School: The Cove School

Year: 2021-22

School Local Control & Accountability Plan

School Profile

Established in 2014, The Cove School (http://www.lcmschools.org/thecoveschool) is an innovative public elementary school of approximately 365 students in the Larkspur-Corte Madera School District. Cove is built around forward-thinking educational practices and flexible learning spaces. Cove is supported by our highly engaged community filled with active learners - parents, staff and students alike - who inquire, explore, collaborate and create. While our model practice of collaborative teaching is essential to our success, there are many other components that contribute to our success as well. At the center of The Cove School are four Guiding Principles: Experiential Learning, Social and Emotional Growth, Creativity and Community. These principles are brought to life through The Cove School's Signature Practices.

Cove is devoted to delivering an academic program focused on the Common Core State Standards (CCSS). We have made significant progress toward full implementation of CCSS aligned curriculum and instruction in both ELA and math. In our classrooms, we strive for student-centered reading and writing instruction with Lucy Calkins Readers and Writers Workshop and a balanced literacy framework. Our Cognitively Guided Instruction in math supports student development as mathematicians, as outlined in the eight Standards for Mathematical Practice. Cove teachers implement workshop-model instruction, and regularly conduct one-on-one and small-group student conferences. In reading, teachers use research-based strategies to determine students' independent and instructional reading levels and create strategy groups for targeted instruction in ELA and mathematics. Teachers use formative and summative assessment to identify students who need intervention and additional support. Our goal is for teachers to regularly practice and improve the art of conferring with students independently and in small groups, taking anecdotal notes, collecting work samples, and collecting data to inform instruction. Cove teachers also employ a variety of strategies to promote experiential learning. Project-based learning strengthens student understanding, reinforcing academic concepts with hands-on experiences.

Due to generous parent support, we provide an array of educational experiences at The Cove School. In each classroom, students use technology as learning tools (1:1 iPads in K-2, 1:1 Chromebooks in grades 3-5). In science, teachers provide students with hands-on experiences built upon the Next Generation Science Standards, which nurture an appreciation for the inquiry process. A companion to our Science curriculum is our implementation of Project Lead the Way to support design and problem solving skills with technology and robotics. Cove students enjoy music instruction provided weekly by our music teacher. Weekly art lessons with our art teacher provide imaginative pieces of work and opportunities for our students to explore with a variety of media. Students, staff and parents actively access our school library, which is continually growing as a result of the PTO Annual Book Fair and Readathon. During physical education, our credentialed physical education teachers have ample equipment for student use and provide stimulating and engaging physical education lessons for all grades. SPARK, our districtwide education foundation, provides funding for a credentialed school counselor, as well as support for the arts, science and technology integration. We are fortunate to have fantastic parent involvement at Cove.

Social and emotional growth is a key part of the Cove learning experience. Our Responsive Classroom (https://www.responsiveclassroom.org/) approach promotes respectful, healthy relationships, and builds mindfulness practices into the daily routine of students, fostering self-discipline. Together, these techniques help children become responsible, focused and reflective learners. The Cove School embraces an inclusive philosophy supporting all students for success in our integrated learning environments.

The Cove Signature Practices encourage students to explore challenging questions and devise creative solutions. Our students' creativity and natural curiosity are nurtured through the process of tinkering, making and innovating.

Community engagement and collaborative teaching help The Cove School thrive. Everyone contributes in unique ways and has collective ownership of Cove's success. Our community is built on shared values, trust, transparency, and a willingness to try new things. For example, the entire Cove community starts each day with "Cove-in-Motion" (http://www.myschoolinmotion.org/), comprised of fifteen minutes of choreographed movement and physical education based on the latest brain research about learning. All students, teachers (and parents who choose to stay) participate! We also collaborate with local organizations to exchange ideas and expand our thinking.

The architectural design of the school is based on learning research that highlights the benefits of natural day lighting, visibility, airflow, and non-standard spaces with a variety of nooks, floor textures and ceiling heights. Learning spaces function as collaborative suites with flexible, glass walls, a small group breakout room, and attached outdoor learning spaces. The unique furniture supports flexibility, collaboration and creativity.

Through strong commitment to our mission, ongoing reflection and continuous improvement of our practices, the entire Cove community is dedicated to delivering inspirational learning experiences for all of our students.

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	72	69	67	69	65	61	69	65	61	95.8	94.2	91.0
Grade 4	72	69	73	68	66	70	68	66	70	94.4	95.7	95.9
Grade 5	77	76	53	76	75	53	76	75	53	98.7	98.7	100.0
All Grades	221	214	193	213	206	184	213	206	184	96.4	96.3	95.3

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.

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2485.2	2477.7	2478.9	53.62	52.31	49.18	18.84	20.00	32.79	20.29	18.46	11.48	7.25	9.23	6.56
Grade 4	2563.1	2546.4	2534.2	67.65	54.55	51.43	17.65	31.82	27.14	7.35	9.09	10.00	7.35	4.55	11.43
Grade 5	2577.3	2575.2	2576.4	52.63	56.00	50.94	31.58	25.33	28.30	14.47	13.33	11.32	1.32	5.33	9.43
All Grades	N/A	N/A	N/A	57.75	54.37	50.54	23.00	25.73	29.35	14.08	13.59	10.87	5.16	6.31	9.24

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.

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	46.38	47.69	34.43	42.03	40.00	60.66	11.59	12.31	4.92
Grade 4	58.82	48.48	32.86	38.24	45.45	61.43	2.94	6.06	5.71
Grade 5	51.32	42.67	43.40	46.05	49.33	52.83	2.63	8.00	3.77
All Grades	52.11	46.12	36.41	42.25	45.15	58.70	5.63	8.74	4.89

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.

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	49.28	38.46	27.87	42.03	53.85	63.93	8.70	7.69	8.20
Grade 4	58.82	46.97	38.57	36.76	50.00	54.29	4.41	3.03	7.14
Grade 5	64.47	56.00	35.85	30.26	38.67	56.60	5.26	5.33	7.55
All Grades	57.75	47.57	34.24	36.15	47.09	58.15	6.10	5.34	7.61

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	42.03	32.31	18.03	53.62	58.46	77.05	4.35	9.23	4.92
Grade 4	48.53	53.03	31.43	47.06	40.91	61.43	4.41	6.06	7.14
Grade 5	31.58	37.33	33.96	67.11	57.33	60.38	1.32	5.33	5.66
All Grades	40.38	40.78	27.72	56.34	52.43	66.30	3.29	6.80	5.98

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.

| Grade Level | Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | |
| | % 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	46.38	38.46	44.26	44.93	50.77	50.82	8.70	10.77	4.92
Grade 4	69.12	45.45	37.14	26.47	45.45	61.43	4.41	9.09	1.43
Grade 5	52.63	60.00	45.28	44.74	30.67	54.72	2.63	9.33	0.00
All Grades	55.87	48.54	41.85	38.97	41.75	55.98	5.16	9.71	2.17

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.

CAASPP Results (All Students)

Mathematics

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled 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**
Grade 3	72	69	67	69	66	61	69	66	61	95.8	95.7	91.0
Grade 4	72	69	73	69	67	70	69	67	70	95.8	97.1	95.9
Grade 5	77	76	53	76	75	53	76	75	53	98.7	98.7	100.0
All Grades	221	214	193	214	208	184	214	208	184	96.8	97.2	95.3

* 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 Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	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	2504.3	2504.6	2491.0	56.52	60.61	44.26	23.19	24.24	34.43	13.04	10.61	16.39	7.25	4.55	4.92
Grade 4	2547.4	2545.4	2543.9	55.07	46.27	48.57	24.64	31.34	34.29	15.94	19.40	12.86	4.35	2.99	4.29
Grade 5	2572.1	2560.7	2567.8	51.32	40.00	50.94	26.32	26.67	22.64	15.79	20.00	13.21	6.58	13.33	13.21
All Grades	N/A	N/A	N/A	54.21	48.56	47.83	24.77	27.40	30.98	14.95	16.83	14.13	6.07	7.21	7.07

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	73.91	66.67	54.10	14.49	24.24	39.34	11.59	9.09	6.56
Grade 4	60.87	58.21	58.57	26.09	35.82	34.29	13.04	5.97	7.14
Grade 5	56.58	45.33	50.94	30.26	36.00	37.74	13.16	18.67	11.32
All Grades	63.55	56.25	54.89	23.83	32.21	36.96	12.62	11.54	8.15

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	59.42	65.15	40.98	33.33	31.82	55.74	7.25	3.03	3.28
Grade 4	60.87	56.72	44.29	33.33	38.81	48.57	5.80	4.48	7.14
Grade 5	59.21	49.33	45.28	31.58	37.33	43.40	9.21	13.33	11.32
All Grades	59.81	56.73	43.48	32.71	36.06	49.46	7.48	7.21	7.07

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	65.22	57.58	47.54	28.99	40.91	49.18	5.80	1.52	3.28
Grade 4	63.77	53.73	44.29	27.54	40.30	48.57	8.70	5.97	7.14
Grade 5	52.63	34.67	41.51	39.47	50.67	49.06	7.89	14.67	9.43
All Grades	60.28	48.08	44.57	32.24	44.23	48.91	7.48	7.69	6.52

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.

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
Performance Goal #1: **Close or narrow the equity gap for student groups (English Learner, students with disabilities, BIPOC, and socioeconomically disadvantaged).**						
(2) Implementation of Common Core State Standards (3) Parental Involvement (4) Student Achievement (5) Student Engagement (6) School Climate (7) Course Access (8) Other Student Outcomes	Equity audits: Discipline Attendance Awards/recognition 2019 v 2021 CAASPP Subgroup data (LCMSD) Low Socioeconomic Status ELA Achievement - 49% Math Achievement - 34% English Language Learner ELA Achievement - 30%/60% Math Achievement - 16%/50% Hispanic or Latino ELA Achievement - 55%/68% Math Achievement - 39%/64% Students with Disabilities ELA Achievement - 44%/62% Math Achievement - 41%/55%	Narrow the equity gap in terms of access and achievement: On state testing, 75% of students in target groups (English Learner, students with disabilities, Hispanic/Latino, and socioeconomically disadvantaged) will meet or exceed standards	English learners Students with disabilities Hispanic/ Latino Socio-economically Dis-advantaged	Define and implement a multi-tiered system of support for intervention in ELA and mathematics for all grade levels with a focus on serving underrepresented subgroups. Increase targeted outreach, parent education, and community connectedness. Create systems and structures to strategically communicate through different mediums, specifically for underrepresented subgroups. ELCC, DELAC, SPARK, multicultural events, and SSC. Regularly engage staff in common assessment (math and F/P), CAASPP, and/or ELA and math conference anecdotal data analyses with their respective grade levels/departments. Use these data to generate specific next steps for students below grade level expectations and underrepresented subgroups. Further professional development in (Columbia) Readers and Writers Workshop, Cognitively Guided Instruction in math, Next Generation Science	Title II SPARK General Fund LCFF Concentration Grant	

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	LCMSD Local Elementary Literacy Assessments Spring 2021 Assessment (students at/above grade level expectations): K: 30% 1: 40% 2: 61% 3: 65% 4: 65% 5: 61% Note: This is for all LCMSD students. In 2021-22 these data will be disaggregated by subgroup LCMSD Math Common Assessments Trimester 2; 2021 percentage of students at mastery level (advanced or proficient) K: 85.3% 1: 76.7% 2: 78.8% 3: 39.9% 4: 56% 5: 57% Note: This is for all LCMSD students. In 2021-22 these data will be disaggregated by subgroup			Standards (NGSS), English Language Development, and racial bias with an overlay of equity and how this translates to classroom practice. Conferring and strategy groups in reading, writing, and math. Further translation options for in-person, Zoom, written, and website content. Use technology tools and partnerships as applicable. Ongoing equity professional development (pop topics at every staff meeting and full staff meeting workshops once every 6 weeks). Implement equity audits.		

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	Parental Engagement: LCAP Survey Cove (subgroup only data): Parent volunteerism (subgroups): 39% have volunteered on campus or through PTO/A or SPARK Foundation Cove (subgroup only data): My child feels a part of the classroom community 85% agree/strongly agree; 43% of parents are satisfied with their child's academic growth this year; 37% of parents are satisfied with their child's social-emotional growth this year					

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
Performance Goal #2: **Academic Growth: Increase academic achievement in mathematics and English language arts above the rate of similar schools for all students with a focus on narrowing the achievement gap for subgroups through best-practices in personalized learning and a multi-tiered system of supports.**						
(2) Implementation of Common Core State Standards (4) Student Achievement (8) Other Student Outcomes	2019 v 2021 CAASPP Data (Cove) 3rd grade ELA Achievement - 72%/82% Math Achievement - 85%/79% 4th grade ELA Achievement - 86%/80% Math Achievement - 78%/84% 5th grade ELA Achievement - 81%/79% Math Achievement - 67%/74% LCMSD Local Elementary Literacy Assessments Spring 2021 Assessment (students at/above grade level expectations): K: 30% 1: 40% 2: 61% 3: 65%	State Testing: All grades will meet or exceed growth targets established by similar schools' mean gain scaled score. Local Benchmarks (F/P and math common assessments): Students at/above grade level expectations on Fountas and Pinnell and math common assessments will be at or above the percentage met/exceeding standards on CAASPP. 100% of classroom teachers will embed professional learning (in the specific district focus areas of reading or math) in their annual professional goals.	All	Create and refine a guaranteed and viable curriculum for all grade levels in literacy, mathematics, and science. Grade level teams will be supported by internal experts and staff developers as needed. Further professional development in (Columbia) Readers and Writers Workshop, Cognitively Guided Instruction in math, Next Generation Science Standards (NGSS), English Language Development, and racial bias with an overlay of equity and personalized learning for all students. Each trimester, engage staff in common assessments, CAASPP, and/or ELA and math conference anecdotal data analyses with their respective grade levels/departments. Use these data to generate specific next steps for students at/above/below grade level expectations. Conferring and strategy groups in reading, writing, and math.	LCFF Concentration Grant Funding Title II SPARK General Fund	

| Related State Priorities | Identified Need and Metric | Description of Subgoal | Applicable Pupil Subgroup(s) | What will be different / improved for students? | | Annual update: Analysis of Progress |
				Actions & Services	"Description of expenditures and funding source, if any"	
	4: 65% 5: 61% LCMSD Local Math Common Assessments Trimester 2; 2021 percentage of students at mastery level (advanced or proficient) K: 85.3% 1: 76.7% 2: 78.8% 3: 39.9% 4: 56% 5: 57% LCAP Surveys Student responses - my teacher meets with me one time per week to discuss my: Writing: Cove (71%) Reading: Cove (48%) Math: Cove (74%) Parent responses - teacher provides differentiated learning opportunities: Cove: 84% LCMSD Teacher response - provides differentiated learning opportunities: 85% Collaborative Inquiry Visits with district			Create and refine common assessments informed by standards-based curriculum maps. Calibrate Fountas and Pinnell Benchmark Assessment System administration. Common assessment data will be stored and analyzed via Illuminate, an online data warehouse. Define and implement a multi-tiered system of support for intervention in ELA and mathematics for all grade levels. Identify teachers representatives for each grade level to serve on the LCMSD Curriculum Council, which discusses curriculum (articulation between grade levels and curriculum mapping), professional development, and intervention.		

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	administrative team to collect data and observe instructional practices as modeled and implemented with Reader's and Writer's workshop and Cognitively Guided Instruction in math					

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
Performance Goal #3: **Wellness & Connectedness: A comprehensive wellness program will be maintained and improved, which includes social-emotional learning, campus and student safety, growth mindset, and a well rounded course of study.**						
(1) Basic Services (5) Student Engagement (6) School Climate (7) Course Access	Local Survey: 2021 LCAP Survey 91% of staff report working in a collegial and professional environment 67% of staff report LCMSD provides a broad course of study 92% of staff report that LCMSD provides a safe environment for students 84% of parents report their child is connected to adults in their classroom 59% of parents report their child is connected to adults on campus 85% of parents rate LCMSD's emergency preparedness as good/excellent 92% of parents report	Implement a comprehensive wellness program that will be maintained and improved, which includes social-emotional learning, campus and student safety, growth mindset, overall well-being, and a well rounded course of study. Implement Universal Mental Health Screening. Implement systems and structures to meet or exceed the COVID-19 32 Point Safety Guidance outlined by Marin County Department Public Health. Safely reopening schools for in-person instruction based on local and State health criteria. Maximize percentage of students feeling safe and connected to school.	All	LCMSD staff have received several years of mindfulness training and push-in lessons via counselors and/or staff developers. The District has identified a 20% Wellness Counselor who is charged with defining, implementing, and supporting common mindfulness tools from these trainings that will be used in all classrooms. That way, students will have a predictable set of tools that is not teacher dependent. Defined classroom-based lessons, involvement in class placement, small group/individual therapy, executive functioning, drug/alcohol/nicotine education, suicide awareness and prevention, conflict resolution, growth mindset, self regulation. LCMSD went through major modernization and school construction projects over the past ten years. Now that projects are complete, it is time to update the facilities master plan. A committee will be	Learning Loss Mitigation Funds Fund 35 General Fund SPARK Education Foundation	

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	their child is emotionally safe at school 96% of students report their teachers know them well 90% of elementary students report positive relationships with peers 93% of students report feeling safe in their classroom 84% of elementary students report that teachers/grown-ups tell them when they do a good job 93% of elementary students report that teachers/adults at their school believe they can do a good job California Healthy Kids Survey 2019-20 results for Cove and Neil Cummins, respectively 93%, 86% report feeling connected to their school 92%, 83% report support for social emotional learning			formed and facilitated by LCMSD CBO, Director of Facilities, and possibly a consultant. Continue expanding opportunities such as DELAC Leadership, ELCCs, and parent coffee chats. Examine lunch, recess, and social safety practices, as well as student survey data, to make informed action steps for identified gap areas. Grade level teams/departments will continue identifying essential standards for each reporting period, refining/developing rubrics and tools, and calibrating grading practices. At a minimum, campus safety practices, emergency response protocols, and school climate/culture will be assessed with best practices and updated as needed.		

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	98%, 98% report positive behaviors for self 95%, 86% feeling safe at school Ability to fill 100% of designated Personal Protective Equipment (PPE) and Safety requests.					