

School Year: **2022-23**



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
Coyle Avenue Elementary School	34-67447-6034466	May 17th, 2022	June 28th 2022

Purpose and Plan Summary

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

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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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 School Site Council (SSC) has participated in the comprehensive needs assessment and principal has shared data trends and analysis with SSC at 5 separate meetings between the end of the last school year and the beginning of this school year. SSC is encouraged and excited by the growth and steady improvement we are making. SSC continues to wonder how we can improve parent involvement and continue to invite parents into the schooling process. Ideas discussed include an electronic marquis board, continuing the use of APTT meetings, and increasing the fun and free family nights. SSC council also identified the need for more after school enrichment opportunities and more tools that can be used at home.
- Leadership team meets twice a month to discuss our local data, review teacher input and feedback reflection and plan continuing professional learning for teachers. The leadership

team has an extremely active and large voice within our staff and directing where we go professionally. As a team, we continually ask how we can refine our practices and methods to best serve students. Teachers are extremely favorable at our current plan and proposed actions and would like to continue and possibly expand on current actions.

- The ELAC group is overall very in favor of the plans we have in place at school and would like to see it continue. They also voiced that they would like for supports for english language learners, more multicultural materials, increase in homework support, and the continuing of interventions. ELAC meet 4 times this year.

The plan and actions in the plan were discussed with the larger school community.

Resource Inequities

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

Based on data analysis, root cause analysis, review of budgets, and review of schedules, the following resource inequities were identified:

1. There is a need for intervention and materials to support students growth. Many materials have been purchased but a need for training and coaching has been identified by teachers.
2. Grades 3-5 teachers lack training and support in the area of small group guided reading to provide engaging, ability level reading instruction at student's identified level.
3. Continued professional learning at the site level has not occurred at the rate we'd like due to the extreme shortage of DIA's and shortage of subs available to sites.
4. Increase in social emotional supports due to the return from distance learning is still a area of need.
5. Teachers continue to identify the need for time to collaborate together in order to research and implement best practices in identified essential standard areas.
6. K-2 has identified a need for basic phonics skills and compression support.
7. Staff and parents have a identified for additional supports with math.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Parent survey data and parent empathy gathering

What worked and didn't work? Why? (monitoring)

The events and opportunities that we did have really very well received and popular. This included Starstruck and Open House. Due to Covid there was more restrictions on events and parent volunteer options. Many parents mentioned in the surveys that they like the opportunities that they had but would like for more opportunities for volunteering and more family events moving forward.

What modification(s) did you make based on the data? (evaluation)

We are working with PTA, SSC, School Leadership, and ELAC to make more families events for next year. We also are looking to add more opportunities for parents, students, and staff to voice into the system through listening sessions, surveys, and other parent informational meetings.

2021-22

Identified Need

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. As a site many things like the "Houses program", family nights/events, the Cougar Chronicles (weekly newsletter), the website, phone calls, and emails have been implemented. Parents and teachers identified the "Houses" program, Cougar Chronicles, phone calls, emails, and events were really helpful in creating a caring environment. We will continue to provide these opportunities and look for more ways to add events like reading night, online events, and resources to help maintain and build a positive, welcoming climate. Parents have also identified that there is a need for more connection with families including things like family events, parent-teacher connections, and etc. This was felt due to the pandemic and students spending a large portion of the year in the distance learning format. Parents and student during empathy gather voiced a need for more home school connection as we move back into a full day format.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Parent Survey	67%	Increase by 5%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Family Engagement like but not limited to: Activities, Events, Listening Sessions, outside assemblies	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Parent	892 500 3,000	School year 2022-23

	(like science nights) and Resources			Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures		
1.2	Weekly newsletter Cougar Chronicles, regularly updating school website, parent teacher conferences, phone calls, emails, and etc.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff, School Secretary, Principal			School year 2022-23

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

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

We used parent survey data, SABRS Data, Empathy Gathering (parent and staff)

What worked and didn't work? Why? (monitoring)

Worked:

Parents and staff identified that the Campus representative was effective. This position was able to monitor safety on campus, help with social emotional learning, be utilized with check in check out, support students academically and more.

Didn't Work:

The "Houses" didn't get up an running this year due to COVID. Staff, students, and parents have all asked for the "Houses" system to return for next year as a part of the social emotional learning on campus. Their has also been an identified increase in behavior and social emotion learning.

What modification(s) did you make based on the data? (evaluation).

After looking at surveys, referral data, and empathy gathering we have identified a need for the "Housing" system to run starting the school. There also is a need for more PBIS systems and other opportunities for students to engage in social emotional learning.

2021-22

Identified Need

Based on data such as local student climate survey, a focus on healthy environments is still a need. Input collected during SSC, empathy gather, staff meetings, student listening sessions, and more show that their is a need for more social emotional learning, a focus on safety, and more support for families and students who are disengaged. This can also be seen in attendance and teacher data. Staff, student, and families voiced a need for the "Houses" system, more social emotional supports/connections.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Referral Data	Baseline	A decrease in behavior by 5%
Listening Session (Empathy Gathering)	Baseline	increase or maintain
Local Student Climate Survey	Baseline	increase or maintain

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 & Proposed Expenditures

2.3	Campus Representative to help with safety and to engage families and students academically. Campus rep will work with	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemen	23,359 9,592	2022-2023 School Year
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	families to support social emotional learning, academics, connection to resources, support parent engagement, and contribute the overall safety of students.			tal Site Allocation 3000-3999: Employee Benefits		
2.4	Pay additional hours to rec. aid to provide social emotional learning and support to students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,025	School year 2022-23
2.5	We will utilize a house system to further connect students and staff across the wider school community. All staff and students will be sorted into houses. This is	X All Students English Learners Low-Income Students Foster Youth Other	School Staff			School year 2022-23

	a proved method that will create and maintain a positive school culture in which all students and staff feel a sense of belonging. Research shows when students and staff are connected to their school community academic scores rise.					
2.6	Pay additional hours to Rec. Aides as needed to increase school-wide safety measures and support a positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3,412	School year 2022-23

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

We have used iReady, Text level data, and surveys. iReady data is looked at in fall and winter. Text level data is monitored three times a year and parent surveys are done at least two times a year.

What worked and didn't work? Why? (monitoring)

After returning from the distance learning and the pandemic data was collected. We did see growth in iReady and iMath from our fall assessments to winter this year (Reading Fall 15.3% to Winter 24.5% and Math: Fall 3% to 13.8%). We saw a growth of 9% in reading and 10% in math on these district assessments. Reading intervention, some tutoring, IA's in classrooms, and a return to full day instruction may have helped with these score increases. There is still need for growth on these areas and a heavier focus on math may also be needed. We were unable to hire all the IAs listed in the 2021-22 plan due to lack of work force. Intervention served over a 150 students this year in reading intervention.

What modification(s) did you make based on the data? (evaluation)

We are continuing reading intervention supports and adding the computer based program Lexia to help support student with reading, phonics, and comprehension. Our data shows more focus on math. We will implementing more professional learn and a heavier math focus in PLCs. Coyle will also have a .5 ELD teacher to help support our EL students.

2021-22

Identified Need

Student performance in ELA as measured by local and state assessments overall is making growth, but is still much lower than we'd like to see. Due to student returning from distance learning we are seeing an increased need for intervention and academic supports to help accelerate learning.
Climate and culture as measured by suspension rates, attendance rates, office referrals continues to remain an area of need, especially for our low SES and special education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Math	13.8% at Grade Level	20% at Grade Level
Text Levels	35%	40% of students at or above grade level expectations
iReady Reading	24.5% at Grade Level	30% at Grade Level
CAASPP	Baseline (since the assessment was not been given during the pandemic)	TBD

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	1.8 Intervention Teacher will be supporting students through a systematic RTL	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 1000-1999: Certificated	148,100 77,776	School year 2022-23

	data driven system that correlates with our PLC work and essential standards.			Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.2	Leixa and other technology subscriptions. To be utilized with all students to help increase learning, address needs, and support learning at home.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es	15,100	School year 2022-23
3.3	Additional opportunities for learning and enrichment after school. This includes but not limited to tutoring and clubs.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	9,000 2,000	School year 2022-23

				4000-4999: Books And Supplies		
3.4	ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 0.5 FTE	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager Principal	LCFF Supplemen tal English Learner Central 1000-1999: Certificated Personnel Salaries	67,437	School Year 2022 - 23
3.5	Professional Learning Opportunities: Provide opportunities for professional learning. This includes but not limited to math PD, ELA PD, conferences, book studies, and more.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5800: Professiona l/Consulting Services And Operating Expenditur es Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	11,204 3,000	School Year 2022 - 23

3.6	Provide classroom resources that will enrich and engage all learners. This includes but not limited to classroom books, multicultural books, resources for ELs, math manipulative, and more.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2022 - 23
3.7		All Students English Learners Low-Income Students Foster Youth Other				
3.8	Translators will be available upon request for events at Coyle such as parent conferences, APTT, etc.	All Students X English Learners Low-Income Students Foster Youth Other	School Staff			School year 2022-23
3.9		All Students English Learners Low-Income Students Foster Youth Other				

3.10	Purchase copier contract to provide appropriate work to support student need.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other	School staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,600	School year 2022-23
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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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Referral data, Parent surveys, and empathy gathering from staff and parents

What worked and didn't work? Why? (monitoring)

Implementing mindfulness and restorative practices has helped student deal with conflict and be more productive members in the classroom. It has helped students build empathy. With the return from the distance learning to a full day formant we have seen an increase in student social emotional needs. The continued work with mindfulness and restorative practices is still need to support learning on campus.

What modification(s) did you make based on the data? (evaluation)

Continue actions from the previous year.

**2021-22
Identified Need**

Students need support with learning skills that will help them solve problems, collaborate with others, and maintain a positive growth mindset.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Annual Survey Student: Growth Mindset Section Overall	83% agree/strongly agree	88% agree/strongly agree



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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide mindfulness and restorative practices resources to support the skills needed to help navigate college, career and beyond.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal			School year 2022-23
4.2		All Students English Learners Low-Income Students Foster Youth Other				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$271,572.00
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	\$378,997.00

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$67,437.00
LCFF Supplemental Site Allocation	\$36,576.00
Title I Part A Parent Involvement	\$4,392.00
Title I Part A Site Allocation	\$267,180.00

Subtotal of state or local funds included for this school: \$378,997.00

Total of federal, state, and/or local funds for this school: \$378,997.00

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
LCFF Supplemental Site Allocation	36,576.00	0.00
LCFF Supplemental English Learner Central	67,437	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	267,180.00	0.00
Title I Part A Parent Involvement	4,392.00	0.00
Title I Part A Centralized Services (District Only)	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	67,437.00
LCFF Supplemental Site Allocation	36,576.00
Title I Part A Parent Involvement	4,392.00
Title I Part A Site Allocation	267,180.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	228,429.00
2000-2999: Classified Personnel Salaries	28,796.00
3000-3999: Employee Benefits	87,368.00
4000-4999: Books And Supplies	3,500.00
5000-5999: Services And Other Operating Expenditures	4,600.00
5800: Professional/Consulting Services And Operating Expenditures	26,304.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	67,437.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	25,384.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	9,592.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	892.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	160,100.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	77,776.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	26,304.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,392.00
Goal 2	38,388.00
Goal 3	336,217.00

School Site Council Membership

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

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

Name of Members	Role
James Reinhard	Principal
Janel Hedrick	Classroom Teacher
Lori Brigham	Classroom Teacher
Cherie Downie	Classroom Teacher
Mikayla Salser	Parent or Community Member
Stephanie Daniels	Parent or Community Member
Sarah Benning	Parent or Community Member
Venessa Marin	Parent or Community Member
Elisha Santoyo	Parent or Community Member
Taryn Dyke	Other School Staff

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 05/17/2022.

Attested:

	Principal, James Reinhard on 05/17/2022
	SSC Chairperson, Janel Hedrick on 05/17/2022

Budget By Expenditures

Coyle Avenue Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay additional hours to Rec. Aides as needed to increase school-wide safety measures and support a positive school climate.	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$67,437.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 0.5 FTE	1000-1999: Certificated Personnel Salaries	\$67,437.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$67,437.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$36,576.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase copier contract to provide appropriate work to support student need.	5000-5999: Services And Other Operating Expenditures	\$1,600.00	Engaging Academic Programs	

Coyle Avenue Elementary School

	3000-3999: Employee Benefits	\$9,592.00	Healthy Environments for Social-Emotional Growth
Campus Representative to help with safety and to engage families and students academically. Campus rep will work with families to support social emotional learning, academics, connection to resources, support parent engagement, and contribute the overall safety of students.	2000-2999: Classified Personnel Salaries	\$23,359.00	Healthy Environments for Social-Emotional Growth
Pay additional hours to rec. aid to provide social emotional learning and support to students.	2000-2999: Classified Personnel Salaries	\$2,025.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$36,576.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$4,392.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Engagement like but not limited to: Activities, Events, Listening Sessions, outside assemblies (like science nights) and Resources	1000-1999: Certificated Personnel Salaries	\$892.00	Connected School Communities	
	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Connected School Communities	

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Title I Part A Parent Involvement Total Expenditures: \$4,392.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$267,180.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.8 Intervention Teacher will be supporting students through a systematic RTL data driven system that correlates with our PLC work and essential standards.	1000-1999: Certificated Personnel Salaries	\$148,100.00	Engaging Academic Programs	
Leixa and other technology subscriptions. To be utilized with all students to help increase learning, address needs, and support learning at home.	5800: Professional/Consulting Services And Operating Expenditures	\$15,100.00	Engaging Academic Programs	
Additional opportunities for learning and enrichment after school. This includes but not limited to tutoring and clubs.	1000-1999: Certificated Personnel Salaries	\$9,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$77,776.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs	
Professional Learning Opportunities: Provide opportunities for professional learning. This includes but not limited to math PD, ELA PD, conferences, book studies, and more.	5800: Professional/Consulting Services And Operating Expenditures	\$11,204.00	Engaging Academic Programs	
Provide classroom resources that will enrich and engage all learners. This includes but not limited to classroom books, multicultural books, resources for ELs, math manipulative, and more.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	

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Title I Part A Site Allocation Total Expenditures:	\$267,180.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Coyle Avenue Elementary School Total Expenditures:	\$378,997.00