

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
Coyle Avenue Elementary School	34-67447-6034466	September 17th, 2021	September 28, 2021

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 4 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.

- 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 (from 2020-2021) (Due to ELAC meeting online in no parents showed).

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. Relationships between students and between students and teachers continues to be a concern and needs to be bolstered and improved upon.
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: 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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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 the pandemic and distance learning many actions in this plan were interrupted.

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

2020-21

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 2020-21	Expected Outcome 2021-22
Parent Survey	N/A	Baseline

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 Session, and Resources	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal	Title I Part A Parent Involvement	3,051	School year 2021-22

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 2021-22
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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

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: 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 were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. Extra family outreach was very helpful when working with families that were disengaged and/or struggled with the use of technology for distance learning.

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 this goal was impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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 will be made

2020-21

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 there 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 around disengagement. Staff, student, and families voiced a need for the "Houses" system, more social emotional supports/connections, and a need for increased safety when returning to campus. They also voiced a need to support students that may struggle with the return to full day format.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Add hours to our attendance clerk to support relationship building with families, connect	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Clerk	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	9,954	School year 2021-22

2.2	<p>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.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries</p>	<p>25,000 25,000</p>	2021-2022 School Year
2.3	<p>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 a proved method that will</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	School Staff			School year 2021-22

	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.					
2.4	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)	3,000	School year 2021-22

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: 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.

Due to the pandemic and distance learning many of the action below did have some disruption. When students attended and were engaged intervention teachers showed student growth on BPST and text level data. There was a challenge to get students to attend and engage in the distance learning format. As a site we were unable to hire two .4 IAs due to shortage of people and how to best utilize them in a distance learning format. Technology was purchased and utilized in all classrooms. The additional purchased intervention materials have help build a more robust Tier 1 and 2 intervention support system.

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

Distance learning and the pandemic created a struggle to engage students in intervention supports and two .4 IAs were not hired. More intervention materials were purchased and utilized to support learners. Due distance learning and disengagement we have seen a need for more assessment, planing, and implementation of intervention supports.

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.

Additional money will be placed in technology, intervention materials. These supports will be utilized to support student learning, provide additional supports for struggling students, and help support whole group and small groups classroom instruction. Data used to measure success will include but limited to BPST, Text level, iReady, and DBELS assessments.

2020-21

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 disengagement in 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 2020-21	Expected Outcome 2021-22
iReady Math	10.6% at Grade Level	15.6% at Grade Level
Text Levels	48.8% of students at or above grade level expectations	53.8% of students at or above grade level expectations
iReady Reading	22.4% at Grade Level	27.4% at Grade Level
ELPAC - Overall	45.59% at levels 3 & 4	50.59% at levels 3 & 4
Local Climate and Culture Survey Data	lack of participation on surveys due to 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
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3.1	1.8 Intervention Teacher will be supporting students through a systematic RTL data driven system that correlates with our PLC work and essential standards.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	179,820	School year 2021-22
3.2	Instructional Assistants will be hired to support grades 3rd through 4th grade intervention with a focus on intentional interventions tied to essential standards.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	28,000	School year 2021-22
3.3	Provide collaboration time analyze student data and plan for instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School year 2021-22

3.4	Additional materials to support literacy may be purchased. This could include classroom library books, supplemental assessment materials, or intervention materials.	X All Students English Learners Low-Income Students Foster Youth Other	School staff, Principal, and Intervention Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,500	School year 2021-22
3.5	Provide opportunities for staff continued learning. This could be done through book studies and/or fee based trainings.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1,976	School year 2021-2022
3.6	Technology to support instruction such as but not limited to Apple TV systems, Chromebooks,	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	11,266	School year 2021-22

	iPads, educational software, etc.					
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 2021-22
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.	All Students X English Learners X Low-Income Students X Foster Youth X Other	School staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,600	School year 2021-22

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: 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.

Implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid two-thirds of the way through the school year. Effectiveness was difficult to measure due to this shift.

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 this goal was impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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 will be made

2020-21

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 2020-21	Expected Outcome 2021-22
Annual Survey Student: Growth Mindset Section Overall	80% agree/strongly agree	85% 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 2021-22
4.2	Provide assemblies to support enrichment and social	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal	LCFF Supplemental Site Allocation	2,500	School year 2021-22

emotional learning in all content areas. Including but not limited to Sami Circuit, Star Struck, etc)



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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$296,667.00

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)	\$3,000.00
LCFF Supplemental Site Allocation	\$36,576.00
Title I Part A Parent Involvement	\$3,051.00
Title I Part A Site Allocation	\$254,040.00

Subtotal of state or local funds included for this school: \$296,667.00

Total of federal, state, and/or local funds for this school: \$296,667.00

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	0.00
LCFF Supplemental English Learner Central	0	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00
Title I Part A Site Allocation	254,040	0.00
Title I Part A Parent Involvement	3,051	0.00
Title I Part A Centralized Services (District Only)	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental Site Allocation	36,576.00
Title I Part A Parent Involvement	3,051.00
Title I Part A Site Allocation	254,040.00

Expenditures by Budget Reference

Budget Reference	Amount
	17,317.00
1000-1999: Certificated Personnel Salaries	181,820.00
2000-2999: Classified Personnel Salaries	87,954.00
4000-4999: Books And Supplies	3,500.00
5000-5999: Services And Other Operating Expenditures	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	1,976.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental Site Allocation	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	25,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,976.00
	Title I Part A Parent Involvement	3,051.00
	Title I Part A Site Allocation	11,266.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	179,820.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	62,954.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,051.00
Goal 2	62,954.00
Goal 3	228,162.00
Goal 4	2,500.00

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
Daniel Rule	Classroom Teacher
Mikayla Salser	Parent or Community Member
Stephanie Daniels	Parent or Community Member
Callie DePaul	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

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 09/17/2021.

Attested:



Principal, James Reinhard on 09/17/2021



SSC Chairperson, Janel Hedrick on 09/17/2021

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.

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

Budget By Expenditures

Coyle Avenue Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,000.00 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.		\$3,000.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,000.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$25,000.00	Healthy Environments for Social-Emotional Growth	
Provide collaboration time analyze student data and plan for instruction.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs	
Additional materials to support literacy may be purchased. This could include classroom library books, supplemental assessment materials, or intervention materials.	4000-4999: Books And Supplies	\$3,500.00	Engaging Academic Programs	
Provide opportunities for staff continued learning. This could be done through book studies and/or fee based trainings.	5800: Professional/Consulting Services And Operating Expenditures	\$1,976.00	Engaging Academic Programs	
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

Provide assemblies to support enrichment and social emotional learning in all content areas. Including but not limited to Sami Circuit, Star Struck, etc)

\$2,500.00 Clear Pathways to Bright Futures

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 **\$3,051.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Engagement like but not limited to: Activities, Events, Listening Session, and Resources		\$3,051.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$3,051.00

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

Funding Source: Title I Part A Site Allocation **\$254,040.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Add hours to our attendance clerk to support relationship building with families, connect	2000-2999: Classified Personnel Salaries	\$9,954.00	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	\$25,000.00	Healthy Environments for Social-Emotional Growth	

Coyle Avenue Elementary School

Technology to support instruction such as but not limited to Apple TV systems, Chromebooks, iPads, educational software, etc.		\$11,266.00	Engaging Academic Programs
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	\$179,820.00	Engaging Academic Programs
Instructional Assistants will be hired to support grades 3rd through 4th grade intervention with a focus on intentional interventions tied to essential standards.	2000-2999: Classified Personnel Salaries	\$28,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$254,040.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Coyle Avenue Elementary School Total Expenditures: \$296,667.00