</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2020-21 NC CU 2 - All SSE Students Meeting &amp; Approaching Standards: 80%</p> <p>2020-21 NC CU 3 - All SSE Students Meeting &amp; Approaching Standards: 84%</p> <p>2020-21 NC CU 4 - All SSE Students Meeting &amp; Approaching Standards: 83%</p> <p>Historical CAASPP Data:            2019-20: No statewide testing            2018-19 CAASPP Math Average all grades: 67%            2017-18 CAASPP Math Average all grades: 65%</p>	
<p>Science Achievement Metrics            Metric:            1. CAST Scores</p>	<p>Science Achievement Baselines:            2021-22: CAST scores pending            2020-21: CAST: No statewide testing            2019-20: CAST: No statewide testing            2018-19 CAST: 71% of 5th grade students met or exceeded the standards on the CAST Science Test. Earth and Space Sciences were a relative strength, and Life Sciences a relative area of growth.</p>	<p>2022-23 Metrics            1. Gradewide discussion on implementation of Foss units and exploration of CAST questions with potential focus on Life Science at grade levels.            2. Goal to increase performance to 73% or 2% above 2022 baseline</p>
<p>Innovation, VAPA, and Spanish Metrics            Indicator: CSF funds Arts and STEAM pathways and schedules provides students K-5 access; new grant to fund Spanish instruction beginning in SY 2022-23 requires scheduling for student access K-5.</p>	<p>Innovation, VAPA, and Spanish Metrics            2021-22: Students resumed 90 minutes per week per semester of Innovation and VAPA            Historical Data:            2020-21: Student access to live, in-person VAPA and Innovation Labs limited by COVID-19 and schedule constraints.            2019-20: All students experienced two 50-minute lessons in either VAPA or Innovation Lab per semester.</p>	<p>2022-23 Metrics:            1. All students have access to new Innovation Lab resources and curricula and VAPA            2. All students have access to Spanish instruction per schedule (between 20 and 45 minutes per week determined by grade level)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Physical Education Metrics: Indicator: Students missed in-person physical education entirely from March 2020 to June 2021. PE minutes were reduced between school year 2018-19 (baseline) and year (21-22).</p> <ol style="list-style-type: none"> <li>Scheduling/minutes of PE</li> <li>Fitnessgram Testing</li> </ol>	<p>PE Baselines 2021-22: Students in K-5 resumed 120 minutes/week of PE Fitnessgram: 100% of 5th graders tested (61/61). Students in the Healthy Fitness Zone: Pacer: 93% (57/61) Push up: 54% (33/61) Flexed arm hang: 61% (37/61) Curl up: 49% (30/61) Shoulder stretch: 84% (51/61) # of Students passing 4 out 4: 25 (41%) # of Students passing 3 out 4: 15 (25%) Percentage of students in healthy fitness zone in at least 3 of the 4 areas tested: 66% (40/61)</p> <p>Historical Data: 2020-21: Students missed in-person physical education entirely from March 2020 to June 2021. PE minutes were reduced between school year 2018-19 (baseline) and year (21-22). 2019-20: Students' time in PE reduced from 150 minutes per week to 130; no fitness data 2018-19 Data: Total number of students tested 52 Total number of students passed 6 out 6 – 38.5% Total number of students passed 5 out 6 – 73.1% Total number of students passed 38 out 52 - 73%</p>	<p>Metrics: 1. Scheduling: Maintain 120 minutes/week for PE in grades K-5. 2. Fitnessgram Testing: Increase 5th graders in the Healthy Fitness Zone in 3/4 areas to 70%; increase results in individual areas (push up, flexed arm hang)</p>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.1: SSES will provide standards-aligned core curriculum, high-quality instruction, and assessments to in preparation for all students to graduate college and career ready.

- -Implement Year 4 of Bridges Math Curriculum, with a focus on consistency of unit implementation, assessments, data analysis, and appropriate implementation of intervention materials.
- -Implement Year of 3 Benchmark ELA Curriculum with continued training, and focus on assessments and interventions.
- -Define role of Lucy Calkins Writing Curriculum, integrating Benchmark ELA Curriculum where appropriate
- -Continue robust implementation of Foss Science curriculum
- -Implement arts integration unit at each grade level
- -Resume implementation of SPARK curriculum for PE, with training for new staff
- -Continue Year 3 of Project Lead the Way Curriculum in Innovation Lab

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
4000-4999: Books And Supplies  
DoDEA Grant(s), Coronado Schools Foundation  
Block Grant, LCFF supplemental,  
Title I

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.4 SSES will ensure access to effective 21st century curriculum, instruction, learning tools, assessments and extensions

- Grade levels will identify most appropriate and effective online platforms and programs for delivery of curriculum, instruction, assessments, and extensions and apply them consistently.
- All families will have efficient remote access to curricular resources (including intervention and extensions) in appropriate subject areas
- Students will maintain 1:1 access to devices in classrooms at SSES

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
General Fund

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

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

Implementation of intervention groups is dependent upon grant and Title 1 Funds as well as general fund allocations. Scheduling and staffing in Special Education is dependent upon IEP services stipulated per student.

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 Subject

Communication

## LEA/LCAP Goal

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

## Goal 2

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

## Identified Need

Family and community shareholders need access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students. Staff members need access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Educational Platform Metrics: Indicator: Accurate and accessible information about school schedules, events, and programming available to all shareholders</p> <ol style="list-style-type: none"> <li>1. Teacher Implementation of new LMS Canvas</li> <li>2. Family access to and facility with Canvas</li> <li>3. Website updated with current information and programming</li> <li>4. Updated and accurate bell schedules</li> </ol>	<p>Educational Platform Baselines:</p> <ol style="list-style-type: none"> <li>1. LMS: A district committee including teachers from all sites agreed to adopt Canvas as the new Learning Management System. Teachers will be trained before the end of school year 2021-22, with implementation in school year 2022-23.</li> <li>2. District and Site Websites and Communication Systems: District and site websites were transferred to a new platform and linked to a new communication system (Catapult) for school year 2021-22. Catapult is used to send newsletters and messages to families. School website has been updated in</li> </ol>	<p>Metrics 2022-23:</p> <ol style="list-style-type: none"> <li>1. Teacher training and universal implementation of new LMS Canvas across grade levels as appropriate.</li> <li>2. Family access to and facility with Canvas and units of study, curricular resources, weekly homework assignments and requirements, and progress reports (twice a year)</li> <li>3. Website will reflect current and updated information about calendar/schedules, curriculum, and programs</li> <li>4. Evidence of efficient and effective communication via Catapult in the event of emergency</li> <li>5. Bell Schedules (teachers/IAs) will reflect collaborative process involving all grade levels and programs</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>some areas but needs more attention.</p> <p>3. Bell Schedules: Current school year bell schedule is in Excel and difficult to update and access.</p> <p>Historical Data: Due to COVID/remote learning, teachers used an array of platforms and programs including Google Classroom, PowerSchool, SeeSaw, Flipgrid, Jamboard, IXL etc. Report Cards recorded in Synergy. Previous website had outdated information in some areas.</p>	<p>and represent accurate updated schedule of classroom activities and will be visible to all staff via Google.</p>
<p>Staff and Family Communication Metrics: Indicator: Accurate and accessible information about school schedules, events, and programming available to all shareholders</p> <p>1. Weekly communications from SSES Administration to Families and Staff</p>	<p>Staff and Family Communication Baselines:</p> <p>1. Smore Newsletter platform is used for weekly communications between principal and families and principal and staff. Newsletters contains calendar, news, and events, with MTSS themes recently added. District Calendar Committee established monthly recognitions to include in newsletters. Preschool families would benefit from access to Strand Newsletter</p>	<p>Metrics 2022-23:</p> <p>1. Ongoing weekly communications from SSES Administration to Families and Staff, aligned with District Communications and providing information about school schedules, news, plans, and events and information regarding safety and security of campus, staff, and students, with more in depth inclusion of information about curriculum and schoolwide themes evident.</p>
<p>Shareholder Participation Metrics: Indicator: COVID affected access to campus and activities. Family member involvement in school activities has decreased.</p> <p>1. Increased family member participation and volunteering in School Site Council, PTO, Title 1, and resumption of Family Fun and Back-to-School and Open House events and</p>	<p>Shareholder Participation Baselines:</p> <p>1. Family member participation in PTO meetings, School Site Council, and PTO activities has been limited since Spring 2020/COVID. Campus has been closed to volunteers between March 2020 and January 2022; resumption of campus family activities beginning in Spring 2022 (Open House). PTO meetings</p>	<p>Metrics 2022-23:</p> <p>1. Increased family member participation and volunteering in School Site Council, PTO, Title 1, and resumption of Family Fun and Back-to-School and Open House events and subsequent increased awareness of school programming and facilities.</p> <p>2. Increased involvement of and presence of community partners (public library, Safe</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>subsequent increased awareness of school programming and facilities</p> <p>2. Increased involvement of and presence of community partners (public library, Safe Harbor, Coronado Historical Association, Recreation Dept, etc.)</p>	<p>held over Zoom have increased participation of community partners</p> <p>2. Some community partners returning to campus in Spring 2022 after COVID closures, including public library, GREAT program, Coronado Historical Association.</p> <p>Historical Data:  2020-21: Collaborations include Coronado SAFE, Coronado Public Library, MOAA recognitions, MFLC Support.  2019-20: Collaborations include: Coronado SAFE classroom and campus programs, Everyone a Reader daily volunteers, Coronado Public Library partnerships, Coronado Optimist Club, Lions Club and MOAA recognitions, Police and Fire educational programs, Military supports including MFLC, LPL, BIGS and PALS, Lamb's Players, Zoo and Humane Society educational programs, and more.</p>	<p>Harbor, Recreation Dept, Coronado Historical Association, etc.) and subsequent student exposure to enrichment opportunities</p>
<p>Staff Collaboration Metrics:  Indicator: Staff meeting were held virtually during COVID and collaboration schedules changed during remote learning and hybrid cohort schedules. Need to return to monthly rotation schedule.</p> <p>1. Calendared and regular collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among SpEd staff and instructional</p>	<p>Staff Collaboration Baselines:</p> <p>1. All-Staff meetings held monthly on Wednesdays, with unstructured opportunities for collaborations between grade levels and other programs on other Wednesdays. Some articulation meetings scheduled for Spring 2022.</p> <p>2. Intermittent meetings between SpEd Staff and Instructional Assistants have occurred.</p> <p>3. Staff meeting agenda is included in calendar updates and notes sometimes shared afterwards</p>	<p>Metrics 2022-23:</p> <p>1. Calendared and regular monthly collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among SpEd staff and instructional assistants, and among whole staff.</p> <p>2. Staff meeting agendas and notes available prior to meetings and afterwards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>assistants, and among whole staff.</p> <p>2. Staff meeting agendas and notes available prior to meetings and afterwards.</p>	<p>Historical Data:  2020-21: Limited time for staff meetings and collaborations due to hybrid schedule. Voyager Crew Council has not convened this year.  2019-20: Weekly PD meeting rotations facilitated monthly collaborations as whole staff, and between grade levels and intervention staff.  Establishment of monthly Voyager Crew Council Meetings and continued monthly ACT Rep/Principal Meetings  Bell Schedule facilitated daily grade-level collaborations when needed.  Bell Schedule created challenges for regular collaboration between grade-level general education teachers and Special Education Teachers, which sometimes occurred after hours for pay.</p>	
<p>Safety Communications Metrics:  Indicator: COVID has dominated communications regarding health and safety since Spring 2020. Regular scheduling and routines require resumption of safety/emergency preparations and communications.</p> <ol style="list-style-type: none"> <li>1. Annual update of Safety/Emergency Plan and Site Council Approval</li> <li>2. Schedule of monthly safety drills including provisions and practice for lunch/recess emergencies</li> <li>3. Evidence of efficient communication via Catapult in the event of emergency</li> </ol>	<p>Safety Communications Baselines:</p> <ol style="list-style-type: none"> <li>1. Safety Plan updated and modified drills resumed during school year 2021-22.</li> <li>2. District and site websites were transferred to a new platform and linked to a new communication system (Catapult) for school year 2021-22. Catapult is used to send newsletters and messages to families.</li> </ol>	<p>Metrics 2022-23:</p> <ol style="list-style-type: none"> <li>1. Annual update of Safety/Emergency Plan and Site Council Approval by January 30th</li> <li>2. Resumption of monthly safety drills including provisions and practice for lunch/recess emergencies</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

#### 2.1 UPDATE

Family and community shareholders will have access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students.

- -Weekly Smore newsletters to staff and families which includes information about new curricula and programs and schoolwide themes
- -Regular progress reporting and sharing of assessment data
- -School Website information updated regularly
- -Encouraged participation in School Committees: SSC, PTO, Title 1
- -Fall Back-to-School Night and Spring Open House opportunities open to all families
- -Fall and Spring Family Conferences
- -Family participation in SST and IEP meetings
- -Encourage parent and community volunteering
- -Continue hosting monthly family-friendly events in conjunction with PTO and local organizations

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Site funds and District PD funds, PTO

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

## 2.2 UPDATE

Staff members will have access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

- -Weekly Staff Bulletin
- -Outlook Calendar Invites
- -Midweek Email Updates
- -Monthly All-Staff Meetings
- -Monthly Staff Subgroup alignment and articulation meetings
- -Monthly ACT Rep/Principal Meetings

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# **Annual Review**

**SPSA Year Reviewed: 2020-21**

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

## **ANALYSIS**

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

Communication between families and school and among staff have been affected by COVID/remote learning/Online platforms. School Year 2022-23 will have a focus on in-person activities and accessibility.

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

None

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 Subject

Support

## LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

## Goal 3

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional supports and services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

## Identified Need

All students need safe and clean facilities and learning environments and access to FAPE and intervention supports. Staff need safe and clean facilities and a supportive and professional working environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Safe, Secure, and Clean Facilities Metrics: Indicator: Students were off campus and/or in hybrid half-day cohorts between March 2020 and June 2021, reducing traffic and safety concerns. Resumption of regular schedule and full student population, volunteers, and regular activities during school year 2021-22 and beyond necessitates return to safety measures and vigilance.</p> <ol style="list-style-type: none"> <li>Evidence of secure, safe, and clean school facilities</li> <li>Published and approved safety plan</li> <li>Emergency supplies in each classroom</li> <li>Monthly safety drills</li> </ol>	<p>Safe, Secure, and Clean Facilities Baselines:</p> <ol style="list-style-type: none"> <li>Evidence of secure, safe, and clean school facilities:               <ol style="list-style-type: none"> <li>Damaged playground equipment was removed during school year 2021-22; ongoing need for new kindergarten playground equipment</li> <li>Lunch and snack tables are rusty and in need of replacement</li> <li>Ongoing cleanout of shed storage and Room 702</li> <li>Ongoing renovation and re-equipment of Library and Innovation Lab spaces; completion of Strand Hall repainting</li> </ol> </li> <li>Safety Plan approved in January 2022</li> </ol>	<p>2022-23 Metrics:</p> <ol style="list-style-type: none"> <li>Evidence of secure, safe, and clean school facilities:               <ol style="list-style-type: none"> <li>Ample and safe playground equipment on both playgrounds</li> <li>New lunch and snack tables for school year 2022-23</li> <li>Room 702 cleaned and organized as a resource space for staff</li> <li>Completion of renovation of Library and Innovation Lab spaces</li> </ol> </li> <li>Published and School Site Council-approved safety plan by January 30, 2023</li> <li>Replenishment of emergency supplies for all classrooms and disaster drill planning and practice</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>5. Proper supervision of students throughout the school day and entering and exiting campus</p> <p>6. Safe traffic, drop-off and dismissal procedures, including crossing guard</p> <p>7. Coordination with district M&amp;O, military, and police and fire agencies.</p>	<p>3. Need for updated emergency supplies in classroom backpacks and disaster drill practice</p> <p>4. Modified monthly drills in place during school year 2021-22</p> <p>5. Incidents of student elopement through campus gates; alarms installed; appropriate supervision provided and cameras deployed and observed by front office; elopement protocols developed and included in Safety Plan; use of radios among PE, Recess, Admin, Counseling, and SpEd staff implemented.</p> <p>6. Student lineups and gate supervision protocols modified to increase student safety and supervision. Crossing guard hired and trained; resumption of 5th grade curbside hosts; family communications and monitoring of drop-off protocols.</p> <p>7. Regular appearance of CPD at Friday Flagpole assemblies and efficient response to safety concerns by SRO.</p>	<p>4. Schedule and implementation of full monthly safety drills, including practice for recess and lunch emergencies</p> <p>5. Continued monitoring of gates and provision of appropriate supervision before, during, and after school. Consistent use of radios among appropriate staff and monitoring of cameras.</p> <p>6. Increased communications (Video, signage) and guidance regarding safe traffic, dropoff and dismissal procedures. Ongoing support of crossing guard position during dropoff and pickup. Maintenance of Curbside Host Program.</p> <p>7. Continued coordination with district M&amp;O, military, and police and fire agencies.</p>
<p>Lunch/Recess Support and Safety Metrics: Indicator: Students did not experience active recess on campus between March 2020 and June 2021. Discipline data demonstrates that most student safety concerns related to behavior occur during recesses and/or lineup times.</p> <p>1. Discipline Data, minor infractions pilot data</p> <p>2. Adequate Staffing for Supervision</p> <p>3. Evidence of Implementation of Playworks Practices</p>	<p>Lunch/Recess Support and Safety Baselines:</p> <p>1. Discipline Data: During School Year 2021-22 at time of publishing (3/8/22), 44 of 58 behavior incidents (harassment, physical aggression, inappropriate language) occurred at recesses and/or lineup times. Teachers are not always made aware of behavior incidents which occur with students outside of their classrooms.</p> <p>2. SSES currently provides four morning recess</p>	<p>2022-23 Metrics</p> <p>1. Evidence of decreased number of behavior incidents at lineup/recess times; minor infractions pilot data</p> <p>2. Evidence of adequate and trained supervisory staff at recesses and lunch</p> <p>3. Implementation of Playworks recess programming involving all staff and student leaders</p> <p>4. Communication channels established between staff and teachers about behavior</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>supervisors and five lunch/recess supervisors.</p> <p>3. Both CUSD elementary schools contracted with Playworks</p>	<p>infractions during recess/lunch/Specials</p>
<p>Professional Development Metrics</p> <p>Indicator: Planning and Professional Development time must be structured to balance the need for district-wide trainings on new curricula, programs and needs; team collaborations; student progress and data review; and whole-staff meetings.</p> <ol style="list-style-type: none"> <li>Weekly rotation of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time.</li> <li>District professional development to reflect curricular and social-emotional needs of students and consequent training for teachers.</li> </ol>	<p>PD Baselines:</p> <p>2021-22: District Professional Development included Benchmark Training, Equity/MTSS Training, Conflict Resolution Center Training, training on new LMS Canvas</p> <p>Historical Data:</p> <p>20-21: COVID Hybrid schedule disrupted normal rotation of meetings/PD. Teachers have limited collaboration time with SpEd colleagues in hybrid schedule. Teachers express need for ongoing monthly planning time for implementation of new curricula. Teachers appreciate "Team" release time on site.</p>	<p>2022-23 Metrics</p> <ol style="list-style-type: none"> <li>Weekly rotation/balance of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time.</li> <li>District professional development to reflect curricular and social-emotional needs of students and consequent training for teachers (TCI Social Studies Curriculum, MTSS, etc.)</li> </ol>
<p>ELD Achievement Metrics</p> <p>Indicator: Population of English Learners has increased at Strand, increasing need for resources</p> <ol style="list-style-type: none"> <li>Percent of English Learners demonstrating annual growth on ELPAC</li> <li>Reclassification Rate</li> </ol> <p>Indicator: All English Learners receive integrated and designated English Language Development</p> <ol style="list-style-type: none"> <li>Each student receives 30 minutes of pull out Designated English Language Development with an</li> </ol>	<p>ELD Achievement Baselines:</p> <p>2021-22: On census day (10/6/21) Silver Strand enrollment = 22 English Learners;</p> <p>During the 2021-2022 school year there have been 2 students reclassified.</p> <p>100% of English Learners receive 30 minutes daily of designated English Language Development with an Academic Support Teacher</p> <p>Historical Data:</p> <p>Spring 2019- Spring 2021 = 100% showed growth on the overall scale score</p> <p>During the 2019 - 2020 and 2020-2021 School Years no</p>	<p>2022-23 Metrics:</p> <ol style="list-style-type: none"> <li>100% of English Learners will continue to demonstrate growth on the ELPAC</li> <li>Eligible students will be reclassified.</li> <li>Consistent staffing and implementation of ELD supports in addition to reading group support (small-group and use of curriculum resources) and demonstration of individual growth/reclassification.</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Academic Support Teacher trained in ELD</p> <p>2. Each student receives ELD supports IN ADDITION to ELA/Reading</p>	<p>students were eligible for reclassification, therefore Silver Strand did not reclassify any students.</p> <p>Classroom teachers utilized curriculum and resources to provide integrated and designated English Language Development for our emerging bilingual students</p>	
<p>Student Support Metrics: Indicator: Ongoing need for additional proactive and responsive counseling supports</p> <ol style="list-style-type: none"> <li>Staffing Levels and availability of Clinical Counselor, MFLC, and ERMHS</li> <li>Programming/Impact based on data</li> <li>Piloted screener</li> <li>Collaboration with community resources such as Coronado Safe Harbor</li> </ol>	<p>Counseling Support Baselines: 2021-22:</p> <ol style="list-style-type: none"> <li>With additional funding, part-time counselor was increased to full time for school year 2021-22, expanding availability to and opportunities for intervention and collaboration with staff.</li> <li>SSES MFLC returned to campus in person for school year 2021-22. Connections Room remained closed to students, but resources/toys/activities were made available outside during lunches and recess.</li> <li>One student assigned ERMHS counseling; 16 students receive counseling services per IEP</li> </ol> <p>Historical Data: 20-21--.50 FTE Clinical Counselor</p> <ul style="list-style-type: none"> <li>-.25 ERMHS Counselor/Behavior Support</li> <li>-Full-time MFLC providing services to students and families remotely.</li> </ul> <p>2019-20:</p> <ul style="list-style-type: none"> <li>-.50 FTE Clinical Counselor</li> <li>-.125 Educationally-Related Mental Health Counselor</li> </ul>	<p>2022-23 Metrics</p> <ol style="list-style-type: none"> <li>Group and individual supports, classroom presentations, and counselor schedules aligned with data and campus (students, services per IEP, incidents and trends) needs</li> <li>Pilot use of social-emotional screener to determine need for counseling support for gen ed students and to monitor progress made.</li> <li>Increased collaboration and communication between school staff with MFLC as appropriate and within guidelines of MFLC program</li> <li>Increased collaboration with Coronado Safe Harbor as evident through on campus resources.</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>-Full-time MFLC provided through Military Partnership</li> </ul>	
<p>Special Education Student Achievement Metrics: Indicator: Students with IEPs are performing below peers; student minutes and staff scheduling can be optimized.</p> <ol style="list-style-type: none"> <li>1. Staffing and Scheduling: allocation of SpEd services; assignment of Specialized Academic Instruction minutes; collaboration time for gen ed and SpEd staff.</li> <li>2. Student Progress on goals/assessments and progress reports</li> <li>3. Trainings for Staff in disabilities and special education, behavior, and differentiated instruction.</li> </ol>	<p>SpEd Baselines: 2021-22: Addition of Mod/Severe SpEd teacher to create full-spectrum program at SSES as well as new Mild/Mod teacher; addition of two RBTs; two student teachers supporting instruction during school year</p> <p>Historical Data: 2020-21: Students received services in person via Zoom in reading, math co-teaching, SAI, and other. Adequate collaboration time for gen ed and SpEd teachers was not built into hybrid schedule, with IEPs on Fridays and services extending into common prep/lunch time. 2019-20: Most students with SpEd services had access to small reading groups with SpEd teacher all days except Wednesdays; are included in gen ed for remaining instructional time. Most students receive math support via co-teaching and some goal SAI time. ELA: Students with disabilities (18) declined 4.3 points in ELA, warranting attention. Students who are socioeconomically disadvantaged declined by 13 points, warranting attention.</p>	<p>2022-23 Metrics</p> <ol style="list-style-type: none"> <li>1. Staffing and Scheduling: Optimization of resources of full spectrum of SpEd services as they relate to caseloads, service minutes, and aide/RBT assignments. Evidence of targeted Specialized Academic Instruction minutes in addition to or parallel to general education instruction as appropriate aligned with individualized IEP goals. Evidence of collaboration time reserved for co-teachers and grade levels in professional development calendar and prep schedule.</li> <li>2. Progress: Students' demonstrable individual progress on goals as evident in assessments and progress reports.</li> <li>3. Training for all staff: Ongoing professional development for all staff in disabilities and special education, behavior, and differentiated instruction.</li> </ol>
<p>Multi-Tiered Systems of Support Metrics: Indicator: MTSS Process Rubric outlines areas/tasks for completion; campus, student, and staff messaging of schoolwide agreements is an area of growth</p>	<p>Multi-Tiered Systems of Support Baselines:</p> <ol style="list-style-type: none"> <li>1. Schoolwide Expectations Matrix posted and progress toward additional signage including recess game rules on playground. Beginning plans of additional</li> </ol>	<p>2022-23 Metrics:</p> <ol style="list-style-type: none"> <li>1. Evidence of schoolwide and environment-specific expectations visible in all areas and reinforced in newsletter, classrooms, and Friday Flagpole/announcements. Implementation of schoolwide</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ol style="list-style-type: none"> <li>1. Evidence of schoolwide and environment-specific expectations visible and reinforced</li> <li>2. Discipline/interventions practices and data, including pilot of tracking of minor recess infractions for preventive action</li> <li>3. Implementation of Harmony Curriculum and practices</li> <li>4. Opportunities for involvement of students in peer support and campus culture</li> <li>5. Opportunities for Staff Development/Trainings</li> <li>6. Coordinated plan for and implementation of student recognitions program</li> </ol>	<p>banners/murals/exterior wall painting. Schoolwide themes calendar developed and published and highlighted in Newsletters and in in-person and Friday Flagpole videos.</p> <ol style="list-style-type: none"> <li>2. Voyager Support Form used by some staff to record major behavior events and spreadsheet for tracking inaugurated. As of 3/8/22 and out of 331 students enrolled, 58 behavior incidents involving 35 students were recorded in areas of harassment, physical aggression, defiance, and language.</li> <li>3. Most teachers implementing Harmony curriculum and lessons on a weekly basis.</li> <li>4. No Place for Hate Club evolved to Kindness Club and planned activities for GKC; Kinderbuddies, Garden Guardians, Curbside Hosts, Anchored4Life, and Playworks Recess Leadership opportunities implemented for mainly upper-grade students .</li> <li>5. MTSS and Equity Committees attended Equity trainings from SDCOE and shared learnings with staff; Conflict Resolution Centered offered training for all staff in school year 2021-22.</li> <li>6. Students were recognized by outside agencies (Letters to the Troops/MOAA and Masonic Lodge) and shout-outs provided by teacher or peers per grade level for Smentcils at Friday Flagpole on a monthly basis</li> </ol> <p>Historical Data: 2020-21: Progress on MTSS paused due to COVID concerns and priorities; inauguration of No Place for</p>	<p>themes/district calendar, with family engagement/extension opportunities</p> <ol style="list-style-type: none"> <li>2. Discipline/interventions practices and data: Reduce number of major behavior infractions to less than 50 with focused support on recess/lineup times.</li> <li>3. Evidence of consistent implementation of Harmony Curriculum morning meet-ups, buddy ups, and unit lessons across grade levels</li> <li>4. Evidence of opportunities for involvement of students in peer support and campus culture: upper-grade mentorship rotations (Curbside Hosts, etc., lunch and after-school clubs including A4L and Kindness Club; published guide to opportunities and expand them.</li> <li>5. Evidence of opportunities for Staff Development/Trainings calendared in areas of student support, SEL, MTSS, and equity</li> <li>6. Published coordinated plan for and implementation of student recognitions program</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Hate Committee and activities; involvement of staff in District Equity Committee; schoolwide themes mural painted on playground wall through CoSA partnership in Spring 2021. Teachers and families submitted shout-outs online which were read on FF videos. 2019-20: 2nd Year of MTSS Committee Work: Schoolwide Agreements established, flowcharts and schoolwide messaging in development, draft Intervention Communication Forms. Implementation of three Harmony lessons per grade level per year, morning meetings. Student Council disbanded in 2019-20 but student involvement expanded to include buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)</p>	
<p><b>Attendance Metrics</b> Indicator: Student attendance and approach to student absences were greatly influenced by COVID illnesses and protocols. There is an expected need for emphasis on consistent regular attendance for healthy students as COVID risk decreases and regular attendance tracking resumes.</p> <ol style="list-style-type: none"> <li>1. Average Daily Attendance</li> <li>2. Chronic Absenteeism Rate per Dashboard</li> </ol>	<p><b>Attendance Baselines:</b> 2021-22: Attendance greatly impacted by COVID-19 Dashboard Data not available; attendance greatly influenced by COVID illnesses and protocols. <b>Historical Data:</b> 2020-21: Absenteeism not measured due to COVID-19; interventions conducted for students not regularly attending. 2019-20: Data unavailable 2018-19: Students with disabilities demonstrated increased attendance. Students representing two or more races increased absenteeism.</p>	<p><b>2022-23 Metrics:</b></p> <ol style="list-style-type: none"> <li>1. Increase in overall ADA as COVID risk decreases</li> <li>2. New baseline established by Dashboard Data</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention.	
<p>Student Enrichment Metrics: Indicator: COVID has impacted access to both free and fee-based (beyond school day) extension opportunities within and beyond the school day</p> <p>1. Opportunities for extended learning both within and before and after school, including clubs, field trips, activities offered by volunteers</p>	<p>Student Enrichment Baselines: 2021-22:</p> <p>1. Before- and after-school enrichment opportunities were suspended between Spring 2020 and Fall 2021. Free CSF-funded Band and Choir programs resumed in fall 2021, and Operation Pals for kindergarteners was offered by Military SLO in Spring 2022. Rotations of after-school clubs have not resumed.</p> <p>2. Some teachers are implementing programs--e.g., 5th Grade Business Days, 4th grade Genius Hour</p>	<p>2022-23 Metrics:</p> <p>1. Evidence of increase in opportunities for extended learning before and after school.</p> <p>2. Evidence of increase in opportunities for extended learning within the school day.</p>
<p>Academic Support and Enrichment (ASE) Metrics: Indicators: Annual decreases in ASE staffing due to grants expiring, staff attrition/reassignments. Students in general education not meeting grade level standards in reading and math benefit from additional support and intervention (small group and/or additional instructional time)</p> <p>1. Staffing: ASE and SpEd staffing levels (FTE) and number of students accessing intervention resources (dependent upon funding available, including grant allocations and general fund and staffing allowances)</p> <p>2. Scheduling: Grade-level and intervention reading group time optimized to provide maximum minutes of support</p>	<p>ASE Baselines 2021-22 staffing baseline is 1.3 FTE Title 1 Reading Support, .40 ELD, and .40 ASE Reading (shift in staffing to ELD due to increased needs in 2021-22 from prior year). Bell schedule and teacher scheduling was designed to maximize support for students most below grade level.</p> <p>Historical Data: 2020-21: Continuation of ASE support in reading (not math) with Title 1 and general education funds to provide small-group supports at all grade levels. 2019-20: Students identified at each grade level by percentage or number per class for ASE/Intervention services. Monthly ASE and grade-level articulations to recalibrate</p>	<p>2022-23 Metrics</p> <p>1. Staffing: ASE staffing levels will be maintained or increased to ensure students demonstrating the lowest achievement in Reading (approximately 20%) will have access to intervention resources commensurate with small-group guided reading support at instructional level as well as additional instructional time (as compared with grade-level peers) as evident from staffing resources.</p> <p>2. Scheduling: Grade-level and intervention reading group time will be optimized to provide maximum minutes of support for students most below grade-level standard as evident in school and teacher schedules.</p> <p>3. Progress: Students will make demonstrable individual</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
for students most below grade-level standard as evident in school and teacher schedules 3. Progress: Students' demonstrable individual progress toward grade-level standards as evident in student assessments.	small groups in reading and math. MAP/MPG and DRA2 or RW baseline scores used to determine student progress in reading/Benchmark unit assessments for math. .70 FTE of ASE Intervention was eliminated at the end of school year 2020, and supplementary gen ed math intervention support has not been offered since SY 2019-20 when grant funding ended).	progress toward grade-level standards as evident in student reading assessments. 2022-23 Metrics 1. Math Intervention: Determine data used to support

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

##### 3.1 SSES will maintain safe and clean facilities and learning environments

- -Update Safety/Emergency Plan in early Fall and convene Site Council for approval before January.
- -Schedule staff meeting for emergency drill and supply review in fall
- -Publish monthly safety drill calendar in fall
- -Develop and communicate coordinated traffic and arrival and dismissal gate and line up plans with appropriate supervision prior to first day of school including identification and training of crossing guard; monitor gates and consistently use radios to increase communication and supervision
- -Order equipment and open school with new lunch tables and safe and ample playground equipment
- -Enlist support from Learning Department and M&O to discard obsolete curriculum and supplies in room 702 and shed, store furniture, and organize space for collaboration.
- -Furnish and prepare new Innovation Lab space for School Year 2022-23
- -SSES will make schoolwide and environment-specific expectations visible in all areas and reinforced in newsletter, classrooms, and Friday Flagpole/announcements
- -Hire adequate staff and train to implement Playworks recess programming; train student leaders and reinforce practices throughout the year

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded
	general Fund

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions

- -Bell schedule will address need for small-group rotations and interventions as well as PEP time within classrooms for extension and intervention.
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.
- -Staff will identify relevant data to appropriately refer students for ASE/intervention small groups and adjust instruction in ELA and math; Students most below grade level in reading will be prioritized for Title 1 and ASE interventions (Tier 2) in those areas
- -Students eligible for ELL instruction will be supported with targeted instruction at their instructional level
- -Staff will receive additional professional development on integrated and designated English language development strategies and standards.
- -Collaboration and training will be offered to identify and implement enrichment and extension activities in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year.
- -Monthly Grade level and program (ASE/SpED/ELL) articulation meetings will be established as part of the SST process, to discuss and implement interventions and supports for students with emerging academic or behavioral concerns.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Students receiving services under Special Education

Strategy/Activity

3.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education

- -Provide support, training, and planning time for inclusion practices (including co-teaching)
- -Provide additional intervention support in math and reading for students most below grade level.
- -Develop bell schedule to maximize student access to resources and staff efficacy.
- -Provide trainings for Certificated and Classified Staff in best practices in instruction and behavior support
- -Prep Time, Grade Level and Program Articulation Meetings, as well as the SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.4 SSES will continue progress on Multi-Tiered Systems of Support and Implementation of SEL

- -Post schoolwide and environment-specific expectations visible in all areas and reinforce in newsletter, classrooms, and Friday Flagpole/announcements. Implement of schoolwide themes/district calendar, with family engagement/extension opportunities. Continue development of Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners.
- -Focus heavily on lineup and recess safety protocols at the beginning of the year through classroom discussions and Friday Flagpole
- -Provide staff with collaboration time to plan for consistent implementation of Harmony Curriculum morning meet-ups, buddy ups, and unit lessons across grade levels
- -Plan and publish guide for opportunities for involvement of students in peer support and campus culture: upper-grade mentorship rotations (Curbside Hosts, etc., lunch and after-school clubs including A4L and Kindness Club)
- -Provide time for MTSS/Equity Committee to share learnings with all staff
- -Published coordinated plan for implementation of student recognitions program
- -Maintain current level of counseling FTE and partnership with MFLC and ERMHS; increase collaboration among CUSD and community resources.
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Harmony, Department of Defense

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.5 SSES will monitor and support consistent attendance, with provisions for individual and public health and wellness

- -encourage parent and family communication with school
- -provide counseling supports
- -consider Saturday School opportunity each semester

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Site or District funds

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF Supplemental

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their families) are safe, and supported with SEL, counseling, and material/technological resources.

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

Emergency funds may assist with contingent plans.

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.

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their

families) are safe, and supported with SEL, counseling, and material/technological resources. Changes are reflected throughout SPSA Goals in "COVID-19 Provisions" sections.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$170,308.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
-------------------------	-----------------

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
Title I	\$170,308.00	170,308.00
General Fund	\$30,820.00	30,820.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# School Site Council Membership

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

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

Name of Members	Role
Jennifer Moore	Principal
Sarah Yakutis	Classroom Teacher
Catie Bartczak	Classroom Teacher
Gisele Renly	Classroom Teacher
Kimberley Junk	Other School Staff
Lindsay Stone	Parent or Community Member
	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5-6-20.

Attested:

Principal, Jennifer Moore on 4-27-2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Village Elementary	37 68031 6038053	3/22/2022	June 2022

## Purpose and Description

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

Schoolwide Program

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

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

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

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

Our Board Goals:

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

## LEARNING (Goal 1)

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

### Identified Need:

- 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) that has been present since COVID-19 began in March 2020.
- Increased support to students with disabilities and who are socioeconomically disadvantaged, as needed, in English Language Arts and Math.
- More planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas within the newly adopted curriculums in ELA, Math and Social-Emotional Learning (SEL).
- Increase training for Professional Learning Communities (PLC's) - including data analysis and next steps. Use Teachers on Special Assignments (TOSAs) and grade level leads to help gather data, lead discussions and create intervention and extension groupings.
- Review appropriate assessments to gauge student growth and achievement in the area of ELA and Math with TOSAs, leadership and grade level teams and provide small group instruction to meet student needs.
- When students feel connected and included in school, they are inspired to learn. Village will continue supporting students to connect and provide inclusive learning opportunities.

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.

## COMMUNICATION (Goal 2)

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

### Identified Need:

- More clear communication with parents regarding progress reports, report cards, grading criteria, and meaning of grades is needed throughout the year in conjunction with Learning Department at the District Office.
- Simplified explanations and purpose of the district ELA and Math assessments, and directions on how to interpret scores (for teachers and parents) is needed.
- Communicate our progress on the site equity committee and Multi-tiered Systems of Support (MTSS) framework progress with families and stakeholders.
- Use data systems to analyze student data and communicate results and next steps to stakeholders.

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

### SUPPORT (Goal 3)

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

#### Identified Need:

- Review and revise Comprehensive Districtwide School Safety Plan for disasters yearly.
- Increase planning time for Sanford Harmony and cohesion with Multi-tiered Systems of Support (MTSS) supports.
- Develop MTSS framework with staff and create time for training and implementation. Expand behavior MTSS framework and develop/implement a tiered academic framework.
- Expand Special Education supports and training by working with the Diagnostic Center with special education, general education and admin staff.
- Review data in ELA and math to identify COVID-19 academic and social emotional deficits. Work with stakeholders and district to identify needs and create a plan of action upon return of students.
- Provide Summer School programming for enrichment/extension/socialization.

#### Site Strategy:

- Plan and execute routine announced and unannounced drills: fire, lockdown, and earthquake.
- Provide safe and clean facilities.
- Complete thorough VES Safety/Disaster Plan.
- Coordinate districtwide safety system with community stakeholders.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

## Classroom Observations

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

The CUSD Certificated Evaluation Process requires: Three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur on a daily and weekly basis. Per negotiations in Spring of 2021, new observation and evaluation system is being piloted in the 2021-2022 school year. Full implementation will occur in the 2022-2023 school year.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet the requirements.

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

All teachers have access to district and county professional development.

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

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

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

Teachers on Special Assignment (TOSA) in Math, Science, ELA, ELD, technology, SPED coordinator, Registered Behavior Technicians, and professional development in newly adopted ELA and Math curriculums provided by TOSAs and curriculum experts.

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

A 45 minute daily prep is provided to all teachers to be able to plan and collaborate with their grade level peers. Daily teacher prep time of 45 minutes is worked into the daily master schedule. 1.25 hours are provided to staff every Wednesday afternoon that are devoted to weekly planned PLCs, professional development and grade level planning. This time is worked into the weekly master schedule.

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

SSC, PTO meetings, District Engagement Committees.

## Funding

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

Fiscal support (EPC)

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

SPSA was sent to Village School Staff on March 24th, 2022 for review and advisement. Site leadership team was consulted at the 4/5/2022 and plan was reviewed, edits made. The SPSA was shared and discussed at the School Site Council Meeting on 4/6/2022. Signatures and approval from all SSC members was received on April 29, 2022. A final copy of the site SPSA was sent out electronically to the VES staff, parents, district, SSC, ELAC, and community on 5/2/2022.

## Resource Inequities

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

There are no resource inequities identified at this time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.36%	0.5%	0.3%	3	4	2
African American	1.43%	1.64%	1.0%	12	13	6
Asian	0.48%	0.25%	0.2%	4	2	1
Filipino	1.43%	1.13%	0.7%	12	9	4
Hispanic/Latino	19%	16.98%	19.1%	159	135	116
Pacific Islander	0.36%	0.25%	0.3%	3	2	2
White	65.47%	66.54%	63.2%	548	529	385
Multiple/No Response	5.62%	6.79%	7.4%	47	54	45
<b>Total Enrollment</b>				837	795	609

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	156	147	93
Grade 1	115	122	91
Grade 2	129	119	103
Grade 3	145	131	84
Grade 4	120	150	104
Grade 5	172	126	134
<b>Total Enrollment</b>	837	795	609

### Conclusions based on this data:

1. Enrollment decreased to 609 in 2020-2021. Currently, enrollment has increased to 752 in 2021-2022 from 609 in the 2020-2021 school year. Growth of 143 students that is not reflected in this data.
2. Student group demographics have stayed relatively the same % for 3 years in a row. We witnessed a 2% increase in our Latino population, from 17% to 19% in the 2020-2021 school year. Our white sub group fell 3% in the 2020-2021 school year.
3. Fewer grade level teachers were needed 2020-2021, due to COVID 19 enrollment drop.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	55	52	38	6.6%	6.5%	6.2%
Fluent English Proficient (FEP)	51	45	36	6.1%	5.7%	5.9%
Reclassified Fluent English Proficient (RFEP)	5	10	3	10.2%	18.2%	5.8%

### Conclusions based on this data:

1. The number of Reclassified EL students fell 15% in 2020-2021. These numbers are due to COVID-19. Plans to regain percentage are articulated in the plan.
2. Fluent English speaker population hovers around 5.5%.
3. EL population has remained about 6% each year, even with the decrease in enrollment for the 2020-2021 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	110	144	87	106	142	83	106	142	83	96.4	98.6	95.4
Grade 4	149	117	107	145	115	102	145	115	102	97.3	98.3	95.3
Grade 5	161	169	133	159	165	125	159	165	125	98.8	97.6	94.0
All Grades	420	430	327	410	422	310	410	422	310	97.6	98.1	94.8

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2464.	2471.	2467.	40.57	43.66	40.96	25.47	29.58	31.33	20.75	15.49	21.69	13.21	11.27	6.02
Grade 4	2516.	2512.	2526.	51.03	41.74	43.14	22.07	30.43	34.31	15.17	9.57	14.71	11.72	18.26	7.84
Grade 5	2543.	2561.	2561.	36.48	47.27	42.40	33.33	29.70	35.20	15.09	13.33	13.60	15.09	9.70	8.80
All Grades	N/A	N/A	N/A	42.68	44.55	42.26	27.32	29.86	33.87	16.59	13.03	16.13	13.41	12.56	7.74

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.85	43.66	28.92	50.94	45.07	61.45	13.21	11.27	9.64
Grade 4	43.45	46.09	29.41	44.14	39.13	65.69	12.41	14.78	4.90
Grade 5	41.51	47.88	31.20	41.51	46.67	64.00	16.98	5.45	4.80
All Grades	40.73	45.97	30.00	44.88	44.08	63.87	14.39	9.95	6.13

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.68	33.10	25.30	48.11	54.93	67.47	13.21	11.97	7.23
Grade 4	44.83	36.52	30.39	41.38	48.70	64.71	13.79	14.78	4.90
Grade 5	44.03	44.24	40.00	43.40	44.24	48.80	12.58	11.52	11.20
All Grades	42.93	38.39	32.90	43.90	49.05	59.03	13.17	12.56	8.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.25	35.92	13.25	62.26	59.15	79.52	8.49	4.93	7.23
Grade 4	40.00	37.39	24.51	53.10	50.43	66.67	6.90	12.17	8.82
Grade 5	30.19	43.03	21.60	60.38	50.30	73.60	9.43	6.67	4.80
All Grades	33.41	39.10	20.32	58.29	53.32	72.90	8.29	7.58	6.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.91	33.10	25.30	52.83	54.93	71.08	12.26	11.97	3.61
Grade 4	42.07	36.52	29.41	46.21	45.22	65.69	11.72	18.26	4.90
Grade 5	44.65	46.67	34.40	40.88	41.82	58.40	14.47	11.52	7.20
All Grades	41.22	39.34	30.32	45.85	47.16	64.19	12.93	13.51	5.48

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In the domain ELA: Research and Inquiry, the number of students who scored below standard dropped significantly. Over 92% of all students scored above, at or nearly meeting standard expectations.
2. In the domain Writing: Producing Clear and Purposeful Writing, the number of students who scored below standard dropped. Over 89% of all students in writing scored above, at or nearly meeting standard expectations.
3. In the domain Reading: Demonstrating Understanding of Literary and Non-fictional Texts, the number of students who scored below standard dropped. Over 90% of 3rd graders and 96% of 4th and 5th graders in reading scored above, at or nearly meeting standard expectations.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	110	144	87	107	144	85	107	144	85	97.3	100	97.7
Grade 4	148	117	107	147	115	102	147	115	102	99.3	98.3	95.3
Grade 5	161	169	133	159	168	125	159	168	125	98.8	99.4	94.0
All Grades	419	430	327	413	427	312	413	427	312	98.6	99.3	95.4

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2479.	2485.	2471.	39.25	44.44	31.76	31.78	33.33	42.35	19.63	12.50	12.94	9.35	9.72	12.94
Grade 4	2525.	2529.	2528.	41.50	40.87	37.25	35.37	28.70	34.31	14.29	24.35	25.49	8.84	6.09	2.94
Grade 5	2545.	2559.	2543.	37.74	47.62	33.60	26.42	20.83	29.60	22.64	18.45	23.20	13.21	13.10	13.60
All Grades	N/A	N/A	N/A	39.47	44.73	34.29	30.99	27.17	34.62	18.89	18.03	21.15	10.65	10.07	9.94

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.14	59.72	32.94	31.78	25.69	56.47	13.08	14.58	10.59
Grade 4	57.82	52.17	45.10	25.17	27.83	50.00	17.01	20.00	4.90
Grade 5	44.03	51.19	30.40	37.11	30.95	54.40	18.87	17.86	15.20
All Grades	51.82	54.33	35.90	31.48	28.34	53.53	16.71	17.33	10.58

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49.53	54.86	49.41	39.25	37.50	43.53	11.21	7.64	7.06
Grade 4	48.30	45.22	39.22	40.14	44.35	51.96	11.56	10.43	8.82
Grade 5	38.99	42.26	29.60	47.80	40.48	63.20	13.21	17.26	7.20
All Grades	45.04	47.31	38.14	42.86	40.52	54.17	12.11	12.18	7.69

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47.66	50.00	34.12	42.06	38.89	61.18	10.28	11.11	4.71
Grade 4	50.34	47.83	35.29	37.41	43.48	57.84	12.24	8.70	6.86
Grade 5	35.22	38.10	28.00	50.94	48.81	63.20	13.84	13.10	8.80
All Grades	43.83	44.73	32.05	43.83	44.03	60.90	12.35	11.24	7.05

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2020-2021, in Math Overall Achievement, students achieving below standard dropped. Over 70% of 3rd graders and 96% of 4th and 5th graders in math scored above, at or nearly meeting standard expectations.
2. In 2020-2021, in Math: Concepts & Procedures: Applying Mathematical Concepts and Procedures, students achieving below standard dropped. Over 89% of 3rd, 4th and 5th graders scored above, at or nearly meeting standards expectations.
3. In 2020-2021, in Math: Problem Solving & Modeling/Data Analysis: Using Appropriate Tools and Strategies to Solve Real World and Mathematical Problems, students achieving below standard dropped. Over 92% of 3rd, 4th and 5th graders scored above, at or nearly meeting standard expectations.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	1410.5	*	*	1429.3	*	*	1366.4	*	*	14	4
<b>1</b>	*	1468.8	*	*	1483.2	*	*	1453.8	*	*	11	7
<b>2</b>	*	*	1454.2	*	*	1461.5	*	*	1446.6	*	5	12
<b>3</b>	*	*	*	*	*	*	*	*	*	*	4	7
<b>4</b>	*	*	*	*	*	*	*	*	*	*	7	7
<b>5</b>	1518.9	1563.5	*	1493.5	1540.4	*	1543.9	1586.1	*	11	11	4
<b>All Grades</b>										43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	7.14	*	*	57.14	*	*	21.43	*		14.29	*	*	14	*
<b>1</b>	*	9.09	*		72.73	*	*	9.09	*		9.09	*	*	11	*
<b>2</b>	*	*	33.33		*	33.33		*	16.67		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	63.64	*	*	18.18	*	*	18.18	*	*	0.00	*	11	11	*
<b>All Grades</b>	44.19	25.00	43.90	37.21	48.08	31.71	*	17.31	14.63	*	9.62	9.76	43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	21.43	*	*	50.00	*	*	14.29	*		14.29	*	*	14	*
<b>1</b>	*	45.45	*	*	36.36	*		18.18	*		0.00	*	*	11	*
<b>2</b>	*	*	50.00		*	25.00		*	8.33		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	63.64	*	*	18.18	*	*	0.00	*	*	18.18	*	11	11	*
<b>All Grades</b>	48.84	46.15	58.54	25.58	30.77	29.27	*	11.54	2.44	*	11.54	9.76	43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*	*	21.43	*	*	64.29	*		14.29	*	*	14	*
<b>1</b>	*	0.00	*	*	45.45	*	*	36.36	*		18.18	*	*	11	*
<b>2</b>	*	*	8.33	*	*	58.33		*	8.33		*	25.00	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	11	11	*
<b>All Grades</b>	32.56	17.31	12.20	51.16	26.92	48.78	*	40.38	24.39	*	15.38	14.63	43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	50.00	*	*	35.71	*		14.29	*	*	14	*
<b>1</b>	*	72.73	*	*	27.27	*		0.00	*	*	11	*
<b>2</b>	*	*	33.33		*	50.00		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	27.27	*	*	54.55	*	*	18.18	*	11	11	*
<b>All Grades</b>	62.79	50.00	53.66	30.23	36.54	36.59	*	13.46	9.76	43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	21.43	*	*	64.29	*		14.29	*	*	14	*
<b>1</b>	*	18.18	*	*	72.73	*		9.09	*	*	11	*
<b>2</b>	*	*	58.33	*	*	25.00		*	16.67	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	72.73	*	*	18.18	*	*	9.09	*	11	11	*
<b>All Grades</b>	46.51	40.38	65.85	41.86	48.08	24.39	*	11.54	9.76	43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*	*	92.86	*		7.14	*	*	14	*
<b>1</b>	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
<b>2</b>	*	*	25.00	*	*	50.00		*	25.00	*	*	12
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	54.55	*	*	45.45	*	*	0.00	*	11	11	*
<b>All Grades</b>	34.88	21.15	24.39	55.81	63.46	60.98	*	15.38	14.63	43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	35.71	*	*	28.57	*		35.71	*	*	14	*
<b>1</b>	*	0.00	*	*	90.91	*		9.09	*	*	11	*
<b>2</b>	*	*	16.67	*	*	58.33		*	25.00	*	*	12
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	27.27	*	*	72.73	*		0.00	*	11	11	*
<b>All Grades</b>	46.51	23.08	17.07	53.49	61.54	68.29		15.38	14.63	43	52	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2020-2021, in ELD: Listening and Speaking, students achieving beginning level dropped by almost 5% and 3% respectively.
2. In 2020-2021, in ELD: Reading, students achieving beginning level dropped by 1%.
3. In 2020-2021, in ELD: Writing, students achieving beginning level dropped by 1%.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>609</b>	<b>12.3</b>	<b>6.2</b>	<b>0.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	6.2
Foster Youth	3	0.5
Homeless		
Socioeconomically Disadvantaged	75	12.3
Students with Disabilities	80	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0
American Indian or Alaska Native	2	0.3
Asian	1	0.2
Filipino	4	0.7
Hispanic	116	19.0
Two or More Races	45	7.4
Native Hawaiian or Pacific Islander	2	0.3
White	385	63.2

### Conclusions based on this data:

- 13.1% of all students are considered to be classified as students with disabilities. This is over the national average of 10%. Total enrollment is lower, but incidents of students with disabilities is 3% higher than previous years.

2. 63% of our students are White, 19% are Hispanic, 1% are African American, and .7 % are Filipino. 7.4% are marked 2 or more races (up 1% from last year).
3. 12.3% of our students are socioeconomically disadvantaged (up 2% from last year) and 6.2% are English Learners (same as last year).





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance English Language Arts

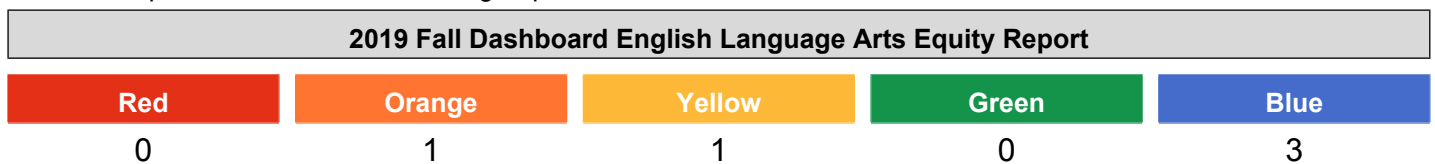
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 46.7 points above standard Increased ++8.4 points 413	<p><b>English Learners</b></p> Blue 10.9 points above standard Increased Significantly ++20.8 points 36	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Orange 8.9 points below standard Maintained -1 points 52	<p><b>Students with Disabilities</b></p> Yellow 5.8 points below standard Increased ++6 points 72

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e6f2ff; padding: 2px;">29.3 points above standard</span> Increased Significantly ++16.4 points 89	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">33.7 points above standard</span> Declined -7.8 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue <span style="background-color: #e6f2ff; padding: 2px;">55.9 points above standard</span> Increased ++10.3 points 269

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff; padding: 2px;">46.5 points below standard</span> Declined -12.6 points 11	<span style="background-color: #e6f2ff; padding: 2px;">36.2 points above standard</span> Increased ++4.2 points 25	<span style="background-color: #e6f2ff; padding: 2px;">50.7 points above standard</span> Increased ++8.4 points 356

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

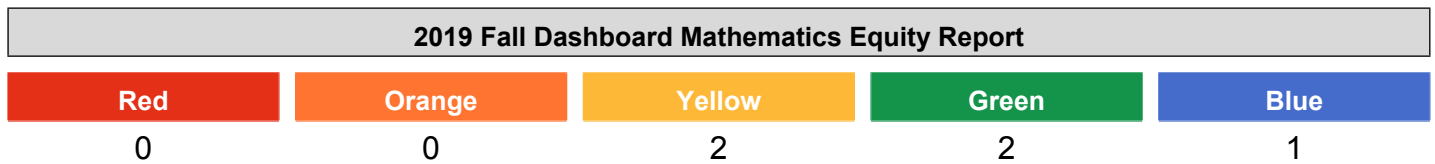
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 41.9 points above standard Increased ++9.3 points 413	<p><b>English Learners</b></p> Green 5.8 points below standard Increased ++7.2 points 36	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 17.2 points below standard Declined -9.6 points 52	<p><b>Students with Disabilities</b></p> Yellow 12.1 points below standard Declined -6.3 points 72

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.6 points below standard Declined -3.4 points 11	11.8 points above standard Declined Significantly -26.6 points 25	47.9 points above standard Increased ++10.4 points 356

#### Conclusions based on this data:

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

# School and Student Performance Data

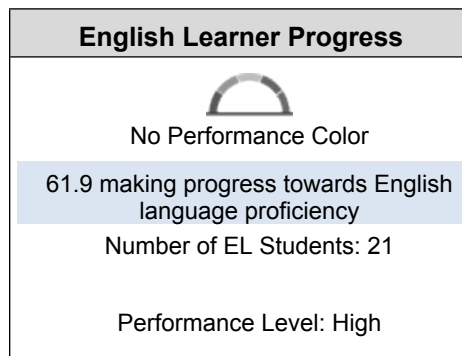
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2	23.8	9.5	52.3

#### Conclusions based on this data:

- 61.9% of our 21 EL students are making progress towards English language proficiency.
- 52.3% of students progressed at least one ELPI Level. 9.5% maintained ELPI level 4, and 23.8% maintained ELPI level 1, 2L, 2H, 3L or 3H.
- 14.2% of students decreased one ELPI Level.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

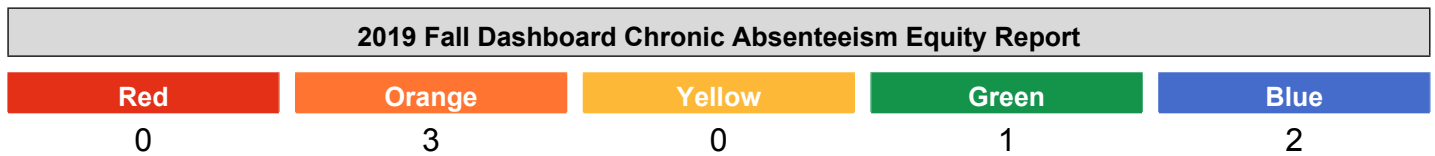
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**Conclusions based on this data:**

1. VES chronic absenteeism for all students declined by .6 points. Students with disabilities and students who are two or more races also declined by 1.1 points and 8.4 points respectively. This is positive news.
2. Our English Language Learners and Socioeconomically Disadvantaged populations increased by 4.7 points and .8 points respectively, placing us in the Orange category on the dashboard.
3. Our African American and Hispanic populations increased by 8.3 points and 3.4 points respectively.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

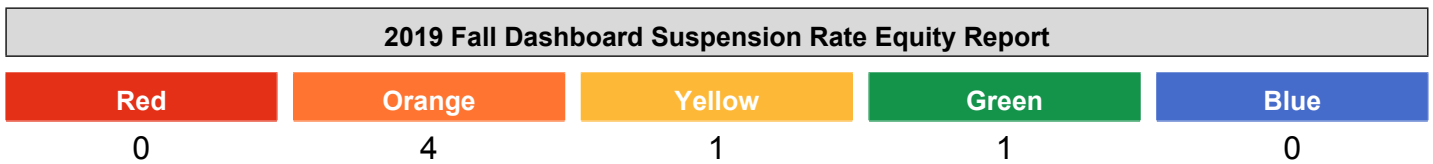
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1</p> <p>Maintained -0.1</p> <p>893</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.8</p> <p>Increased +1.8</p> <p>57</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.4</p> <p>Increased +1.5</p> <p>118</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.2</p> <p>Increased +1.2</p> <p>97</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 5px;">0</span> Declined -6.3 14	 No Performance Color Less than 11 Students - Data <span style="background-color: #e6f2ff; padding: 5px;">3</span>	 No Performance Color Less than 11 Students - Data <span style="background-color: #e6f2ff; padding: 5px;">5</span>	 No Performance Color <span style="background-color: #e6f2ff; padding: 5px;">0</span> Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 5px;">1.2</span> Increased +0.5 168	 Yellow <span style="background-color: #e6f2ff; padding: 5px;">1</span> Increased +1 102	 No Performance Color Less than 11 Students - Data <span style="background-color: #e6f2ff; padding: 5px;">3</span>	 Green <span style="background-color: #e6f2ff; padding: 5px;">1</span> Declined -0.3 586

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1

**Conclusions based on this data:**

1. Our suspension rates were maintained in 2020-2021.
2. Our Conditions & Climate: Suspension Rates per the performance indicator, is orange for the following student subgroups: English Learners, Socioeconomically Disadvantaged and Students with Disabilities.
3. Our African American suspensions fell by 6.3% and our Hispanic suspension rate grew by .5%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning

## LEA/LCAP Goal

Provide individual and small group instruction during WIN (What I Need) time based on current district and state assessment data that will prepare all students for academic and vocational success.

## Goal 1

Village Elementary seeks to ensure all students receive individual, small and whole group instruction based on their academic strengths and needs, and personal interests and aspirations.

## Identified Need

- Work within the master bell schedule, during WIN (What I Need) time, to provide intervention and extension as needed to students to help recover learning loss due to COVID-19 and accelerate learning for all.
- Increased support through small group instruction within the classroom to students with disabilities and who are socioeconomically disadvantaged, as needed, in English Language Arts and math.
- Provide daily prep and 2 times monthly (Wednesday afternoon) planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of CCSS standards and new curriculum across several different content areas within the CUSD adopted curriculums in ELA, math and SEL. The other two afternoons a month will focus on professional development and training. If no professional development or training is planned, teachers will be given more time for data analysis and planning for WIN time.
- Document data analysis and PLC time through PLC's data recording minutes - including data analysis and next steps. Use 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 and math with TOSAs, leadership and grade level teams and provide small group instruction to meet student needs. Create school-wide assessment plan and goals for 2022-2023 school year.
- When students feel connected and included in school, they are inspired to learn. Village will continue supporting students to connect and provide inclusive learning opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation: <ul style="list-style-type: none"> <li>• 100% of VES students participate in daily learning activities.</li> <li>• VAPA: 100% percent of students have</li> </ul>	Participation: <ul style="list-style-type: none"> <li>• VAPA: 100% percent of students have access to weekly VAPA lesson as identified through the</li> </ul>	Participation: <ul style="list-style-type: none"> <li>• VAPA: 100% percent of students have access to weekly VAPA lesson as originally identified</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>access to weekly VAPA lesson as identified through the Arts4 learning grant (that has now expired).</p> <ul style="list-style-type: none"> <li>100% of all students in grades K-5 have 1:1 computer access for accessing synchronous and asynchronous curriculum content at home and at school.</li> </ul>	<p>Arts for Learning (A4L) grant. Prepare financially, as 2020-2021 is the last year for the Arts for Learning Grant funding.</p> <ul style="list-style-type: none"> <li>90% of all students in grades K-5 have 1:1 computer access for personalized learning.</li> <li>Survey teachers for interactive whiteboards.</li> </ul>	<p>through the Arts for Learning (A4L) grant. Funding for VAPA will be taken over by CSF.</p> <ul style="list-style-type: none"> <li>100% of all students in grades 1-5 have 1:1 computer access for personalized learning.</li> <li>Install interactive whiteboards for 100% of teachers who choose to have one in their classroom.</li> </ul>
<p>Local Data Measures for ELA :</p> <ul style="list-style-type: none"> <li>Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year.</li> </ul>	<p>Local Data Measures for ELA :</p> <ul style="list-style-type: none"> <li>Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year.</li> </ul> <p>2021-2022 Interim 1 Assessment Data for Village Overall: Meeting Standards: 30% Developing Standards: 44% Below Standards: 14% No Score: 8%</p> <p>Interim 2 Assessment Data for Village Overall: Meeting Standards: 44% Developing Standards: 39% Below Standards: 6% No Score: 10%</p> <p>Interim 3 Assessment Data for Village Overall: Meeting Standards: 54% Developing Standards: 32% Below Standards: 5% No Score: 9%</p> <p>2020-2021 Exams- Taken at</p>	<ul style="list-style-type: none"> <li>Interim Benchmark Advance Assessments 1,2,3, and EOY 4 will be used to measure growth from Fall to Spring each year.</li> </ul> <p>Goal for Spring 2023: Interim 2 Assessment Data: Students will grow 3-5 % in each grade level on interim benchmarks in the criteria "meet or exceed standards" on Interim Benchmark Assessments or maintain above 80%.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

School and at Home with Parental Support

Interim 1: Assessment Data Per Grade Level:  
Kindergarten: 78% Meeting Standards (no 2020-2021 data to compare)  
1st Grade: 61% Meeting Standards (no 2020-2021 data to compare)  
2nd Grade: 65% Meeting Standards (no 2020-2021 data to compare)  
3rd Grade: 68% Meeting Standards (no 2020-2021 data to compare)  
4th Grade: 61% Meeting Standards (no 2020-2021 data to compare)  
5th Grade: 47% Meeting Standards (no 2020-2021 data to compare)

Interim 2 Assessment Data Per Grade Level:  
Kindergarten: 2022 50% vs. 2021 78% Meeting Standards  
1st Grade: 2021-2022 50% vs. 2020-2021 61% Meeting Standards (-11%)  
2nd Grade: 2021-2022 39% vs. 2020-2021 65% Meeting Standards (-26%)  
3rd Grade: 2021-2022 33% vs. 2020-2021 68% Meeting Standards (-35%)  
4th Grade: 2021-2022 54% vs. 2020-2021 61% Meeting Standards (-7%)  
5th Grade: 2021-2022 49% vs. 2020-2021 47% Meeting Standards (+2%)

Interim 3 Assessment Data Per Grade Level  
Kindergarten: 72% 2021-2022 vs. 2020-2021 75% Meeting Standards (-3%)  
1st Grade: 71% 2021-2022 vs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2020-2021 80% Meeting Standards (-9%)            2nd Grade: 56% 2021-2022 vs. 2020-2021 69% Meeting Standards (-13%)            3rd Grade: 43% 2021-2022 vs. 2020-2021 71% Meeting Standards (-28%)            4th Grade: 47% 2021-2022 vs. 2020-2021 61% Meeting Standards (-14%)            5th Grade: 40% 2021-2022 vs. 2020-2021 38% Meeting Standards (+2%)</p>	
<p>Local Data Measures for Math:</p>	<p>Local Data Measures for Math:</p> <ul style="list-style-type: none"> <li>Bridges in Mathematics/Number Corner</li> </ul> <p>Baseline Number Corner Check Up 1 and Number Corner Check Up 4 will be used to measure growth. The data will be collected and analyzed.</p> <ul style="list-style-type: none"> <li>Bridges in Mathematics/Number Corner Check Ups 2 and 3 data will be collected and analyzed for small group interventions and goal creations. A 1% growth marker will be noted.</li> </ul> <p>Number Corner Baseline Data for Village Overall:            Meeting/ Approaching: 79% 2021-2022 vs. 2020-2021 No Data Recorded            Strategic/Intensive: 18% 2021-2022 vs. 2020-2021 No Data Recorded            No Score: 3% 2021-2022 vs. 2020-2021 No Data Recorded</p>	<p>Local Data Measures for Math:</p> <ul style="list-style-type: none"> <li>Bridges in Mathematics/Number Corner</li> </ul> <p>Baseline Beginning of the Year Assessment 1 and Number Corner Check Up 4 will be used to measure growth. The data will be collected and analyzed.</p> <ul style="list-style-type: none"> <li>Bridges Math and Number Corner Check Ups 2 and 3 data will be collected and analyzed for small group interventions and goal creations. Students will grow at least 1-3% in each grade level on interim benchmarks in the areas of meet or exceed standards on Interim Benchmark Assessments or maintain above 80%.</li> <li>IXL Number of hours spent, number of questions answered will be analyzed/ Goals for next year</li> </ul>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Number Corner Baseline Data for % Students Meeting/Approaching  
 Kinder: 96% 2021-2022 vs. 2020-2021 No Data Recorded  
 1st Grade: 89% 2021-2022 vs. 2020-2021 No Data Recorded  
 2nd Grade: 97% 2021-2022 vs. 2020-2021 No Data Recorded  
 3rd Grade: 74% 2021-2022 vs. 2020-2021 No Data Recorded  
 4th Grade: 68% 2021-2022 vs. 2020-2021 No Data Recorded  
 5th Grade: 58% 2021-2022 vs. 2020-2021 No Data Recorded

Number Corner Check Up 2 Data for Village Overall:  
 Meeting/ Approaching: 79% 2021-2022 vs. 2020-2021 No Data Recorded  
 Strategic/Intensive: 17% 2021-2022 vs. 2020-2021 No Data Recorded  
 No Score: 6% 2021-2022 vs. 2020-2021 No Data Recorded

Number Corner Check Up 2 Data for % Students Meeting/Approaching  
 Kinder: 95% 2021-2022 vs. 2020-2021 No Data Recorded  
 1st Grade: 85% 2021-2022 vs. 2020-2021 No Data Recorded  
 2nd Grade: 82% 2021-2022 vs. 2020-2021 No Data Recorded  
 3rd Grade: 73% 2021-2022 vs. 2020-2021 No Data Recorded  
 4th Grade: 80% 2021-2022 vs. 2020-2021 No Data Recorded  
 5th Grade: 68% 2021-2022 vs. 2020-2021 No Data Recorded

Number Corner Check Up 3 Data for Village Overall:  
 Meeting/ Approaching: 88% 2021-2022 vs. 2020-2021 78% (+10)  
 Strategic/Intensive: 7 % 2021-2022 vs. 2020-2021 12% (-5)

will be created based on collected data.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

No Score: 5% 2021-2022 vs. 2020-2021 9% (-4)

Number Corner Check Up 3

Data: % Students

Meeting/Approaching

Kinder: 91% 2021-2022 vs. 2020-2021 84% (+7)

1st Grade: 91% 2021-2022 vs. 2020-2021 87% (+7)

2nd Grade: 92% 2021-2022 vs. 2020-2021 87% (+8)

3rd Grade: 92% 2021-2022 vs. 2020-2021 81% (+11)

4th Grade: 91% 2021-2022 vs. 2020-2021 70% (+21)

5th Grade: 82% 2021-2022 vs. 2020-2021 72% (+10)

Current Check Up 4 Data for Village Overall

Meeting/ Approaching: \_\_ 2021-2022 vs. 2020-2021 88% (+)

Strategic/ Intensive: \_ 2021-2022 vs. 2020-2021 10% (-)

No Score: \_ 2021-2022 vs. 2020-2021 3% (-)

Current Check Up 4 Data: % of Students Meeting/Approaching

Kinder: \_\_ 2021-2022 vs. 2020-2021 94% (+)

1st Grade: \_\_ 2021-2022 vs. 2020-2021 95% (+)

2nd Grade: \_\_ 2021-2022 vs. 2020-2021 90% (+)

3rd Grade: \_\_ 2021-2022 vs. 2020-2021 90% (+)

4th Grade: \_\_ 2021-2022 vs. 2020-2021 84% (+)

5th Grade: \_\_ 2021-2022 vs. 2020-2021 78% (+)

IXL Data

2021-2022 vs. 2020-2021

Aug through March

Total Hours: 3,527 vs. 265

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>(1316.47% increase)            Total Questions: 771, 815 vs. 50,809 (1419.05% increase)            Math: 479, 732 vs. 22,418 (2039.94% increase)            ELA: 292, 083 vs. 28,391 (928.787% increase)</p>	
<p>State Data Measures:</p> <ul style="list-style-type: none"> <li>CAASPP data from 2021-2022</li> </ul>	<p>CAASPP State Data Measures for 2018-2019 and 2020-2021:</p> <p>3rd: ELA            2018-2019: 72%            2020-2021: 73%</p> <p>3rd: Math            2018-2019: 77%            2020-2021: 74%</p> <p>4th: ELA            2018-2019 72%            2020-2021 77%</p> <p>4th: Math            2018-2019 69%            2020-2021 71%</p> <p>5th: ELA            2018-2019: 76%            2020-2021: 77%</p> <p>5th: Math            2018-2019: 68%            2020-2021: 63%</p>	<p>State Data Measures:            CAASPP Grades 3-5 for 2021-2022            Goals for 2022-23 will be based on 1% increase from 2021-2022 data</p>
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Teachers will progress monitor student assessments.</li> <li>Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that are approved to</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Teachers will progress monitor student assessments.</li> <li>Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that are approved to</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Teachers will progress monitor student assessments.</li> <li>Data will be collected and analyzed per student usage and academic progress on individualized ELA and Math programs that are approved to</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>support ELA and Math curriculums.</p> <ul style="list-style-type: none"> <li>School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide.</li> </ul>	<p>support ELA and Math curriculums.</p> <ul style="list-style-type: none"> <li>School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide.</li> </ul>	<p>support ELA and Math curriculums.</p> <ul style="list-style-type: none"> <li>School-wide PLC data analysis systems are beginning to be used 8x per year (after Benchmarks and NC Checks) per the district pacing guide.</li> </ul>
<p>EL:</p> <ul style="list-style-type: none"> <li>2019 Fall Dashboard Student English Language Acquisition Results</li> </ul>	<p>EL:</p> <ul style="list-style-type: none"> <li>61.9% of our 21 EL students are making progress towards English language proficiency.</li> <li>52.3% of students progressed at least one ELPI Level.</li> <li>9.5% maintained ELPI level 4, and 23.8% maintained ELPI level 1, 2L, 2H, 3L or 3H.</li> </ul> <p>14.2% of students decreased one ELPI Level.</p>	<p>EL:</p> <ul style="list-style-type: none"> <li>63% of students will make progress towards English Language proficiency per the ELPAC.</li> <li>2% will increase in the number of students who progressed at least one ELPI level.</li> <li>3 or less students will show a decrease their ELPI level.</li> </ul>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

2021-2022

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

\* Implement Year 3 of Bridges in Math Curriculum- Focus on assessments, data analysis and intervention/extension materials/curriculum implementation and small group needs.

- \* Review ELA curriculum for beginning readers. Consider using Readwell for levels 1-12 to support systematic leveled readers for teaching instruction.
- \* Review Benchmark Advance Phonics program. Consider Benchmark Advance phonics program for ELA in grades K-2nd in 2022-2023 school year.
- \* Ensure alignment to ELA/ELD Framework within designated and integrated ELD times.
- \* Implement Benchmark Advance ELA curriculum 2021-2022 (including training and coaching) from curriculum publishers and district Teachers on Special Assignments (TOSAs). Focus on data analysis and use of data for instructional planning and small group instruction during WIN (What I Need) time.
- \* VAPA Arts for Learning- Students will receive 1x week of integrated art lesson.
- \* Kindergarten- Continue post-COVID implementation of small group reading groups, using Readwell and Benchmark Advance Reading Curriculum. Use data to guide small, flexible reading groups that span across the grade level.
- \* Complete pilot for new Social Studies Framework and implement school-wide for 2022-2023 school year.
- \* Continue implementation of Next Generation of Science Standards (NGSS) for grades K-5 using FOSS Science curriculum.
- \* Focus on Success Criteria and increasing language usage, function and focus in the classroom by students. Use PLC time for professional development and book study to improve teaching practices and student achievement in this area of study.
- \* Use of Intervention Reading materials- LLI, Wilson Reading Read well, Benchmark Advance and Bridges Intervention materials as needed for student support.
- \* Train interested teachers in using Wilson for phonics supports as needed for WIN time.
- \* Implement World Language programming and curriculum school wide.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

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

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.2 Village will provide opportunities for individual, small group and whole group instruction for students based on strengths and needs, personal passions, and academic interests.  
 \* Use available district tech resources to personalize learning in the areas of ELA, math, writing, etc.

- \* Genius Hour implementation for grades 4th and 5th. This includes self-selected projects by students increasing voice, choice and meaningful student engagement.
- \* Explicit STEAM integration for 2nd Grade
- \* Use master schedule to implement WIN (What I Need) time focusing on intervention and extension personalized/small group learning opportunities for students based on current Math and ELA needs.
- \*Use support staff and trained parent volunteers to help implement small groups as needed for teacher support and management.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Students with Disabilities

#### Strategy/Activity

- 1.3
- \* Continue collaboration with the Orange County Diagnostic Center to implement inclusion expectations for co-teaching in math and English Language Arts.
  - \* 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 Spouth 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.
  - \*SPED team will attend SCIA (Special Circumstances Instructional Assistance) training and work collaboratively with district level RBT Nora Menzies and (RBTs) Registered Behavior Technitions for behavior support.
  - \*Interview and hire Classified (IAs and IABHCs) new staff as needed to support teachers and students as data demonstrates the need through SCIA documents and data collection.
  - \*Use RBTs to collect data, coach classified staff and support classroom instructions and behavior based on student needs.
  - \*Provide Inclusion and Co-teaching training for co-teaching pairs.

\*Assess dually identified EL and SPED students with alternative ELPAC test that is reserved for students with the most cognitive disabilities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

General Fund

CSF, DoDEA, LCFF supplemental, TIIG

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

1.4

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

\* 1:1 Computer access is available for students in grades K-5th for synchronous and asynchronous learning.

\* Continue Hapara in grades 4th and 5th as needed

\* Implement critical thinking exercises through project based learning and Genius Hour Projects.

\* Implement Project Lead the Way (PLTW) curriculum in Innovation Lab focused on the integrating technology and the sciences.

\* Continue to monitor and adjust master schedule to allow for Innovation lab visits weekly for students in grades K-5 while allowing for collaboration and PLC grade level time for teachers. PLC time will be data focused to drive intervention and extension, and professional development (Intervention/extension for Bridges, Benchmark Advance and SEL).

\* Install interactive learning boards in classrooms where teachers will use the innovative tools to enhance effectiveness of high-impact and accelerated learning opportunities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

General Fund

Site budget

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

1.5

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

- Employing engaging instructional strategies focusing on language usage, success criteria, teacher clarity, equity and access, learning goals, data analysis and small group planning. Create a monthly learning goal with staff and create professional learning models and professional growth goals around the desired measurable outcomes.
- Training for data driven PLCs throughout the 2021-2022 school year. Use PLC structure to guide work of data driven small group instruction and implementation.
- Co-teaching model in the areas of math and moving towards ELA co-teaching integration where appropriate.
- Implementation of Bridges in Mathematics and Number Corner curriculum, and staff professional development focus on assessment, intervention and small group instruction. Focus on automaticity of math facts and creating fun and engaging ways to promote practice.
- Physical Education (SPARK, Playworks training) encouraging voice and choice during recess times, grades TK-5.
- Playworks Recess and PE programming to support return to play and sportsmanship
- Harmony implementation- Preplanned lessons that connect students to themselves and each other. Planning Harmony 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.
- Monthly meetings with staff to increase unity and communication
- Review of school schedule will reveal opportunities to increase professional development and collaboration time, especially in the area of co-teaching/planning.
- Increase professional development in yearly book studies.
- Review Multi-tiered Systems of Supports 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 Implementation and supports
- Healthy Youth Act Implementation

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

General Fund

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Overall implementation of the strategies/activities are as described above.

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

Overall implementation of the strategies/activities are as described above.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Communication

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

- Continue communication systems between and among all shareholders.
- More clear communication with parents regarding progress reports, report cards, grading criteria, and meaning of grades is needed throughout the year in conjunction with Learning Department at the District Office.
  - Simplified explanations and purpose of the district ELA and Math assessments, and directions on how to interpret scores (for teachers and parents) is needed.
  - Communicate our progress on the site equity committee and MTSS framework progress with families and stakeholders.
  - Use data systems to analyze student data and communicate results and next steps to stakeholders.
  - Implement new MLS (data storage and collections) system which will replace Powerschool.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>• Maintain at least 98% of parents will participate in P/T conferences in the Fall.</li> <li>• Weekly Village Newsletters for Families and Staff outlining the above identified needs.</li> <li>• Work with PTO for weekly updates in the newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain at least 98% of parents will participate in P/T conferences in the Fall.</li> <li>• Weekly Village Newsletters for Families and Staff outlining the above identified needs. .</li> <li>• Work with PTO for weekly updates in the newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain at least 98% of parents will participate in P/T conferences in the Fall.</li> <li>• Weekly Village Newsletters for Families and Staff outlining the above identified needs.</li> <li>• Work with PTO for weekly updates in the newsletter</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Feedback from teachers in year-end conferences</li> <li>Year-end reflection with Leadership Team</li> <li>Various meeting agendas and notes</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers in year-end conferences</li> <li>Year-end reflection with Leadership Team</li> <li>Various meeting agendas and notes</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers in year-end conferences</li> <li>Year-end reflection with Leadership Team</li> <li>Various meeting agendas and notes</li> </ul>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

2.1  
 Shareholder participation, communication, and engagement will continue to be a priority to support all VES students.

- Create and send weekly newsletters to parents. Collect information from various stakeholders, compile and send out on Sunday evenings.
- Use Intouch communication system to send out reminders per text/email on an as needed basis.
- VES will ensure required parent participation at SSC, ELAC, DELAC, and encourage parent participation in PTO.
- Strive for 98% parent participation at fall parent-teacher conferences.
- Hold or promote community based and school based parent information nights related to elementary grades (ie: Coronado SAFE Harbor Coffee Talks, DELAC informational meetings, Report Card/Assessments, 5th Grade transition to Middle School, etc.)
- Read Across America activities to engage in parental/student involvement with guest readers and speakers.
- For each reporting period, parent communication and information will be provided on grading and reporting system by the Learning Department.
- Maintain the number of family events in person or virtually, as practicable, in 2021-2022.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund  
 Site and District budget

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

2.2

Communication between VES administration and staff will include:

- VES Leadership Team, Strategic Planning Committee (District Level), School Site Council, PTO and ELAC (Minutes and Agendas to be sent to stakeholders)
- Monthly professional development meetings (elementary joint, site based, grade level, PLCs, and articulation)
- Weekly newsletters to parents and staff
- PLC agendas and notes sent out to whole staff per principal once data driven system is designed and articulated with the CUSD Learning Department
- Minutes of teacher meetings to be handed in via Google Documents to record progress on grade level goals and actions steps for WIN (What I Need) time.
- Goal and evaluation/reflection conferences 2x yearly and informal classroom observations/conversations with staff

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

None

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Communication between VES staff to community will include:

- Parent Survey (district level)
- Weekly "upcoming dates" via Edulink to Parents and Staff
- Social media, local news outlets (e.g.: Coronado, Eagle Journal, Coronado Times, Facebook, Twitter, district website)
- District Elementary Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed)
- Coffee with administration (3x per yr)
- PTO
- SSC
- ELAC/DELAC

- LCAP Strategic Planning Committee at District Level

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	General Fund

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

Overall implementation of the strategies/activities are as described.

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

Overall implementation of the strategies/activities are as described.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Support

## LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

## Goal 3

Village Elementary seeks to ensure that the Village Elementary Disaster Preparedness Plan aligns with the Coronado Unified School district's Master Safety/Disaster Preparedness Plan and is supported by the San Diego County Office of Education

Safety/Supportive School:

- \* Safe and Clean Facilities
- \* Thorough/Complete VES Safety Plan
- \* Intervention and Enrichment before/during/after the instructional day
- \*Implementation of weekly/daily Harmony SEL curriculum
- \*Utilize Clinical Counselors to connect with students, assess social emotional needs and provide needed services
- \*Utilize Special Education Coordinator at Village to support Special Education

## Identified Need

Identified Need:

- Review and revise Comprehensive Districtwide School Safety Plan for disasters yearly
- Increase planning time for Sanford Harmony and cohesion with MTSS supports.
- Develop MTSS framework with staff and create time for training and implementation.
- Expand behavior MTSS framework and develop/implement a tiered academic framework.
- Expand Special Education supports and training by working with the Diagnostic Center with special education, general education and admin staff.
- Review data in ELA and math to identify COVID-19 academic and social emotional deficits.
- Work with stakeholders and district to identify needs and create a plan of action upon return of students.
- Provide Summer School programming for enrichment/extension/socialization

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Clean and Healthy School:

- Ingress and egress locations will continue to be staffed appropriately.

Clean and Healthy School:

- Ingress and egress locations will continue to be staffed appropriately.

Clean and Healthy School:

- Ingress and egress locations will continue to be staffed appropriately.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Stage crossing guard at H Ave and 6th street and at G and 7th street.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly inspections by site administration of classrooms, playgrounds, and other areas will continue with timely reporting of issues to Maintenance and Operations.</li> <li>Stage crossing guard at H Ave and 6th street and at G and 7th street.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly inspections by site administration of classrooms, playgrounds, and other areas will continue with timely reporting of issues to Maintenance and Operations.</li> <li>Stage crossing guard at H Ave and 6th street and at G and 7th street.</li> </ul>
<p>Safety Plan:</p> <ul style="list-style-type: none"> <li>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</li> <li>Improvements to plan will be made based on staff feedback of each drill to include as needed: reminders about blinds, locking doors, walkthrough routes, safety protocols.</li> <li>Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).</li> <li>Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.</li> <li>District purchase and install “lock-blocks”</li> </ul>	<p>Safety Plan:</p> <ul style="list-style-type: none"> <li>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</li> <li>Improvements to plan will be made based on staff feedback of each drill to include as needed: reminders about blinds, locking doors, walkthrough routes, safety protocols.</li> <li>Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).</li> <li>Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.</li> <li>District purchase and install “lock-blocks”</li> </ul>	<p>Safety Plan:</p> <ul style="list-style-type: none"> <li>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</li> <li>Improvements to plan will be made based on staff feedback of each drill to include as needed: reminders about blinds, locking doors, walkthrough routes, safety protocols.</li> <li>Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).</li> <li>Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.</li> <li>District purchase and install “lock-blocks”</li> </ul>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

for every door to promote efficiencies and safety during a lock down. Check yearly to make sure they are working properly and in good condition.

- Determine personnel who need keys to certain areas of the school to ensure ability to lock down securely.
- Establish a re-unification process districtwide working with district, community, fire, and law enforcement.
- Inventory possible needed supplies in the event of an actual lockdown for a period of time (toilet buckets, water, snacks, toilet paper, etc.).
- Establish protocol for staff who leave campus during lunch time each day if a lockdown or disaster occurs in their absence.
- Meet yearly with community leaders (Coronado Police Department, Coronado Fire Department, CUSD Safety personnel) to expand the VES safety plan.
- Meet with Safety Planning Team to continue to refine and improve upon plan.
- Implement practice drills in conjunction with community safety

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- Meet with Safety Planning Team to continue to refine and improve upon plan
- Implement practice drills in conjunction with community safety

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

authorities to determine what's working and what needs to be refined.

- Incorporate staff and community improvement feedback and suggestions into the plan.
- Make needed changes to plan in accordance with new suggestions and determined needs.
- Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans.
- Emergency procedures are outlined for substitutes and visitors on campus.

authorities to determine what's working and what needs to be refined

- Incorporate staff and community improvement feedback and suggestions into the plan.
- Review and approve safety plan yearly with School Site Council. Share only pertinent information with the public for safety reasons.
- Make needed changes to plan in accordance with new suggestions and determined needs through review of safety plan with district and law enforcement.
- Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans and refill needed supplies in emergency kits.
- Continued communication of emergency procedures that are outlined for substitutes and visitors on campus.

authorities to determine what's working and what needs to be refined

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- Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans and refill needed supplies in emergency kits.
- Continued communication of emergency procedures that are outlined for substitutes and visitors on campus.

PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:

- Not currently in action: Data analysis and instructional focus discussions at weekly grade level PLCs.

PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:

- Not currently in action: Data analysis and instructional focus discussions at weekly grade level PLCs.

PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:

- Data analysis and instructional focus discussions at monthly grade level PLCs.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Develop data analysis PLC practices as needed per grade level.

- Progress monitoring discussions on identified students occur with input from Reading teachers, grade level colleagues, TOSAs, general education teachers, and administration, informally and formally each month.
- Enrichment/extension activities and assignments are provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year.
- Teaching to High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through project-based experiences are taught within all grade levels across the district. Focus on student voice and choice through universal designed learning to be emphasized.
- Meet the Masters-Continue through parent volunteers and

Develop data analysis PLC practices as needed per grade level.

- Progress monitoring discussions on identified students occur with input from Reading teachers, grade level colleagues, TOSAs, general education teachers, and administration, informally and formally each month.
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- Meet the Masters-Continue through parent volunteers and

- Train staff for school-wide use of PLC data dives, using data to drive instruction.
- Progress monitoring discussions on identified students occur with input from Reading teachers, grade level colleagues, TOSAs, general education teachers, and administration, informally and formally each month.
- Enrichment/extension activities and assignments are provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year.
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- Meet the Masters-Continue through parent volunteers and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>PTO funding/district funding.</p> <ul style="list-style-type: none"> <li>Incorporate the Arts (VAPA) into the school day while meeting state-mandated instructional minutes. Integrated and designated arts lessons will be weaved into the California adopted ELA/math/SS/Science standards. Our teachers will incorporate VAPA into project-based learning.</li> <li>Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.</li> </ul> <p>Innovation Lab- Lead the Way materials ,training and curriculum.</p> <ul style="list-style-type: none"> <li>More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond (Playworks, tutoring)</li> <li>Band for 4th and 5th graders and Choir for 2nd-5th graders takes place before school.</li> </ul>	<p>PTO funding/district funding</p> <ul style="list-style-type: none"> <li>Incorporate the Arts (VAPA) into the school day while meeting state-mandated instructional minutes. Integrated and designated arts lessons will be weaved into the California adopted ELA/math/SS/Science standards. Our teachers will incorporate VAPA into project-based learning.</li> <li>Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.</li> <li>Innovation Lab- Lead the Way materials ,training and curriculum.</li> <li>More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.</li> <li>Band for 4th and 5th graders incorporated into the instructional day (outside of COVID protocols).</li> </ul>	<p>PTO funding/district funding</p> <ul style="list-style-type: none"> <li>Incorporate the Arts (VAPA) into the school day while meeting state-mandated instructional minutes. Integrated and designated arts lessons will be weaved into the California adopted ELA/math/SS/Science standards. Our teachers will incorporate VAPA into project-based learning.</li> <li>Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.</li> <li>Innovation Lab- Lead the Way materials ,training and curriculum.</li> <li>More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.</li> <li>Band for 4th and 5th graders incorporated into the instructional day (outside of COVID protocols).</li> </ul>
<p>English Language Learner Support:</p> <ul style="list-style-type: none"> <li>ELD designated instructional minutes will remain no fewer</li> </ul>	<p>English Language Learner Support:</p> <ul style="list-style-type: none"> <li>ELD designated instructional minutes will remain no fewer than 30 minutes daily.</li> </ul>	<p>English Language Learner Support:</p> <ul style="list-style-type: none"> <li>ELD designated instructional minutes will remain no fewer than 30 minutes daily.</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>than 60 minutes weekly.</p> <ul style="list-style-type: none"> <li>Look at school-wide instructional practices to ensure integrated ELD strategies are happening on a daily basis.</li> <li>Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.</li> <li>Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.</li> <li>Incorporate push-in services for ELD as much as possible.</li> </ul> <p>2018-2019 Data: 43 EL Students; 6.2 percent of current population 44.2% Scored Level 4; Well Developed 37.2 Scored Level 3; Moderately developed 16.3% Scored Level 2; Somewhat Developed 2.3 % Scored Level 1; Beginning stages</p>	<ul style="list-style-type: none"> <li>Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis.</li> <li>Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.</li> <li>Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.</li> <li>Incorporate push-in services for ELD as much as possible.</li> </ul> <p>2019-2020 Current Data: 55 EL Students; 16% percent of current population 41.0 % Scored Level 4; Well Developed 20% Scored Level 3; Moderately developed 25.4 % Scored Level 2; Somewhat Developed .07 % Scored Level 1; Beginning stages .05% No results given</p>	<ul style="list-style-type: none"> <li>Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis in ALL learning environments.</li> <li>Incorporate push-in services for ELD as much as possible.</li> <li>Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.</li> <li>Focus writing prompts to Benchmark Unit Essential Questions.</li> <li>Incorporate elements of ELPAC skills in everyday instruction.</li> <li>Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.</li> </ul> <p>ex: 2020-2021 Grow 3% in Well Developed Grow 3% in Moderately developed Grow 3% in Somewhat Developed</p>
<p>Attendance:</p> <ul style="list-style-type: none"> <li>Improve P2 attendance rate by 0.5%.</li> <li>Improve chronic absenteeism rate by .5% in all subgroups.</li> <li>Create master schedule for online learning BRIDGE and in-person hybrid. Communicate plan to</li> </ul>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>Improve P2 attendance rate by .5%.</li> </ul> <p>Current is 96.5% attendance rate</p> <ul style="list-style-type: none"> <li>Improve chronic absenteeism rate by .5%.</li> </ul> <p>Current chronic absenteeism is at 4.5%. EL chronically absent @ 4.1%,</p>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>Improve P2 attendance rate by 0.5%.</li> <li>Improve chronic absenteeism rate by .5% in all subgroups.</li> </ul> <p>Improve CUSD attendance rates and chronic absenteeism rates for all students.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

staff and community members. Assure attendance is properly taken and engagement reports are collected on a weekly basis. Cross reference teacher and school records.

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

- Ensure all VES attendance is accurately reported on a daily basis into Synergy.
- Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis.
- Promote and incentivize positive attendance.
- Ensure VES holds appropriate SART meetings for students whose attendance reaches appropriate thresholds.
- Make visible what measures are in place to reward positive student attendance.
- Make visible supports that are in place to support students having attendance concerns.
- Make visible policy and accountability (i.e.

SED @ 6.9%, SWD at 3.1%

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>credit available) for completed ISC work.</p> <ul style="list-style-type: none"> <li>• Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools).</li> <li>• Key actions are dependent on feedback and outcome from previous years.</li> <li>• Determine need for additional supports which may be helpful or necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• Determine need for additional supports which may be helpful or necessary.</li> </ul>
<p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> <li>• Schoolwide/Districtwide discipline action guide (DAC) provides students with opportunities to make good choices, and intervention solutions are based on natural consequences based on our implementation of Restorative Practices.</li> <li>• Maintain consistent and strong home/school communication regarding behavior and counseling. Maintain accurate parent/teacher communication logs for tracking behaviors and trends for analysis and record keeping.</li> <li>• Interventions are based on positive discipline (MTSS) with</li> </ul>	<p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> <li>• Schoolwide/Districtwide discipline action guide (DAC) provides students with opportunities to make good choices, and intervention solutions are based on natural consequences based on our implementation of Restorative Practices.</li> <li>• Maintain consistent and strong home/school communication regarding behavior and counseling. Teachers and Admin maintain accurate parent/teacher communication logs for tracking behaviors and trends for analysis and record keeping.</li> <li>• Interventions are based on positive</li> </ul>	<p>Suspension Rate and School Connectedness:</p> <ul style="list-style-type: none"> <li>• Schoolwide/Districtwide discipline action guide (DAC) provides students with opportunities to make good choices, and intervention solutions are based on natural consequences based on our implementation of Restorative Practices.</li> <li>• Maintain consistent and strong home/school communication regarding behavior and counseling. Maintain accurate parent/teacher communication logs for tracking behaviors and trends for analysis and record keeping.</li> <li>• Interventions are based on positive discipline (MTSS) with</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>strong parent/school team approach to resolve issues through Restorative Practices.</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) supports referred students with academic/social emotional/ behavior needs.</li> <li>• Monthly awards promote positive behavior and citizenship.</li> <li>• MFLC and Counseling Interns help support student needs on playground during recesses.</li> <li>• Provide counseling resources as needed.</li> <li>• Create MTSS/PBIS for Year 4</li> <li>• Implement Sanford Harmony for Year 4</li> </ul>	<p>discipline (MTSS) with strong parent/school team approach to resolve issues through Restorative Practices.</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) supports referred students with academic/social emotional/ behavior needs.</li> <li>• Monthly awards promote positive behavior and citizenship.</li> <li>• MFLC and Counseling Interns help support student needs on playground during recesses.</li> <li>• Provide counseling resources as needed.</li> <li>• Create MTSS/PBIS for Year 4</li> <li>• Implement Sanford Harmony for Year 4</li> </ul>	<p>strong parent/school team approach to resolve issues through Restorative Practices.</p> <ul style="list-style-type: none"> <li>• Student Success Team (SST) supports referred students with academic/social emotional/ behavior needs.</li> <li>• Monthly awards promote positive behavior and citizenship.</li> <li>• MFLC and Counseling Interns help support student needs on playground during recesses.</li> <li>• Provide counseling resources as needed.</li> <li>• Create MTSS/PBIS for Year 4</li> <li>• Implement Sanford Harmony for Year 4</li> </ul>
<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.</li> <li>• Maintain current staffing of Military Family Life Counselors (2 FTE) and increase current full-time counseling support from 1.0 FTE to 2.0 FTE.</li> <li>• ERHMS counseling support will continue at current .3 as needed per student need.</li> </ul>	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.</li> <li>• Maintain current staffing of Military Family Life Counselors (2 FTE) and increase current full-time counseling support from 1.0 FTE to 2.0 FTE.</li> <li>• ERHMS counseling support will continue at current .3 as needed per student need.</li> </ul>	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.</li> <li>• Maintain current staffing of Military Family Life Counselors (2 FTE) and increase current full-time counseling support from 1.0 FTE to 2.0 FTE.</li> <li>• ERHMS counseling support will continue at current .3 as needed per student need.</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc.</li> </ul>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

3.1  
VES will maintain safe and clean facilities.

- Ingress and egress locations will continue to be staffed appropriately.
- Weekly inspections by site administration of classrooms, playgrounds, and other areas will continue with timely reporting of issues to M&O.
- Stage crossing guard at H Ave and 6th street

#### Proposed Expenditures for this Strategy/Activity

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

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

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

3.2 Safety Plan:

- Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.
- Improvements to plan will be made based on staff feedback of each drill to include as needed: reminders about blinds, locking doors, walkthrough routes, safety protocols.

- Practice drills performed at less convenient times during the instructional day (lunch time, PE, Specials, etc.).
- Safety committee for site working with district and SDCOE on Active Shooter Training through a Trainer of Trainers model.
- District purchase and install “lock-blocks” for every door to promote efficiencies and safety during a lock down. Check yearly to make sure they are working properly and in good condition.
- Determine personnel who need keys to certain areas of the school to ensure ability to lock down securely.
- Establish a re-unification process districtwide working with district, community, fire, and law enforcement.
- Inventory possible needed supplies in the event of an actual lockdown for a period of time (toilet buckets, water, snacks, toilet paper, etc.).
- Establish protocol for staff who leave campus during lunch time each day if a lockdown or disaster occurs in their absence.
- Meet yearly with community leaders (Coronado Police Department, Coronado Fire Department, CUSD Safety personnel) to expand the VES safety plan.
- Meet with Safety Planning Team to continue to refine and improve upon plan.
- Implement practice drills in conjunction with community safety authorities to determine what’s working and what needs to be refined.
- Incorporate staff and community improvement feedback and suggestions into the plan.
- Make needed changes to plan in accordance with new suggestions and determined needs.
- Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans.
- Emergency procedures are outlined for substitutes and visitors on campus.
- VES will update its safety plan using new template and hold appropriate safety drills annually.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund  
None

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.3 PLC, Progress Monitoring, School Schedule to Embed Needed Time for Staff PLCs:  

- Data analysis and instructional focus discussions at weekly grade level PLCs. Develop data analysis PLC practices as needed per grade level.

- Progress monitoring discussions on identified students occur with input from Reading teachers, grade level colleagues, TOSAs, general education teachers, and administration, informally and formally each month.
- Enrichment/extension activities and assignments are provided to all identified students in the general education classroom, by their general education teacher, using current resources and curriculum to ensure students are engaged and challenged throughout the school year.
- Teaching to High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through project-based experiences are taught within all grade levels across the district. Focus on voice and choice through universal designed learning needs to be emphasized.
- Meet the Masters Art Programming: Continue through parent volunteers and PTO funding/district funding.
- Incorporate the Arts (VAPA) into the school day while meeting state-mandated instructional minutes. Integrated and designated arts lessons will be weaved into the California adopted ELA/math/SS/Science standards. Our teachers will incorporate VAPA into project-based learning.
- Weekly VAPA classes will allow time for PLC/collaboration and data analysis for planned instructional groups in enrichment/extension.

Innovation Lab- Lead the Way materials ,training and curriculum.

- Conduct Parent Teacher conferences for those students not meeting grade level standards each Spring. In 2020-2021, 103 P/T conferences were held with parents of struggling students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

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

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.4  
English Language Learner Support:

- ELD designated instructional minutes will remain no fewer than 30 minutes daily.
- Look at school-wide scheduling to ensure designated and integrated ELD strategies are happening on a daily basis.
- Incorporate push-in services for ELD as much as possible.
- Implement Benchmark ELD integrated and designated ELD portions of the newly adopted curriculum.

- Improve ELPAC scores in each level by 3% for students in United States for 1 year or more.
- Continue to fund FTE based on EL enrollment to meet designated ELD minute requirements.
- ELD instruction will be provided by our designated ELD teacher and the general education grade level classroom teacher.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF
	LCFF Supplemental

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	General Fund

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

##### 3.6 Decrease suspension rate and improve school connectedness/inclusivity

- Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on logical consequences (proportional, reasonable, developmentally appropriate, and intended to teach and reinforce a developing skill and create a safer environment).
- Maintain consistent and strong home/school communication regarding behavior.
- Interventions are based on positive discipline with strong parent/school team approach to resolve issues.
- Incorporate structured staff training on positive discipline, restorative practices, Harmony lesson implementation.
- Student Success Team (SST) supports referred students with behavior and academic needs.
- MFLC help support student needs on playground during recesses.
- Provide counseling resources as needed.
- Provide structured recess activities and review expectations as needed
- Increase adult presence and review supervision expectations
- Create and implement MTSS/PBIS frameworks for Year 4
- Implement Harmony for Year 5
- More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.
- Band for 4th and 5th graders and Choir for grades 2nd-5th.
- Evaluating what is successful or what is not and add other areas of interest we can add to enrichment.
- Continue to build on enrichment into other grades or across sites.
- More leadership opportunities (NPFH, Curbside Hosts, Junior Coaches for Recess in Playworks, Student Council, Anchored for Life, peer tutoring) for students who are at grade level to continue to develop their academics above and beyond.

##### Coordinate Clinical Counselor Services:

- Coordinate with our local Non-profit agency Coronado SAFE for on-campus support-outreach to build connection and facilitate psychoeducational groups that teach skills such as self-regulation and social skills.
- Build connection and teach skills (self-regulation and social skills which often supports student with an IEP)
- Support families through consultation and case management (connecting them to resources and or coordinating with outside mental health providers)
- Facilitate restorative conversations to help with conflict resolution.
- Provide students with support for issues that arise within the school day such as friendship problems or being unregulated.
- Consultation with teachers and aides to help them find ways to connect and intervene with students.

- Provide opportunities for students to make connections such as the recreational “Happy Minute” group that is provided weekly to students.
- Crisis intervention support

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

PTO funding, site budget

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

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

- Continue utilizing Sanford Harmony social emotional curriculum for grades TK-5.
- Maintain current staffing of Military Family Life Counselors (2 FTE) and maintain current full-time counseling support from 2.0 FTE.
- ERHMS counseling support will continue at current .3 as needed per student need.
- Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

City Funding, Military Funding, Site Funding

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

3.8

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

Review Acceptable Use Policy site-wide  
Innovation Lab, Year 3 implementation using Project Lead the Way materials, training and curriculum.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

General Fund

Site Budget

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

### **ANALYSIS**

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

Overall implementation of the strategies/activities are as described.

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

Overall implementation of the strategies/activities are as described.

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

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

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

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

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
-------------------------	-----------------

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	\$58,321.00	58,321.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Heidi Bergener	Principal
Ashley Phair	Other School Staff
Jillian Arnold	Classroom Teacher
Crystal Garner	Classroom Teacher
Jennifer Vernallis	Parent or Community Member
Kathleen Spane	Parent or Community Member
Joy Urtnowski	Parent or Community Member
Annaliese Nassiri	Parent or Community Member
Jane Mitchell	Parent or Community Member
Tanya White	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 4/6/2022.

Attested:

Principal, Heidi Bergener, Ed.D. on 3/14/2022

SSC Chairperson, Joy Urtnowski on

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

**AGENDA - May 19, 2022**

**REPORTS (30 min.)**

**6.2** Special Programs: Director of Special Programs, Shane Schmeichel (10 min. + Board Discussion)

**Department/Category:** INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

**Background Information:**

**Reports:**

Attached

**Superintendent's Recommendation:**

No action needed for this report.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[Special Programs update May 2022.pdf](#)

## AGENDA - May 19, 2022 REPORTS

Department/Category: **INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

Special Programs: Director of Special Programs, Shane Schmeichel (10 min. + Board Discussion)

LRP Goal 3, Support

### **C-Nado, A Caring, Connected Community:**

Tonight we have unveiled the new, community-developed CUSD Character Development program logo. The vision will be widely shared with community and city groups to combine efforts to provide direction and leadership for a community wide effort of a positive school climate. During the 22/23 school year, CUSD staff will determine themes of character development to celebrate during specific months/quarters.

Much of our character development support currently is delivered during elementary classroom morning/afternoon class meetings/circle (Harmony Curriculum) and T3 advisory time at the middle school. CHS has proposed a once a week, homeroom meeting for next year where C-Nado information can be delivered. During a recent CMS survey about T3, students say that between 66% to 70% of them have made a connection with their T3 teacher and 60% to 80% of them have made connections with other students. Twenty eight CMS teachers also took a survey about T3. CMS teachers have recommended having their own students be in their T3 class and that they see value in study hall time during T3.

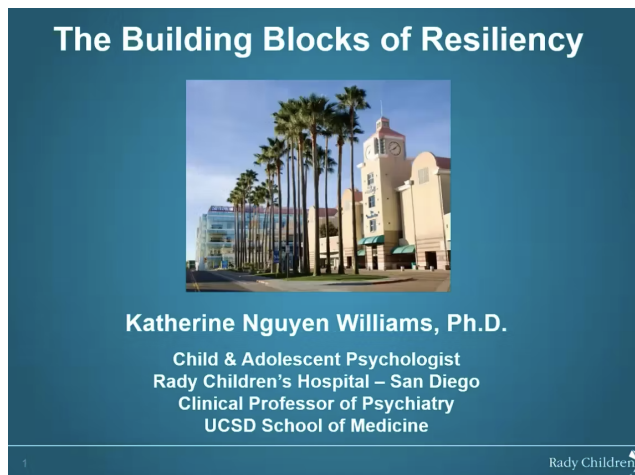
LRP Goal 3, Support

### **CUSD Parent Engagement Series: Rady Children's Hospital**

The Building Blocks of Resilience by Dr. Katherine Nguyen Williams.

CLICK in the following link for the recording of this one hour session for CUSD families:

<https://vimeo.com/708796548>



**The Building Blocks of Resiliency**

**Katherine Nguyen Williams, Ph.D.**  
Child & Adolescent Psychologist  
Rady Children's Hospital – San Diego  
Clinical Professor of Psychiatry  
UCSD School of Medicine

Rady Children's

LRP Goal 3, Support

**United Districts of San Diego (Model UN):**

On Saturday, April 30th, three CMS students and students from the National School District spent a half-day at the new South County SELPA podcast studio interviewing disabled adults. The edited versions of these interviews will be shared to spread information to increase ability awareness. Final versions of these 3 podcasts will be made public once ready for distribution.

LRP Goal 1, Learning

**College and Career:**

CUSD has completed a UC A-G Audit to confirm CALPADS information is being submitted accurately for the CA School Dashboard CCI (College and Career Indicator) measurement. One aspect of reporting that was corrected is that course names and course ID's as listed in Synergy are reflected correctly on the UC A-G portal. CHS is also continuing to increase the number of UC A-G approved courses through an annual submission process. CHS is starting a full transcript analysis process and is now placing from different institutions on the CHS transcript. This process supports students and families being fully aware of their 4-year path in high school and their status to meet UC A-G requirements. CHS continues to expand dual enrollment courses with our CCAP agreement with Southwestern College. Through our Round 4, K12 Strong Workforce grant CUSD is building a new Engineering pathway at CMS and CHS to start in the fall of 2022.

LRP Goal 1, Learning

**Coronado School of the Arts:**

The Musical Theater & Drama Conservatory set “the stage” for a great year of performances starting with the long awaited production of *Chicago!* The Digital Arts Conservatory held Horror Night out on the CHS Quad showcasing Animation, Film and Graphic Design Students. Also in fall, the Conservatory of Classical and Contemporary Dance took audiences on a journey through dreamlike visions, rich imagery, and strange worlds that were inspired by the Surrealist movement. In collaboration with Dance, the Visual Art Conservatory created original artwork based on the Surrealist and Lowbrow Art Movements for an exhibition in the lobby in tandem with *Distant Realities* Dance performance. Our first annual Holiday Performance organized by the Coronado School of the Arts Foundation was very festive highlighting our former Mayor, Casey Tanaka in the role of Scrooge.

The Spring line up for CoSA is packed with talent! Twelve Graphic Design students from the CoSA Digital Arts Conservatory showcased their work at the Coronado Public Library's *New Generation* Exhibit. CoSA's Musical Theatre & Drama's “Mamma Mia!” was a smash hit! The audience packed the Theatre to come see the large cast, non-stop laughs, explosive dance numbers as well as the beautiful sets designed by The Theater Production and Design Conservatory. The Coronado Cultural Arts Commission hosted *Magnetic*, the Visual Arts exhibit that showcased 95 student artworks. The exhibit runs through May. Last weekend,, the Conservatory of Classical and Contemporary Dance performed timeless tales and supernatural characters in *Myths and Mortals*, an evening of dance featuring eighteen original dances inspired by myths from around the world. Tonight, the Digital Arts Conservatory features short

films, animations, multimedia pieces, and print pieces with live voting in an “awards” style Extravaganza show. This fantastic event is completely student-produced and hosted. Join us for the CoSA Instrumental Music’s year end recital in the Black Box on May 24th at 6pm! The culmination of this creative year will end with the dramatic production of The Laramie Project: 10 Years Later in the Coronado Performing Arts Center on June 2nd, 3rd and 4th at 7 pm with a final matinee Saturday, June 5th at 2pm. Come support the students and celebrate all that CoSA has to offer!

LRP Goal 1, Learning

CUSD Visual and Performing Arts

**CUSD 5-Year Arts Strategic Plan:**

<https://drive.google.com/file/d/1R9UDle0FqoVRatzkqm2KqEqJlt2wJ9Kp/view?usp=sharing>

CUSD will review progress toward actions during the 22/23 school year and will update the 22/23 actions steps as needed.

**Band:**

On Thursday April 28th CUSD hosted a CHS, CMS, and Coronado Concert Band (aka Community Band) combined concert. Students and adults performed Jupiter from the Planets and a tribute to Stephen Sondheim with a fun and challenging “Into the Woods” medley.

**Band and Choir:**

CUSD Band and Choir Boosters were excited to bring back the Spaghetti Dinner for the first time since 2019. Bands, choirs and the new guitar ensemble from all school sites performed. This event had over 500 guests attend.

**CMS Performing Arts:**

CMS Intermediate Performing Arts recreated the Little Mermaid via puppet characters, scenery and the students rewrote their version of the story into a script. The next step in this unit is to create a sock puppet and write an original script for children that teaches a specific lesson (ex: be kind).

May 19 is the CMS Performing Arts Department's final show and awards. This is a student-produced show beginning at 6pm at CMS. May 26 is the final concert for the CUSD Choirs (elementary and middle school). It will be held in Granzer Hall at 6pm.

This year, The two CMS Performing Arts classes and Choir will be singing at the 8<sup>th</sup> grade Promotion and Village Choir will be singing at the 5<sup>th</sup> grade Promotion.

### **Elementary VAPA (Visual and Performing Arts):**

At Village Elementary students are learning and making Model Magic Sculptures! They learned about the visual art element "Form". Students are using their knowledge of shape, color and texture to create such things as desserts, food and even padres theme creations! They learned about the painter Wayne Thiebaud who inspired the creations. All students are experiencing sculpture: K-2 are making pinch pots and 3-5 are making desserts or other creations as mentioned above.

We are bringing back the Village Open House Artwalk! VAPA volunteers have been working to mount student art created in VAPA. Every student in the TK-5th grade has chosen a piece of art for the Open House Artwalk on May 26th.

At Village Elementary Kindergarten students are completing an end of year book - a page each for music, dance, theater and visual art. The students were taught how to draw a line for a stage and make it look like an audience is in front.

At Silver Strand Third and Fifth graders recently explored a media arts app called *Procreate* on the iPad. The students learned a lot and made unique works of digital art. They used different brushes, explored texture, and added colors. These art pieces are on display in the Silver Strand library. 3rd graders made art with a message by using paper and colored pencils. Students used the elements of art to craft powerful posters to help make the world a better place. 1<sup>st</sup> graders began their dance unit this week. They are learning about the Dominican Republic and the Merengue through the Edumotion program. This program was generously sponsored by the Silver Strand PTO. Students enjoyed moving to the beat and learning about dance from around the world!

LRP Goal 1, Learning

### **CUSD iLabs:**

Currently in the CUSD elementary iLab's our students are learning:

Village Grades 4 and 5:

Teams of 2-4 students are designing and building machines to solve a real-world problem. A tiger has fallen into an area of the zoo where he can not get out by himself. Students are tasked with building a compound machine of their own design to rescue the zoo animal. Criteria include lifting the animal at least 4 inches high, moving it to a safe landing away from the danger zone, and keeping the animal calm and safe during transport.

Village Grades 2 and 3:

Students are exploring the Science of Flight. During these last several weeks, Students have been learning the 3 main body parts of an aircraft: Fuselage, wings, and rear stabilizers. Working together in small groups, they created posters which included 4 different wing styles and 3 different stabilizer styles. Groups were then tasked with selecting the wing and stabilizer combination that they thought would fly best. After making selections, students built and test

flew their cardboard gliders. All students had the opportunity to be both “pilots” and “ground crew” during their test flights.

Village Kinder and 1st graders: Students have been practicing the engineering-design process. In the past few weeks, students have been working on designing a paintbrush that will work in a unique way. Students explored materials, designed their brushes, and then built their brushes. The next step will be to test the brushes, which is coming up next in class!

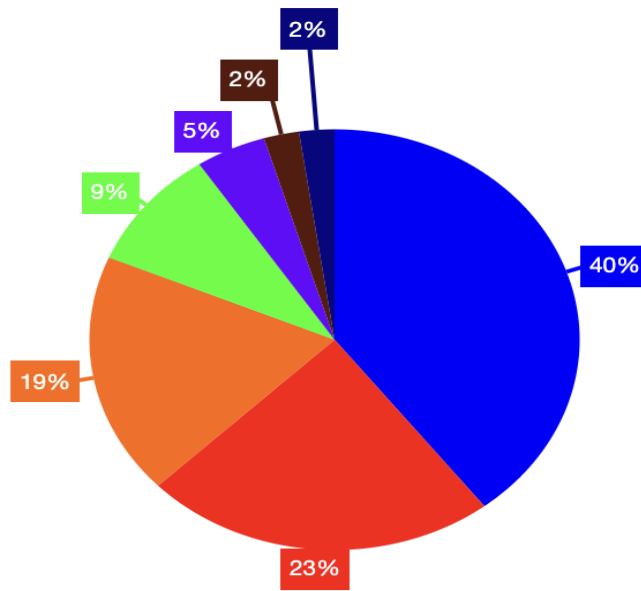
Silver Strand Elementary:

Elementary students have been exploring, developing and practicing the Next Generation Science Standards (NGSS) with Project Lead the Way (PLTW) curriculum. SSES 4<sup>th</sup> & 5<sup>th</sup> graders are guided by PLTW modules to build toys, simple machines, and robots using VEX Construction/Robotic kits. Each module incorporates both detailed and particular building tasks, as well as tasks that summon student imagination and teamwork to build devices to solve given problems.

Students in the lower grades explore science, technology, and engineering on a foundational level. Kindergarteners build towers, first graders explore light, second graders learn to code, and 3<sup>rd</sup> graders study forces through flight.

LRP Goal:  
WeTip:

## Incident Types



■ Concern For Self or Others   ■ Discrimination or Harassment   ■ Bullying  
■ Tip Report   ■ Physical Abuse & Misconduct Report  
■ Threat to School or Students   ■ Vandalism Report

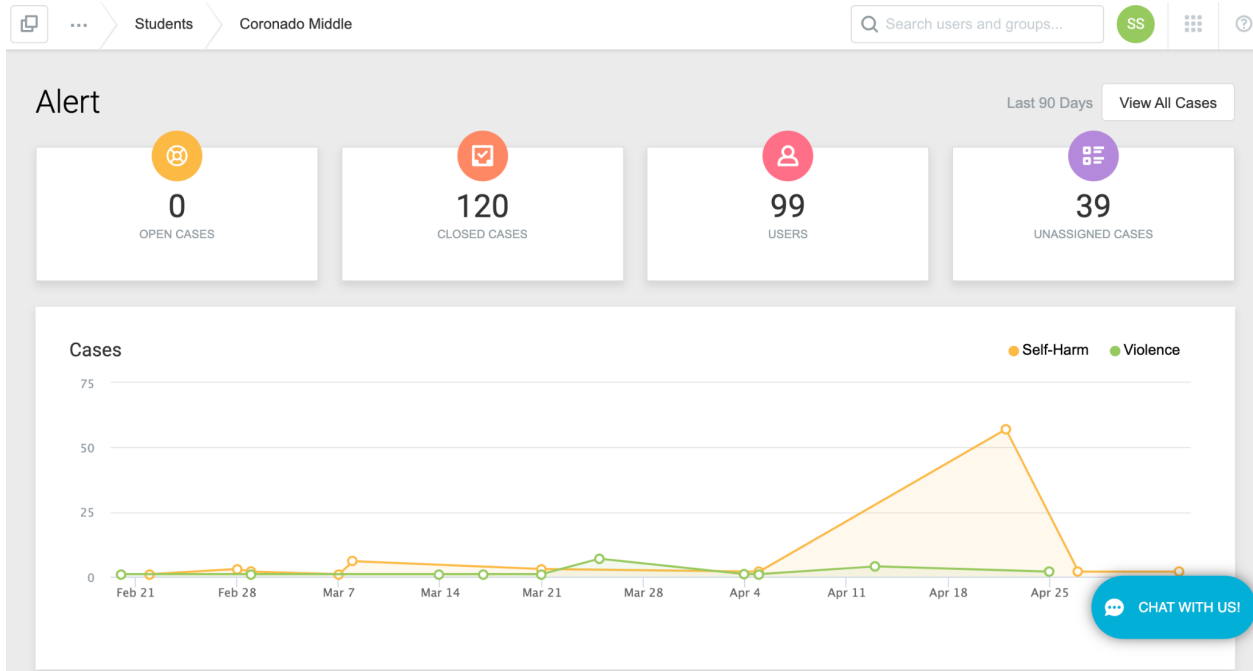
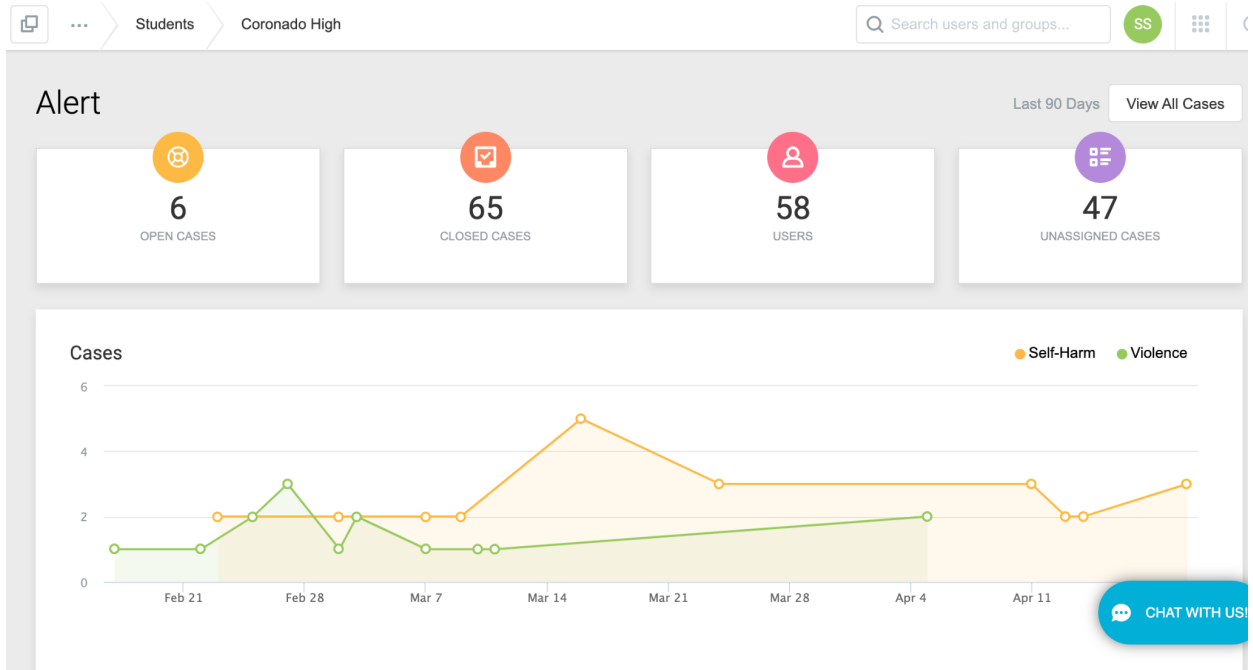
**We Tip Contined:**

<b>Incident Type</b>	<b>Active</b>	<b>Archived</b>
Bullying	0	8
Concern For Self or Others	1	17
Discrimination or Harassment	0	10
Physical Abuse & Misconduct Report	0	2
Threat to School or Students	0	1
Tip Report	2	4
Vandalism Report	0	1
<b>Total Reports (46)</b>	<b>3</b>	<b>43</b>

## Lightspeed:

Report Data for the last 90 Days:

*Please note: if an assignment has a word that is flagged by Lightspeed, CUSD staff still see the flag, see a screenshot of the issue and determine that the flag was an appropriate use of the word for school and is deemed safe by staff:*



Lightspeed Continued:

Students Village Elementary

Search users and groups... SS

### Alert

Last 90 Days [View All Cases](#)

0 OPEN CASES	15 CLOSED CASES	15 USERS	9 UNASSIGNED CASES
-----------------	--------------------	-------------	-----------------------

Cases

Legend: Self-Harm (orange), Violence (green)

CHAT WITH US!

Students Silver Strand Elementary

Search users and groups... SS

### Alert

Last 90 Days [View All Cases](#)

1 OPEN CASES	4 CLOSED CASES	5 USERS	1 UNASSIGNED CASES
-----------------	-------------------	------------	-----------------------

Cases

Legend: Self-Harm (orange), Violence (green)

CHAT WITH US!

LRP Goal:

**DoDEA World Language+:**

Maylen Rafuls Rosa, CUSD World Language + curriculum specialist

CUSD will start teaching Spanish via a FLEX (Foreign Language Exploratory) World Languages program starting in fall of 2022 in K-5th grade classrooms. The new program will introduce students to the basics of the language and common phrases for everyday conversation. It emphasizes developing knowledge of Spanish-speaking cultures and countries. CUSD has hired our first two new elementary Spanish teachers. All CUSD World Language teachers will participate in a summer professional development. CUSD will also be adding STAMP proficiency testing to the annual assessment calendar. STAMP measures students' proficiency in reading, listening, writing and speaking the language. We have also formed and convened a WL advisory committee composed of several stakeholders. The first meeting of the committee was on May 2, and committee members had a chance to provide their ideas about what curriculum and instruction could look like in this new program.

## AGENDA - May 19, 2022

### REPORTS (30 min.)

6.3 Learning Report: Senior Director of Learning, Dr. Megan Battle (5 min. + Board Discussion)

**Department/Category:** INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

#### **Background Information:**

In 2010, the California State Board of Education adopted the Common Core State Standards (CCSS); and in 2016, the State Board of Education adopted a new History-Social Science Framework. Since 2006, teachers have been using the CUSD adopted *History Social Science for California* (Scott Foresman-Addison Wesley, 2006). In 2021-2022, the Learning Department collaborated with the San Diego County Office of Education and gathered feedback from K-5 teachers to research, review and recommend one curriculum to pilot during the 2021-2022 school year. In the early spring of 2022, a pilot committee was formed. The pilot committee was comprised of 16 classroom teachers (grades 1-5), TOSAs, administrators and the Senior Director of Learning. This committee was charged with evaluating the chosen curriculum in the 2022 school year, implementing the pilot protocols, and conducting a pilot feedback survey in order to make a decision for the formal adoption of an elementary history-social science curriculum that is aligned to the new 2016 framework.

#### **Reports:**

The four programs considered for elementary history-social science were:

- *Impact: California Social Studies* (McGraw-Hill School Education)
- *California History-Social Science: myWorld Interactive* (Pearson Scott Foresman and Prentice Hall)
- *California Studies Weekly – Social Studies* (Studies Weekly)
- *Social Studies Alive! California Series* (Teachers' Curriculum Institute)

All programs are fully aligned with the CA History-Social Science Framework. The review team utilized a comprehensive evaluation rubric, rating each curriculum in the following broad areas (each area also has sub-categories that received ratings):

- Program Organization
- Assessment
- Universal Access
- Instructional Planning and Teacher Support
- English Language Development

The review and pilot teams have recommended the adoption of *Social Studies Alive! California Series* (Teachers' Curriculum Institute). This curriculum has coherent progression across grade levels, develops inquiry-based critical thinking skills, improves reading comprehension and expository writing

abilities, and promotes an engaged and knowledgeable citizenry in history and the related social sciences. In addition, commendations from the pilot team included:

- Units/lessons are well-aligned to Benchmark Advance ELA topics
- Easy to use and student friendly books
- Rich literature and nice delineation of primary and secondary sources
- Comprehensive accompanying activities
- Robust online platform and resources

Six community members came to the district office during the public review/comment period and overall had favorable reviews of the TCI materials.

**Financial Impact:**

Total cost for a *six*-year adoption *Social Studies Alive!* (TCI) curriculum, including student resources, manipulatives, student work books, teacher resources, and professional development training is \$179,977.00 (2021-2022 CUSD Instructional Materials Budget).

**Superintendent's Recommendation:**

No action needed on this report.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA - May 19, 2022**

**REPORTS (30 min.)**

**6.4** Department Updates: Deputy Superintendent, Donnie Salamanca (5 min. + Board Discussion)

**Department/Category:** BUSINESS & FISCAL MANAGEMENT

**Background Information:**

CUSD Departments have continued to provide supports and services to students and staff at all sites. These reports include monthly highlights and updates to keep all CUSD shareholders engaged and informed.

1. Preschool and Universal TK Updates - Relocate Crown Preschool to Village Elementary
2. Student Services Updates - Mental Health Supports and Mental Health Awareness Month
3. Overview of the May Revise (Budget)
4. 2022-2023 Draft Calendar

**Reports:**

See attached.

**Financial Impact:**

There is no financial impact.

**Superintendent's Recommendation:**

No action needed on this report.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[Department Updates - Student Services - May 19, 2022.pdf](#)

[An Overview of the 2022â€“23 Governorâ€™s Budget Proposals \\_ School Services of California.pdf](#)

[2022-23 Employee Calendar - DRAFT.pdf](#)

[Universal Preschool \\_ Transitional Kindergarten Update - May 2022 - FINAL.pdf](#)

**Student Services: Niamh Foley, Director**

**LRP Goal: 3.0 Support**

In alignment with our Long Range Plan and commitment to maintain safe and supportive schools, with appropriate resources, practices, and procedures, where students and staff thrive, the CUSD Governing Board, on December 14, 2021, approved the partnership with Care Solace.

The data usage since the beginning of this partnership is:

Usage 21-22 School Year-5 months

- Inbound interactions: 480
- Communications saved: 2,747
- Warm Handoffs: 58
- Family-initiated cases: 12
- Total appointments into care: 21 (6 currently pending an appointment)
- Anonymous searches: 65

We are committed to the well-being of our students, staff, and families necessary to create a safe and healthy learning environment. This partnership with Care Solace provides an additional layer of care for our community. Care Solace is a mental health care coordination service that works with school districts to make mental health services easily accessible and at no cost to end-users. Care Solace connects students, staff, and their families to mental health care by providing a Care Companion who works with them every step of the way to research options, secure appointments, and follow up to make sure it is a good fit.

All information entered on the [Care Solace](#) self-serve website is secure and completely confidential.

In response to the significant increase in mental health needs of our students and staff we are committed to providing resources to support those needs. Care Solace provides this service to our families to ensure all within our school community have access to an efficient referral and placement process. We are excited to continue this partnership for the 22-23 school year.

**May is Mental Wellness Month**

May is Mental Wellness month and CUSD, the City of Coronado and [Safe Harbor Coronado](#) are offering awareness opportunities and activities for students and families. The goal of the month-long campaign is to raise positive awareness about mental wellness, reduce the stigma around mental health and provide tools and coping strategies to support mental well being. CUSD Clinical Counselors and ERMHS clinicians are hosting self-care and wellness activities throughout the month and supporting with social-emotional lessons in the classrooms and in advisory periods. Some of the campus-wide activities include: Take/give a compliment, yoga, mindfulness activities, therapy dog photo booth, and gratitude-themed spirit wear. These counselors also provide individual and group counseling sessions, family support, and connecting to community resources. We thank them and honor their work during Mental Wellness Awareness Month.

# FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## An Overview of the 2022-23 Governor's Budget Proposals



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posted May 13, 2022

### Overview of the Governor's Budget Proposals

Governor Gavin Newsom's spending plan is an eye-popping \$300.7 billion budget to "provide relief from rising inflation, ensure public safety, address homelessness, transform public education, and combat climate change." General Fund revenues are estimated to be nearly \$55 billion higher than in January, four short months ago. Just two May Revisions ago, schools were facing a potential 10% cut alongside billions of dollars in deferred state payments, helping the state address an estimated \$54 billion State Budget shortfall. While no longer framing this as the "California Comeback," the cover of the May Revision document displays five individuals in front of a rising sun, hands clasped high, reminiscent of victorious Olympians on the medal stage.

Outside of education, the Governor is focused on inflation relief in the form of direct payments to Californians; significant infrastructure investments, including broadband and new housing; a commitment to address the effects of climate change; increased support in public safety; and investing in his characterization of a "pro-life" agenda, including universal preschool, health care accessibility, environmental clean-up, and violence prevention.

After the Governor released his January Budget, many speculated that the state would have a significant issue relating to its spending limit, or Gann Limit, in the current fiscal year moving forward as the increase in state General Fund revenues outpace the annual adjustment to how much the state can spend annually. However, the May Revision includes a multitude of investments, including tax credits, rebates, and infrastructure spending, that help it avoid reaching its Gann Limit in 2021-22 and 2022-23.

As it relates to education funding in the May Revision, some of the significant proposals that help the state spend below its Gann Limit are highlighted below, including increased investments to the State School Facility Program, funding for deferred maintenance, and infrastructure to support the new Universal Meals Program.

### Economy and Revenues

In response to the robust revenue collections from January through April, Governor Newsom has revised his estimated revenue collection for 2021-22 upward by \$30.8 billion. This upward revision recognizes both the robust revenue collections to date and assumes that the increased tax collection will continue through the end of the year.

Big Three Taxes for 2021-22 (in billions)		
	January 2022	May 2022
Personal Income Tax	\$120.9	\$136.4
Sales and Use Tax	\$30.9	\$32.7

<b>Big Three Taxes for 2021-22 (in billions)</b>		
Corporation Tax	\$32.9	\$46.4
Total	\$184.7	\$215.5

This positive forecast is also reflected in the estimated tax revenues for 2022-23 as the Governor has increased the estimates from January by \$23.8 billion.

<b>Big Three Taxes for 2022-23 (in billions)</b>		
	<b>January 2022</b>	<b>May 2022</b>
Personal Income Tax	\$130.3	\$137.5
Sales and Use Tax	\$32.2	\$34.0
Corporation Tax	\$23.7	\$38.5
Total	\$186.2	\$210.0

In spite of the increased revenues, the Governor used much of his introductory statement paralleling the current tax collections with the robust tax collections in 2000. The words were meant as a warning, and signal that history may be on the cusp of repeating itself—that had the Legislature known that a crash was about to happen in 2000, much more of the surplus would have been allocated in one-time investments. This admonishment is interspersed throughout the Governor’s revised spending plan.

### **Proposition 98 Minimum Guarantee, Reserve, and Local Reserve Cap**

As California’s larger economy prospers, yielding tens of billions of dollars more in unanticipated revenue for the state General Fund, funding for K-12 and community college agencies has skyrocketed. This is because the Proposition 98 minimum guarantee is determined by the Test 1 formula, which ensures that funding for public K-14 education receives approximately 40 cents of every state General Fund dollar. According to the May Revision, the Proposition 98 minimum guarantee across the three-year State Budget window has increased by \$19.6 billion above Governor Newsom’s January Budget estimates.

### **Proposition 98 Funding From January to May (In millions)**

	<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>	
	<b>January</b>	<b>May</b>	<b>January</b>	<b>May</b>	<b>January</b>	<b>May</b>
General Fund	\$70,035	\$70,231	\$71,845	\$83,640	\$73,134	\$82,292
Local Property Tax	\$25,901	\$25,869	\$27,219	\$26,560	\$28,846	\$28,042
<b>Total Minimum Guarantee</b>	<b>\$95,936</b>	<b>\$96,100</b>	<b>\$99,064</b>	<b>\$110,200</b>	<b>\$101,980</b>	<b>\$110,334</b>

In 2014, California voters approved Proposition 2, requiring the state to deposit funds into an education rainy day fund (the Public School System Stabilization Account) under certain conditions. In January, Governor Newsom estimated that the state’s requirement totaled \$9.7 billion across the three fiscal years. However, as a result of decreased capital gains revenues as a share of total General Fund revenues, the May Revision reduces the required total deposit amount by \$200 million to \$9.5 billion in 2022–23.

The revised rainy day fund total represents approximately 9.7% of K–12’s portion of the minimum guarantee. Existing law imposes a 10% cap on the amount local school districts can maintain in their reserves in the year succeeding the fiscal year in which the education rainy day fund deposit is at least 3% of K–12 Proposition 98 funding—a condition that was met with the 2021–22 deposit amount, triggering the local reserve cap for the 2022–23 fiscal year. Thus, local school districts will need to take action to comply with the law with the adoption of their budgets by June 30, 2022, as well as anticipate that the cap on their reserves will be in place for the foreseeable future.

### **Local Control Funding Formula, Cost-of-Living Adjustment, and Average Daily Attendance**

As part of the January State Budget, the Governor proposed increasing funding for the Local Control Funding Formula (LCFF) by the then-estimated statutory cost-of-living-adjustment (COLA) of 5.33%. In addition, he proposed amending how school districts are funded under the LCFF by building upon current law and allowing school districts to calculate LCFF funding based on the greater of prior, current, or the average of three prior years’ average daily attendance (ADA).

With the May Revision, the statutory COLA for LCFF has increased to 6.56%, which the Administration proposes to fully fund. The other education programs that are funded outside of the LCFF—Special Education, Child Nutrition, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education program—will also receive the 6.56% statutory COLA.

Further, the Administration includes three other proposals in the May Revision. First, it provides an additional \$2.1 billion in ongoing Proposition 98 General Fund monies to increase LCFF base funding. The Budget summary notes that this additional funding is meant “to mitigate the impacts of rising pension obligations, increased costs for goods and services, and other ongoing local budget concerns.” Second, the May Revision includes an additional \$101.2 million in ongoing Proposition 98 General Fund to augment LCFF funding for county offices of education that are facing cost pressures similar to school districts and charter schools.

Lastly, the May Revision proposes to mitigate the drop in enrollment, and subsequent ADA that is being experienced in 2021–22 by local educational agencies (LEAs) due to the pandemic. To do this, the May Revision proposes allowing all classroom-based LEAs the ability to be funded in 2021–22 on the greater of their current-year ADA or their current-year enrollment adjusted for pre-COVID–19 absence rates. The proposal to allow school districts the use of the average of the three prior years’ ADA for LCFF funding purposes will be adjusted to allow for this change in 2021–22. These two proposals represent an estimated \$3.3 billion in ongoing General Fund plus an additional \$463 million in one-time Proposition 98 General Fund dollars.

### **LCFF Entitlements for School Districts and Charter Schools**

The base grants by grade span for 2022-23 are increased over 2021-22 by the estimated statutory COLA of 6.56%. Not included in the table below are the impacts of the additional \$2.1 billion proposed to increase LCFF base funding. If this proposal moves forward, it would result in a total increase over 2021-22 of approximately 10%.

Grade Span	2021-22 Base Grant Per ADA	6.56% COLA	2022-23 Base Grant Per ADA
TK-3	\$8,093	\$531	\$8,624
4-6	\$8,215	\$539	\$8,754
7-8	\$8,458	\$555	\$9,013
9-12	\$9,802	\$643	\$10,445

The Transitional Kindergarten (TK)-3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$897 per ADA in 2022-23, and the grade 9-12 base grant per ADA is increased by \$272 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

Both the grade span adjustments and supplemental and concentration grant amounts would increase proportionately should the LCFF base funding be increased by the proposed \$2.1 billion.

### **Universal Transitional Kindergarten**

The May Revision makes no significant changes to the state’s plan to achieve Universal TK in 2025-26 by expanding the age eligibility window each year beginning with the 2022-23 school year. Next year, LEAs will be required to offer TK to any student whose fifth birthday occurs between September 2 and February 2, inclusively, and maintain average TK classroom ratios of 12 to 1. The Governor’s January State Budget proposed to pay for the additional cost of lower classroom ratios by providing a TK add-on equal to \$2,813 per TK ADA, and to pay for the increased students being served by TK expansion with a \$640 million increase to Proposition 98 funding. The May Revision reduces the estimated cost of TK expansion by \$25.2 million, to \$614 million, due to decreased estimates for TK enrollment in 2022-23.

Many advocated for dedicated funding in the May Revision for TK facilities, recognizing the need to build or modernize existing classrooms that are developmentally appropriate for TK-age students; however, the May Revision includes no specific investment for TK facilities.

Perhaps the most significant proposal in the May Revision relative to universal TK is allowing preschool teachers with preschool teaching permits, who have bachelor’s degrees that meet basic skills requirements and who are enrolled in coursework toward a teaching credential, to teach TK. The May Revision proposes to sunset this

flexibility on June 30, 2026.

### **Special Education**

The Governor makes no significant changes to his proposals in January for students with disabilities, which included:

- \$500 million in Proposition 98 General Fund dollars above the COLA
- \$500 million one-time funding for the Inclusive Early Education Expansion Program to support general education and special education students in inclusive preschool classrooms and facilities
- Serving at least 10% students with disabilities and providing children with an individualized education plan categorical eligibility to participate in State Preschool

According to the Department of Finance, the per-ADA Assembly Bill 602 rate will remain unchanged at the May Revision, at \$820 per ADA in 2022-23, due to downward ADA growth adjustments.

### **One-Time Discretionary Dollars**

The Governor's May Revision proposes \$8 billion in one-time Proposition 98 dollars on a per-pupil basis to K-12 LEAs. It is the Administration's intent that these discretionary one-time dollars be used to address student learning challenges, protecting staff levels and supporting the mental health and wellness of students and staff. These funds would also serve as an offset to any outstanding mandate debt owed to LEAs.

### **Nutrition**

To help with the implementation of the Universal Meals Program, the Governor's January State Budget proposal included \$596 million, to provide two free meals per day to any student that requests a meal, on top of \$54 million provided in the 2021 State Budget Act. Essentially, this is what the Administration is projecting the program to cost the state after accounting for federal reimbursement. The May Revision continues to include this augmentation.

Recall that California schools were reimbursed through the federal Seamless Summer Option for providing all students with a subsidized meal; however, this option is set to expire on June 30, 2022. In turn, the Administration is also proposing an additional \$611.8 million ongoing to maintain meal reimbursement rates beginning in 2022-23 so LEAs can continue to offer students high-quality, nutritious subsidized meals. If the federal government extends the flexibilities, any unused state funding for rate increases in 2022-23 will go towards kitchen infrastructure grants.

Finally, the Governor's proposal includes an increase of \$45 million one-time to support the implementation of the California Healthy School Meals Pathway Program, which supports workforce readiness for school food service workers.

### **Early Childhood Education**

In addition to maintaining the proposed investments to expand access to state subsidized child development programs and increase provider reimbursement rates, the May Revision includes several new proposals, largely designed to mitigate the continuing effects of COVID-19 and to address the pressures that historic inflation rates put on California’s neediest families. These proposals include:

- \$157.3 million to waive family fees for state subsidized programs through June 30, 2023
- Holding funding for child development contractors and providers harmless for the 2022-23 year, including reimbursing voucher-based providers based on authorized hours of care rather than actual hours of care
- Increased \$34 million investment in the California State Preschool Program for adjustment factors for children with disabilities and dual language learners

### **Facilities**

The Governor’s Budget included the sale of the remaining \$1.4 billion in Proposition 51 bond funds, as well as new General Fund appropriations for K-12 school facilities to the tune of \$2.225 billion over two years—\$1.3 billion in 2022-23 and \$925 million in 2023-24. These monies would support existing facilities projects submitted under the state’s School Facility Program (SFP).

The May Revision increases this support by allocating an additional \$1.8 billion in General Fund monies for a total of \$4.025 billion in new facilities investments geared toward the SFP. These investments are to be appropriated over a three-year period—\$2.2 billion in 2021-22, \$1.2 billion in 2023-24, and \$625 million in 2024-25. Further, the May Revision includes approximately \$1.8 billion in one-time Proposition 98 General Fund dollars for deferred maintenance.

### **Expanded Learning Opportunities Program**

In the Governor’s January State Budget proposal, funding for the Expanded Learning Opportunities Program (ELOP) was proposed to increase to \$4.4 billion ongoing. In the May Revision, additional ongoing funds are proposed to raise the funding level to \$4.8 billion starting in 2022-23. At this higher level of funding, school districts and charter schools will receive \$2,500 for every student eligible for the program that is low-income, an English language learner, or in foster care. The implementation plan proposed earlier this year remains, such that compliance via the audit process would not start until 2023-24. In addition, as proposed, starting in 2023-24, LEAs with an unduplicated pupil percentage (UPP) greater than or equal to 75% must offer the program to all students in grades TK-6. LEAs with a UPP below 75% would only be required to offer the program to unduplicated students in grades TK-6 and provide access to at least half of these students.

The May Revision also adds \$63 million to the one-time ELOP infrastructure funds that the Governor proposed in January, bringing this total grant to \$1 billion. These funds are intended for infrastructure and arts and music programming needs for the ELOP.

### **Other One Time Proposals**

#### **Community Schools**

In response to a projected shortfall in Community School Partnership Program funding based on the anticipated number of eligible applicants exceeding the amount of funding available, Governor Newsom's May Revision includes \$1.5 billion in one-time funds to augment the original \$3 billion allocated for the program through the 2021 Budget Act. The Community Schools Partnership Program provides Planning, Implementation, and Coordination Grants as well and Regional Technical Assistance Center Contracts.

Community schools represent a holistic approach to education whereby schools partner with other education, county, and non-profit entities to provide integrated health, mental health, social services, and educational support.

### **Community Engagement**

Prioritizing community support and engagement through positive relationships with LEAs, Governor Newsom proposes an increase of \$100 million one-time funds to expand the Community Engagement Initiative to additional LEAs. The intention is to bolster relationships between LEAs and the communities they serve. To date, the Community Engagement Initiative, administered by the California Collaborative for Educational Excellence with an initial investment of \$13.3 million in 2018, has supported several dozen LEAs through peer-to-peer coaching.

### **Categorical Program COLA**

The May Revision increases the statutory COLA provided in the January Governor's Budget to 6.56%. This is extended to select categorical programs as well, and an additional \$62.1 million is provided for this purpose.

### **California School for the Deaf-Riverside: Athletic Complex Replacement and Expansion**

Governor Newsom proposes an increase of \$2.5 million to support the study and preliminary phases of an overall \$43.1 million General Fund investment in replacing all outdoor athletic fields and an addition of a stand-alone practice soccer field at the Riverside School for the Deaf.

## **Educator Workforce**

The May Revision builds on the Governor's January Budget educator workforce investments through additional one-time Proposition 98 and non-Proposition 98 General Fund proposals. First, on the Proposition 98 side of the General Fund, the May Revision proposes \$500 million to increase the teacher and school counselor pipeline by expanding residency slots, an additional \$20 million to support a K-12 Teacher Residency Program Technical Assistance Center, and \$1.7 million to support the educator recruitment work of the Center on Teaching and Careers.

The May Revision proposes significant one-time Proposition 98 investments in educator support for Science, Technology, Engineering, and Mathematics (STEM) instruction as well as reading and literacy. The Governor proposes \$85 million in in PreK-12 educator resources and professional learning opportunities to support implementation of the Next Generation Science Standards, California Math Framework, the California Computer Science Standards, and the math and science domains of the California Preschool Learning Foundations. Another \$300 million is proposed to augment resources available to LEAs for professional learning through the Educator

Effectiveness Block Grant, with a priority for STEM educator supports. Finally, the May Revision includes an increase of \$15 million one-time Proposition 98 dollars, over three years, to encourage and support teacher supplementary state certification in reading and literacy.

On the non-Proposition 98 side of the Budget, the May Revision proposes additional one-time investments; \$30 million over a three-year period to continue the work of the Educator Workforce Investment Grant program. The proposal focuses \$15 million on computer science and \$15 million on special education and support for English learners.

In addition to these one-time investments, the May Revision proposes statute to expand eligibility for the Golden State Teacher Grant program which provides incentives to individuals to consider earning a credential and serving at a priority school in California for four years, within eight years after completing a preparation program. Specifically, this proposal would extend eligibility to school counselor, social worker, and psychologist candidates.

### **Minimum Wage**

California's minimum wage is projected to increase to \$15.50 per hour for all workers effective January 1, 2023, triggered by increasing costs due to inflation. Per Labor Code, the minimum wage rate will be adjusted annually for inflation based on the national consumer price index for urban wage earners and clerical workers (CPI-W). Because the CPI-W exceeded 7%, the first adjusted increase was accelerated; therefore, employees will be guaranteed the \$15.50 rate even if they work for small employers—those employers with 26 employees or less (Labor Code Section 1182.12[c][3][A-B]) and the ongoing increase in the future is caused by Labor Code Section 1182.12(c)(1).

### **Retirement Systems**

In a proposal that unfortunately does not benefit LEAs but recognizes the prudence of paying down liabilities when cash is available, Governor Newsom proposes \$11 billion of supplemental payments for the next four years to reduce state retirement liabilities. Therefore, the California State Teachers' Retirement System and the California Public Employees' Retirement System employer rates for 2022-23 would remain as set recently by each board, at 19.1% and 25.37%, respectively.

### **In Closing**

At the May Revision, our lens is what the Governor has changed since his January proposal for education. In those regards, no significant changes were presented in the May Revision in the areas of school transportation, independent study, college and career preparation, and early literacy.

What has changed is a significant increase in discretionary funding for LEAs, both in terms of LCFF base grant increases and flexible, per-ADA, one-time funding. We think this is laudable, meets the needs of LEAs facing significant cost increases, and credit the Governor for listening to the education community.


While the May Revision avoids a Gann Limit issue, California's leaders anticipate that the issue will need to be addressed next fiscal year and beyond, or the state could find itself having to reduce non-education spending. We'll unpack the May Revision's education investments and discuss their implications for local planning and


implementation, including the risks they present, at our [May Revision Workshop](#) next week. We can't wait to "see" you all there!

## Coronado Unified School District 2022 – 2023 Student & Employee Calendar

Board Approved: **DRAFT**

Month	M	T	W	T	F	Student Days	Cumulative Student Days	
Jul	4	5	6	7	8	0	0	7/4 Independence Day - Holiday
Jul	11	12	13	14	15	0	0	
Jul	18	19	20	21	22	0	0	
Jul	25	26	27	28	29	0	0	
Aug	1	2	3	4	5	0	0	8/22 Teacher Professional Development Day
Aug	8	9	10	11	12	0	0	8/23 - 8/24 Teacher Workdays
Aug	15	16	17	18	19	0	0	8/22 - 8/24 Classified Workdays
Aug	22	23	24	25	26	2	2	8/25 <b>First Day of School</b>
Sep	29	30	31	1	2	5	7	
Sep	5	6	7	8	9	4	11	9/5 Labor Day - Holiday
Sep	12	13	14	15	16	5	16	
Sep	19	20	21	22	23	5	21	
Sep	26	27	28	29	30	4	25	9/30 Staff Professional Development/Non-student Day
Oct	3	4	5	6	7	5	30	
Oct	10	11	12	13	14	4	34	10/10 Fall Holiday
Oct	17	18	19	20	21	5	39	
Oct	24	25	26	27	28	5	44	
Nov	31	1	2	3	4	5	49	
Nov	7	8	9	10	11	4	53	11/11 Veterans Day - Holiday
Nov	14	15	16	17	18	5	58	
Nov	21	22	23	24	25	0	58	11/21-25 Thanksgiving Recess
Dec	28	29	30	1	2	5	63	
Dec	5	6	7	8	9	5	68	
Dec	12	13	14	15	16	5	73	
Dec	19	20	21	22	23	0	73	12/19-12/30 Winter Recess
Dec	26	27	28	29	30	0	73	
Jan	2	3	4	5	6	4	77	1/2 New Year's Day Observed
Jan	9	10	11	12	13	5	82	
Jan	16	17	18	19	20	4	86	1/16 Dr. Martin Luther King, Jr. Day - Holiday
Jan	23	24	25	26	27	4	90	1/27 Staff Workday/Non-student Day
Feb	30	31	1	2	3	5	95	
Feb	6	7	8	9	10	5	100	
Feb	13	14	15	16	17	4	104	2/13 Lincoln Birthday - Holiday
Feb	20	21	22	23	24	4	108	2/20 President's Day - Holiday
Mar	27	28	1	2	3	5	113	
Mar	6	7	8	9	10	5	118	
Mar	13	14	15	16	17	5	123	
Mar	20	21	22	23	24	5	128	
Mar	27	28	29	30	31	0	128	3/27-31 Spring Recess
Apr	3	4	5	6	7	5	133	
Apr	10	11	12	13	14	4	137	4/10 Spring Holiday
Apr	17	18	19	20	21	5	142	
Apr	24	25	26	27	28	5	147	
May	1	2	3	4	5	5	152	
May	8	9	10	11	12	5	157	
May	15	16	17	18	19	5	162	
May	22	23	24	25	26	5	167	
Jun	29	30	31	1	2	4	171	5/29 Memorial Day - Holiday
Jun	5	6	7	8	9	5	176	
Jun	12	13	14	15	16	4	180	6/15 <b>Last Day of School</b>
Jun	19	20	21	22	23	0		6/16 Teacher Workday
Jun	26	27	28	29	30	0		6/19 Juneteenth - Holiday

 Schools closed on bordered days

 First/Last Day of School

**180 Student Days**

**186 Teacher Workdays**

	185	10-Month Employees (Start/End: 8/22-6/15) And work on on non-student days on 9/30 & 1/27
	210	11-Month Employees (Start/End: 8/1-6/30) Additional workdays on 9/30 & 1/27
		Holidays - Legal/Local
		Specified Vacation Days (10 & 11 Month Employees)

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# Preschool and Universal Transitional Kindergarten (UTK) Updates and Information



## Long-Range Plan Goals

- *Academic Achievement*
- *Budget*
- *Support*

**May 19, 2022**

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# Preschool Overview

## Crown Preschool

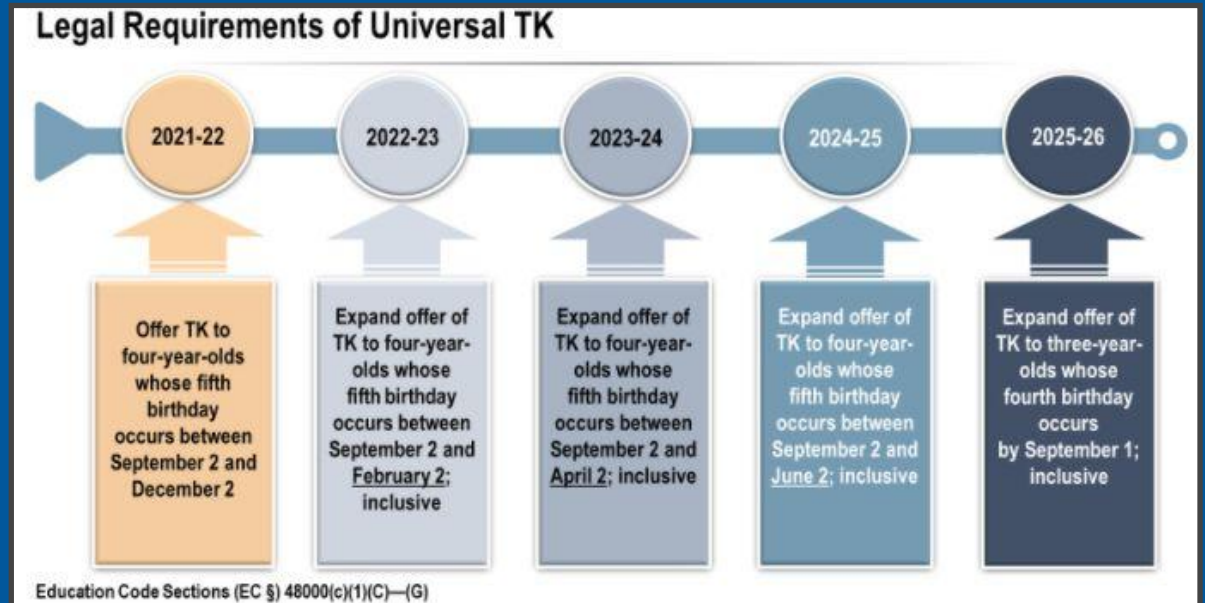
- ★ **Programs:**  
Fee-based and State preschool program (full-inclusion) serving 3 and 4 year-old students. Capacity of 96 students (including 24 state preschool subsidized seats) - 84 currently enrolled
- ★ **Staff:**  
1 Special education teacher, 2 preschool teachers, 5 preschool teaching assistants, 5 child care assistants, and 1 administrative assistant
- ★ **Facilities:**  
2 preschool classrooms & 1 extended care classroom (located at the Early Childhood Development Center, ECDC)

## Silver Strand Preschool

- ★ **Programs:**  
State preschool program serving 3 and 4 year-old students. Capacity of 48 students (all are State preschool subsidized seats) - 31 currently enrolled
- ★ **Staff:**  
1 Preschool teacher & 2 preschool teaching assistants
- ★ **Facilities:**  
1 preschool classroom (located at Silver Strand Elementary School)

# A Phased in Expansion of Transitional Kindergarten (TK)

By 2025, CUSD preschool programs will experience a 50% decline in enrollment as all 4 year-olds will be eligible for TK.



**For the 2022-23 school year, students born between September 2, 2017 through February 2, 2018 are eligible to attend transitional kindergarten (TK).**

TK offerings will be expanded in future years as noted below:

- ★ 2023-24: Students born between September 2, 2018 through April 2, 2019
- ★ 2024-25: Students born between September 2, 2019 through June 2, 2020
- ★ 2025-26: Students born on or before September 1, 2021

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# Recommendation to Relocate Crown Preschool to Village Elementary



*"Let's Crown Village Elementary!"*

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# Preschool Overview - School Year 22-23

## **Crown Preschool - will relocate to Village Elementary**

- ★ **Programs (current):**  
Fee-based and State preschool program (full-inclusion) serving 3 and 4 year-old students. Capacity of 96 students (including 24 state preschool subsidized seats) - 84 currently enrolled
- ★ **Programs (2022-2023):**
  - Crown preschool will have the same programs currently being offered, but at a new facility. Additionally, families will have access to additional programs and services.

## **Silver Strand Preschool**

- ★ **Programs (current):**  
State preschool program serving 3 and 4 year-old students. Capacity of 48 students (all are State preschool subsidized seats) - 31 currently enrolled
- ★ **Programs (2022-2023):**
  - Silver Strand Preschool is expected to grow as it transitions to a full-inclusion preschool program - students will be able to attend preschool at their neighborhood (home) school.

# - Spectrum of Programs & Services

By relocating Crown Preschool to Village main campus, families will be able to select one or more programs from a menu of service options to best meet their family's needs.

**Sample Schedule - approximate times:**  
*(depending on enrollment)*

6:30 to 8:00

8:00 to 12:00

12:00 to 3:00

3:00 to 6:00

**Before School /  
Extended Care**

**Transitional  
Kindergarten**

**Preschool**

**After School /  
Extended Care**

- ❑ Partial-day program
- ❑ For all eligible 4 & 5 year-olds

- ❑ Partial-day program
- ❑ For all eligible 3 & 4 year-olds
- ❑ State Preschool (subsidized)
- ❑ Fee-based

# Spectrum of Programs & Services

Students will have access to additional programs and services, while realizing operational efficiencies to help support the needs of all students.

Newly remodeled libraries

Less student transitions

Special Education Supports on one campus

Broader Access to Wrap-around Services

Additional lease revenues from ECDC

Outdoor garden

Single point-of-service for Nutrition Services

Potential Cost-Savings for Families

Single drop-off location for families

Students will attend their neighborhood school

Additional opportunities for vertical teaming & collaboration

Decrease Staff Redundancy

New Play Structure

Decreased Transportation Costs

More Meal Options

# Program Offerings

## Preschool

- ❑ CUSD will continue to offer the same preschool programs and services at Village and Silver Strand Elementary
  - ❑ 3-hour half-day program (morning/afternoon)
  - ❑ Student teacher ratios of 8 to 1
  - ❑ Full-inclusion preschool program

## Transitional Kindergarten (TK)

- ❑ Coronado USD currently offers transitional kindergarten at both of its elementary schools (VES and SSES)
  - ❑ Partial-day program - morning and/or afternoon (*depending on enrollment*)
  - ❑ Fully credentialed teachers who have specialized education/training to support our youngest learners
  - ❑ Average class size of 24 to 1 with ratios of 12 to 1

## Before and/or After School Care

- ❑ Will be available through Champions (*depending on enrollment*)

# Next Steps

## Crown Preschool

- ❑ We are FULLY ENROLLED for the 2022-2023, if you would like to join our waitlist, please register using the following link:
  - ❑ <https://tinyurl.com/4mpjfjye>

## Silver Strand Preschool (California State Preschool Program "CSPP")

- ❑ Enrollment for the 2022-2023 school year will begin on June 1, 2022 (CSPP requires that enrollment not commence until June 1, each year).
  - ❑ <https://tinyurl.com/4mpjfjye>

## Transitional Kindergarten (TK)

- ❑ Online Registration for the 2022-2023 school year is ACTIVE - please register your eligible TK using the following link:
  - ❑ <https://tinyurl.com/2p9nkjeh>

## Before and/or After School Care

- ❑ Will be available through Champions (*depending on enrollment*)
  - ❑ Visit: [www.discoverchampions.com](http://www.discoverchampions.com)
  - ❑ Or Email: [dcavanaugh@discoverchampions.com](mailto:dcavanaugh@discoverchampions.com)

## Questions & Answers

CUSD provided opportunities for questions/feedback on the dates below. Common themes will be compiled and shared on a “Frequently Asked Questions” (FAQ) document found by accessing the link below.

- ❑ Staff Meeting: May 11, 2022
- ❑ Public Forum - Preschool / TK Information Night: May 17, 2022
- ❑ FAQ link: <https://tinyurl.com/2vn2247h>

**Question:**

**Answer:**

## **AGENDA - May 19, 2022**

### **FIRST READING (15 min)**

#### **7.1 Long Range Plan Update: Superintendent Mueller (10 min. + Board Discussion)**

**Department/Category:** DISTRICT ORGANIZATION AND BOARD OPERATION

#### **Background Information:**

The State of California has identified eight state priorities which, when measured through the Local Control Accountability Plan (LCAP), are used to assess school district effectiveness and progress toward meeting the needs of their students. These priorities, coupled with local indicators, are uniformly applied to districts across the state and are measured and reported annually through the California School Dashboard Report. School districts are held accountable to multiple measures, including student access to core services and curricula, academic achievement, college and career readiness, and parent engagement when assessing how they best meet the needs of all students.

In Spring 2018, the CUSD Governing Board directed staff to create a strategic plan to determine local priorities, beyond the scope of the LCAP, to purposefully guide the trajectory of the district for the next five years. Initiatives of focus for this study included academic achievement, resource allocation/budget, support, and communication. Through the process, the Board defined guiding principles, goals, and strategies to guide CUSD efforts. The Superintendent and staff provide ongoing updates and progress to the Governing Board regarding objectives identified in the Long Range Plan.

Since its adoption in 2018, direct outcomes of the Long Range Plan have led to many key district-wide initiatives, outside of the LCAP, across all four goal areas. For example, the plan directed staff to seek efficiencies and creative funding opportunities in an effort to sustain programs and maximize student achievement. This included a planned spend-down of district reserves. The ‘[facilities for facilities](#)’ initiative, born out of the LRP, is instrumental in realizing that objective. Other initiatives include prioritizing the safety of our school communities, aligning curriculum across K-12, improving systems of communication, and expanding opportunities in College and Career Readiness. Key actions, outlined in the LRP, have guided our efforts. These efforts have been purposeful and strategic. In each, the LRP has demonstrated value by significantly improving the position and footprint of CUSD.

In Fall 2021, the Governing Board directed staff to update the Long Range Plan, with revised action steps/initiatives to meet identified goals. The attached ‘First Read’ was developed throughout this school year with feedback from the Governing Board (January 10, 2022), the community (March 3, 2022), and staff (March 21, 2022). In addition, staff facilitated three ThoughtExchange experiences for staff and community members to solicit ideas and initiatives for consideration. Over 400 ideas were

shared via this process, with opportunities for community voice to ‘rank’ responses in order of priority. The outcome of this comprehensive solicitation of input and ideas is found throughout the document and reflected in key actions in each goal area.

It is important to note that many of the key actions within the targeted goal areas impact all areas of the plan. For example, one of the top priorities identified by staff and community is a request to lower class sizes, specifically at the elementary level. This action requires further study as lowering class size would impact all facets of district operations; facilities, staffing, learning, support, budget, and communication. Similarly, a focus expanding academic interventions (post pandemic) will involve goal areas within the entire plan, not just the one it is listed in.

If approved, this LRP will guide CUSD efforts in areas outside of the LCAP through our transition to Basic Aid funding, anticipated for Fall 2025.

**Reports:**

Attached

**Financial Impact:**

None for this report.

**Superintendent's Recommendation:**

No action required on a First Read.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

[FIRST READ LRP - May 19, 2022.pdf](#)

## Long-Range Plan

### 1.0 LEARNING

*Goal: Using clearly defined, research-based instructional practices, curricula, interventions, and enrichment experiences, CUSD learners will perform in the top 5% of San Diego County students as measured by the annual CAASPP assessment and AP pass rate.*

ACTIONS	MEASURE	TIMELINE
90% of Third Grade students will be at or above grade reading level.	<ul style="list-style-type: none"> <li>● CAASPP</li> <li>● Benchmark Advance Interim Assessments</li> <li>● DIBELS Reading Universal Screener (TBD upon purchasing the DIBELS program for implementation during the 2022-2023 school year) - Data will be collected using DIBELS three times per year for students K-5. (DIBELS = Dynamic Indicator of Basic Early Literacy Skills)</li> <li>● Increase 2% annually to goal</li> </ul>	Spring 2023
85% of Eighth Grade students will be at or above math grade level proficiencies	<ul style="list-style-type: none"> <li>● CAASPP</li> <li>● MDTP (Mathematics Diagnostic Testing Project)</li> <li>● Increase 2% annually to goal</li> </ul>	Spring 2023
Increase Advanced Placement Pass Rates	<ul style="list-style-type: none"> <li>● 85% of CUSD students who take the Advanced Placement Exam will score a 3, 4, or 5.</li> <li>● College Board Score Report</li> <li>● Increase 2% annually to goal</li> </ul>	Spring 2023
Expand STEM & VAPA experiences K-12	<ul style="list-style-type: none"> <li>● Increase enrollment</li> <li>● Additional Course Offerings</li> <li>● Expand CMS Elective Course Offerings</li> </ul>	
Expand Spanish Instruction K-12	<ul style="list-style-type: none"> <li>● External Auditor: Successful Implementation of DoDEA Grant</li> </ul>	SY 2022-23 to SY 25-26

## Long-Range Plan

*Goal: Using clearly defined, research-based instructional practices, curricula, interventions, and enrichment experiences, CUSD learners will perform in the top 5% of San Diego County students as measured by the annual CAASPP assessment and AP pass rate.*

ACTIONS	MEASURE	TIMELINE
	<ul style="list-style-type: none"> <li>● Growth in Honors/AP Level Courses at CHS</li> <li>● Increase number of CHS graduates earning State Seal of Biliteracy (49 in 2020-21).</li> <li>● 22/23: Start Spanish instruction for K-5</li> <li>● 23/24: Expand Spanish instruction to 6th grade</li> </ul>	
Expand Dual Credit / Concurrent Enrollment	<ul style="list-style-type: none"> <li>● Increase Course Offerings via SWCC</li> <li>● SD County K16 Collaboration</li> </ul>	SY 2022-23
Expand College & Career Readiness:	<ul style="list-style-type: none"> <li>● 90% of CUSD graduates will meet UC/CSU a-g requirements</li> <li>● Increase 2% annually to goal</li> <li>● 95% of CUSD graduates will have earned one of the following indicators:               <ul style="list-style-type: none"> <li>○ CTE Pathway Completion</li> <li>○ Internship/Work Experience</li> <li>○ Transferable College Credits</li> <li>○ State Seal of Biliteracy</li> <li>○ State Seal of Civic Engagement</li> </ul> </li> </ul>	Spring 2023
Pandemic Relief:Academic Support & Interventions	<ul style="list-style-type: none"> <li>● Return to Pre-Pandemic Academic Achievement Data (2019-2020)               <ul style="list-style-type: none"> <li>○ Summer School</li> </ul> </li> </ul>	
Class Size Study	<ul style="list-style-type: none"> <li>● Budget impact on reducing class sizes by grade level</li> <li>● Facility impact/space</li> <li>● Staffing implications</li> </ul>	SY 2022-2023

## Long-Range Plan

### 2.0 BUDGET

*Goal: Present the Governing Board with a structurally-balanced budget that includes a planned spend-down of reserve funds and minimizes impacts to programs while maximizing student achievement and learning.*

ACTIONS	MEASURE	TIMELINE
Sustain 'Bridge to Basic Aid'	<ul style="list-style-type: none"> <li>• Best practice suggests that having 17% reserve as a Basic Aid district is necessary to meet cash flow needs to support ongoing district operations while avoiding the need for short-term financing which would incur additional/unnecessary costs.</li> </ul>	2025-26
Seek Creative Funding Sources	<ul style="list-style-type: none"> <li>• Grants aligned w CUSD LRP</li> <li>• Expand / Explore existing lease agreements</li> </ul>	
Calibrate ADA/FTE with strategic placement of IDT	<ul style="list-style-type: none"> <li>• Staffing Ratios: Collective Bargaining agreements and CA Education Code</li> <li>• District practice has maintained IDT % between 12-17% of total district enrollment.</li> </ul>	

## Long-Range Plan

### 3.0 SUPPORT

*Goal: Maintain safe and supportive schools, with appropriate resources, practices, and procedures, where students and staff thrive.*

ACTIONS	MEASURE	TIMELINE
Strengthen programs and expand resources which support the physical and emotional health of CUSD staff and students.	<ul style="list-style-type: none"> <li>● Survey Data</li> <li>● Quarterly Wellness 'Experiences' for Staff</li> <li>● Mental Health Support                             <ul style="list-style-type: none"> <li>○ Care Solace</li> <li>○ C-NADO</li> </ul> </li> </ul>	
Expand Tutoring Opportunities K-12	<ul style="list-style-type: none"> <li>● Evaluate CUSD Facilities                             <ul style="list-style-type: none"> <li>○ Palm Academy Learning Center</li> </ul> </li> <li>● Certificated Staff Tutoring Hours/Schedule</li> <li>● Student to Student Tutoring</li> </ul>	Fall 2022
Recruit & Retain Highly Qualified Staff	<ul style="list-style-type: none"> <li>● Competitive 'Total Compensation' Package for All CUSD Staff</li> <li>● CUSD Participation in Teacher Career Fairs</li> <li>● Placement of Student Teachers</li> </ul>	
Systematize Volunteer Program	<ul style="list-style-type: none"> <li>● Everyone A Reader</li> </ul>	

## Long-Range Plan

### 4.0 COMMUNICATION

Existing Goal: <i>Establish an effective and efficient communication plan for CUSD ensuring consistent branding and messaging across all platforms.</i>		
ACTIONS	MEASURE	TIMELINE
External Communication: Provide transparency and public access to information; Parent Voice; Public Engagement	<ul style="list-style-type: none"> <li>● Quarterly Community Forums</li> <li>● Timely FAQs/background materials</li> <li>● Thought Exchange</li> <li>● Board agenda item summary</li> <li>● Parent Leadership Council/PTO meetings</li> </ul>	SY 2022-23 (ongoing)
Internal Communication: Newsletters Staff Voice	<ul style="list-style-type: none"> <li>● CUSD Listening Tours</li> <li>● Quarterly Staff Forums</li> </ul>	SY 2022-23 (ongoing)
Streamlined, cohesive district-initiated communication	<ul style="list-style-type: none"> <li>● Weekly newsletter with consistent format, Universal/district-wide celebrations calendar;</li> <li>● cohesive graphics, social media, press releases; promotions</li> </ul>	SY 2022-23 (ongoing)

## **AGENDA - May 19, 2022**

### **ORGANIZATIONAL BUSINESS (5 min.)**

#### **8.2 Proposed List of Agenda Items for Future Board Meetings**

**Department/Category:** DISTRICT ORGANIZATION AND BOARD OPERATION

#### **Background Information:**

The Board requested that a list of topics for future Board agendas be published monthly to inform the public of proposed Board reports, items that will be discussed, and items to be voted on by the Board.

#### **Reports:**

To assist the Board in planning, the topics listed below are tentatively scheduled for the months indicated. Dates may vary due to the availability of necessary information. The reports are in addition to regular information and action items such as personnel and business items which appear on the agenda every month.

#### **June 9, 2022: Regular Board Meeting**

- Board Policy Updates - First Read
- Uniform Complaint Quarterly Report
- Learning & Instruction: LCAP Hearing
- Business Services: Budget Hearing
- Deputy Superintendent Report: Department Updates
- Superintendent Report: LRP

#### **June 23, 2022: Regular Board Meeting**

- Board Policy Updates - Approval
- Learning & Instruction: LCAP Approval
- Business Services: Budget Approval
- Deputy Superintendent Report: Department Updates
- Superintendent Report: LRP

#### **August 18, 2022: Regular Board Meeting**

- Board Policy Updates - First Read
- Student Services Update
- Learning & Instruction Update
- Deputy Superintendent Report: Department Updates
- Superintendent Report: LRP

#### **September 18, 2022: Regular Board Meeting**

- Board Policy Updates - Approval

- Business Services: Unaudited Actuals
- Deputy Superintendent Report: Department Updates
- Superintendent Report: LRP

**Financial Impact:**

There is no impact to the general fund as a result of this report.

**Superintendent's Recommendation:**

Presented for discussion.

**LCAP Goals:**

Moved \_\_\_\_\_ . Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_