



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	05/30/23	August 8, 2023

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Coyle Avenue Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Data:

CAASPP Data

- 3rd Grade: ELA- 14% Met/Nearly Met Math-19% Met/Nearly Met
- 4th Grade: ELA- 18% Met/Nearly Met Math-14% Met/Nearly Met
- 5th Grade: ELA- 28% Met/Nearly Met Math-9% Met/Nearly Met

iReady Winter Data

Overall ELA- Grade Level 21% 1 Grade Below 42.9% Math Overall- Grade Level 15.3%. 1 Grade Below 50.9%

2022 CAASPP:

ELA: All Students - 74.6 points below standard

Math: All Students - 78.1 points below standard

ATSI: Student with Disabilities - ELA 120.4 points below standard and Math 121.8 points below standard

Chronic Absenteeism 2021-22 - 47.1%

ATSI: African American Students - 47.1% and Students with Disabilities 57.6%

2021-22 - 310 Students 77.4% Socioeconomically Disadvantaged 12.9% English Language Learners

Data Dive and Empathy Gathering: Through data and empathy gather of parents, staff, and students it was found that students and families felt more connected to school with more family events and being back another year in full school form. Families also discussed the need for students to have more opportunities for enrichment opportunities like field trips, after school enrichment, tutoring, etc. There was also discussion about the needs for more social emotional learning, continued opportunities for community building and events, the need for continued academic supports in reading and math, the continued for intervention, need for attendance supports for student who are chronically absent, continued focus on school safety, access to tools and curriculum to support for students, continued math PD and other professional learning opportunities, and a focus on more multicultural books in library and classrooms.

Teacher data conversations and observations: Teacher's observation called out a few areas of concern. Teacher are seeing a larger need to social emotional learning, more opportunities for school and family connections, a need for intervention materials and supports, and a need for more opportunities around using data to collaborate to best support student learning.

Student reports: Students shared through listening sessions that they would like more opportunities for enrichment, more supports with learning, more supports for social emotional help, and more opportunities for enrichment. Students discussed the overall feeling of support from their teachers, but want more opportunities for learning and enrichment and showed a need for more social emotional learning around how students feel that they treat each other. On the survey students showed a need for more focus on safety and social emotional learning. Survey Data - Safe place for all students 65%, Students are respectful to each other at school 28%, and School staff respects student diversity 88%.

Parent Observations and Conversations: In survey data parents shared the 81.05% (up 13.65% from last year) felt like the school offered parents opportunities to be involved in school and classroom activities. 85% of parents felt the school is a safe place. Parents identified a need for more social emotional supports which came up in conversations and in surveys 68% shared that students are respectful to each other. Parents also discussed the continued implementation of family nights, more enrichment activities, and need for more intervention/other academic supports. Families also shared that they felt that school keep them well informed 92.81% and promptly responds to parents 94.8%.

Academic and Social Emotional Data: iReady data showed growth through out the year, but showed need to continue intervention supports. Reading iReady in fall (beginning of the year) data started the year at 17% at grade level and 26.9% approaching grade level. In winter the reading iReady data showed an increase to 24% of students at grade level and 37.4% approaching. Math iReady Data 6.4%% at grade level and 42.7% approaching in fall (beginning of year). In winter iReady math data showed increase in to 14.6% at grade level and 46.8% approaching. Students with Disabilities scored lower in the in iReady math and reading. (Math: Fall 5.4% and grow to 11.2% - Reading: Fall 8.1% and grow to 10.8% in winter) Staff and parents noticed a need to continue intervention in reading and math. Staff notice that a need to focus on math instruction is needed and continued supports for Students with Disabilities.

Social emotional data using SAEBRS show that 74% of students were low risk, 19% had some risk, and 7% at high risk. The data also shows that EL students, students with disabilities, and low SES students have struggled more with academics and social emotional learning. Winter data iReady data shows students at grade level for EL's in ELA is 7.1%, students with disabilities is 10.8%, and Low SES 17.3%. Compared to all 24%. iReady Math Winter data show students at grade level for EL's 10.7%, SWD was 2.7%, and Low SES was 11.2%. Compared to all students 17.6% Staff and parents see a need for more intervention supports for all learners and increase in support for ELs in reading and support for Student with Disabilities.

Based on the above data, staff and parents have seen a need for increase math support and training, continued intervention supports, more resources for english learners, more opportunities for family engagement, more opportunities for after school enrichment, continued social emotional supports including counseling, use of the "Houses", and continued upgrade of technology.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

As a school site we have identified a need to focus on Math (interventions, professional learning, supports, etc), implementation of Professional Learning Communities, utilizing assessments and essential standards, and work together as a staff to ensure all students master each grade levels essential standards. We will continue to utilize an intervention system with staff providing Tier 2 and Tier 3 intervention for students based on data. We have seen an increase of parents feeling of safety. This could be in relation to the school sites work with restorative practices and the use of a campus representative.

Staff have observed and identified a higher need for intervention in reading and math. Students in primary grades have shown more holes basic phonics skills. This shows a need for more intervention and intervention materials/training. We will also need a heavier focus on math and math PD.

The school and educational partners felt that the data shows a need for extra support for students. Since COVID we have seen an increased need for academic and social emotional supports. The data shows that we have gaps in reading and math foundational skills. Which means there is need for intervention, need for additional training/professional development, a need for targeted curriculum, manipulatives, and more opportunities for tutoring and enrichment. We also feel that students need more support in how they treat each other in peer interactions. This could be due to the lack of peer interactions due to the COVID years and a need for more instruction of social skills including new curriculum. Educational partners also identified need for more opportunities for tutoring, enrichment, and continued families events to help with students confidence and help create a positive school culture. This could impact how students/families feel about school, about learning, boast confidence of students, help create a positive school climate, and help students and families feel more connected to school.

Root Cause Analysis:

As a school site, we have focused on ELA very specifically for 3 years. We are seeing steady increase in our data trends both in local assessments and state assessments. Upon analysis of the data, we are finding that our adoption of the Professional Learning Communities (PLC) model along with an RTL model have significantly impacted our student achievement in a positive manner. Teachers identify essential standards and work together as a grade level and vertical teams to ensure all students master these essential standards. We utilize a robust intervention system with 2.8 certificated teachers providing intensive Tier 2 and Tier 3 interventions for students based on demonstrated need. We embed accountability and data measuring systems into this PLC work to ensure we are serving students responsively and appropriately.

Staff and parents have seen a need for more support and focus on math, a need for more opportunities for enrichment, a need for more teaching of social skills and how to interact with peers, and continued need to build community.

In the area of culture and climate, we have begun to implement Mindfulness and Restorative Practices. We are seeing data trends showing increases in students feeling happy and safe at school as well as parents feeling that their students are happy and safe at school. We anticipate continuing to see this data trend continuing. We struggle with measuring climate and culture in a meaningful way outside of office referrals, suspension rates, and attendance rates.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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

1. High need for intervention and small group instruction. Along with materials.
3. Relationships between students and between teachers continues to be a concern and needs to be bolstered and improved upon.
4. Teachers continue to identify the need for time to collaborate together in PLCs.
5. Math has been identified as a area of need.
6. Continued work to build positive relationships and increase parent involvement and increased opportunities for enrichment.
7. A need for increased social emotional supports for students.
8. Staff notice that students need more support with social emotional learning.

Input from Educational Partners

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. SSC council also identified the need for more after school enrichment opportunities, more tools that can be used at home, social emotional supports, campus safety, and need for intervention.
- 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 this included an increase focus on math and professional learning.
- 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. Parent surveys, listening session, and empathy gathering are also used to collect input. Staff meeting and data conversations are also used to include all staff in the identification of needs and ideas to address needs. These conversations are ongoing throughout the school year.

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. This includes resources to support small group instruction.
2. Continued and more professional learning in the area of math.
3. Increase in social emotional supports including access to curriculum and student supports.
6. Teachers continue to identify the need for time to collaborate together in order to research and implement best practices in identified essential standard areas.
7. Increased access to enrichment opportunities including field trips, before and after school enrichment, and tutoring.
7. Staff and parents have a identified for additional supports with math.
8. Need for reading intervention.

9. Need to technology tools to support students access to materials and to support instruction/learning in the classroom.

10. Supports and resources for attendance and students who are chronically absent. (ATSI: focus on African American students and students with disabilities).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	0.65%	0.6%	4	2	2
African American	9.2%	9.03%	8.46%	29	28	28
Asian	3.5%	3.23%	3.63%	11	10	12
Filipino	1.6%	2.26%	1.21%	5	7	4
Hispanic/Latino	27.9%	30.32%	27.79%	88	94	92
Pacific Islander	1.3%	1.94%	2.11%	4	6	7
White	44.8%	44.19%	45.02%	141	137	149
Multiple/No Response	10.2%	8.39%	11.18%	32	26	37
Total Enrollment				315	310	331

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	48	48
Grade 1	50	52	55
Grade 2	56	53	55
Grade3	54	60	54
Grade 4	48	58	62
Grade 5	59	39	57
Total Enrollment	315	310	331

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	40	40	47	12.70%	12.9%	14.2%
Fluent English Proficient (FEP)	14	13	12	4.40%	4.2%	3.6%
Reclassified Fluent English Proficient (RFEP)	3			7.5%		

Coyle Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

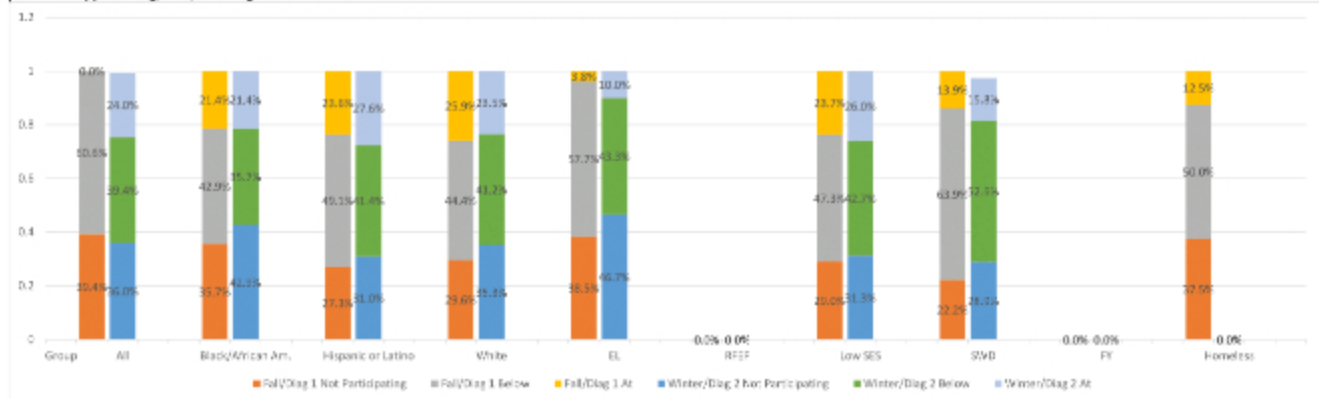
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	174	50	77	0	63	69	42			
Black/African Am.	14	5	6	3	6	5	3			
Hispanic or Latino	58	15	27	13	18	24	16			
White	85	24	36	21	30	35	20			
EL	30	10	15	1	14	13	3			
RFP	2	0	1	0	0	1	0			
Low SES	96	27	44	22	30	41	25			
SWD	38	8	23	5	11	20	6			
FY	1	0	1	0	0	1	0			
Homeless	9	3	4	1	3	3	2			

Coyle Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	175	35.4%	60.6%	0.0%	36.0%	39.4%	24.0%			
Black/African Am.	14	35.7%	42.9%	21.4%	42.9%	35.7%	21.4%			
Hispanic or Latino	58	27.3%	49.1%	23.6%	31.0%	41.4%	27.6%			
White	85	29.6%	44.4%	25.8%	35.3%	41.2%	23.5%			
EL	30	38.5%	57.7%	3.8%	46.7%	43.3%	10.0%			
RFP	2	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%			
Low SES	96	29.0%	47.3%	23.7%	31.3%	42.7%	26.0%			
SWD	38	22.2%	63.9%	13.9%	28.9%	52.6%	15.8%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	9	37.5%	50.0%	12.5%	33.3%	33.3%	22.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard

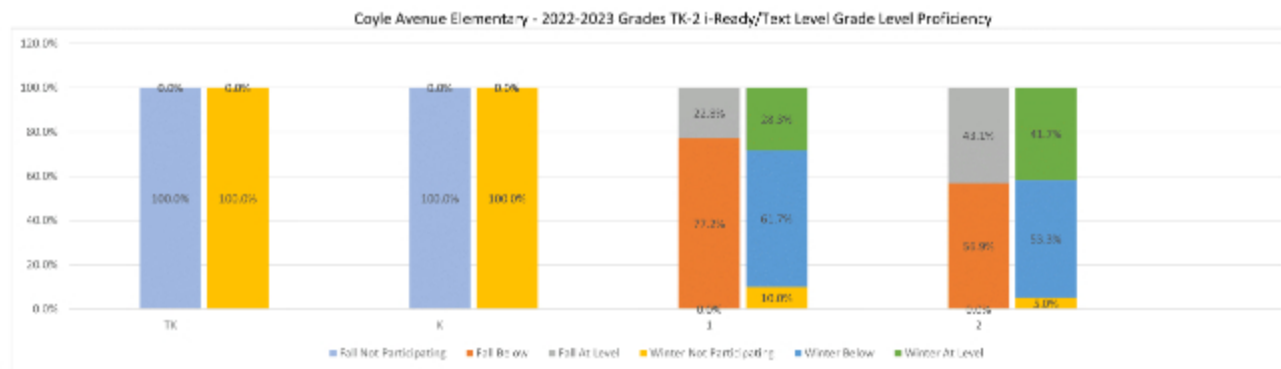


Coyle Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency										
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	11	10	0	0	11	0	0			
K	43	40	0	0	43	0	0			
1	60	0	44	13	6	37	17			
2	60	0	33	25	3	32	25			

Coyle Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage										
Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	11	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	43	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	60	0.0%	77.2%	22.8%	10.0%	61.7%	28.3%			
2	60	0.0%	55.9%	43.1%	5.0%	53.3%	41.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Coyle Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

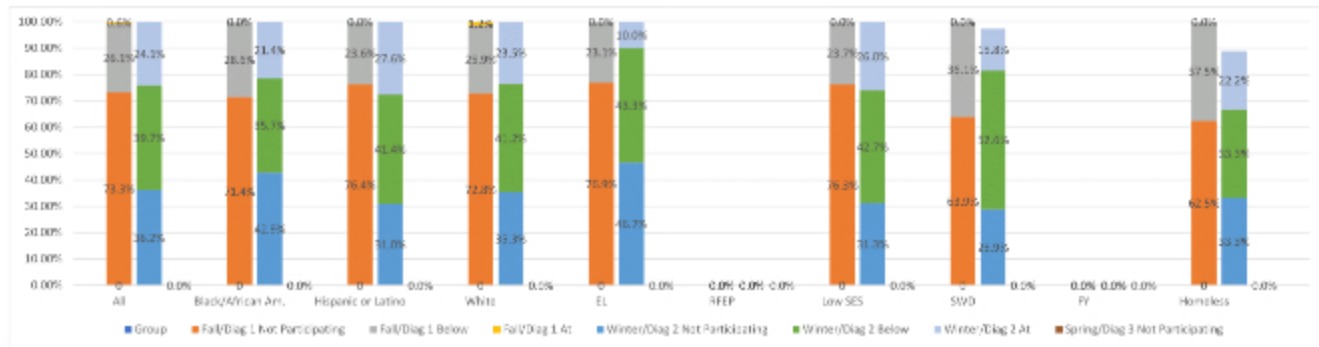
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	174	121	43	1	120	53	1			
Black/African Am.	14	10	4	0	10	4	0			
Hispanic or Latino	58	42	13	0	39	19	0			
White	85	59	21	1	60	24	1			
EL	30	20	6	0	22	8	0			
RFP	2	1	0	0	1	0	0			
Low SES	96	71	22	0	68	28	0			
SWD	38	23	13	0	23	14	0			
FY	1	1	0	0	1	0	0			
Homeless	9	5	3	0	5	3	0			

Coyle Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	175	73.3%	26.1%	0.6%	68.6%	30.3%	0.6%			
Black/African Am.	14	71.4%	28.6%	0.0%	71.4%	28.6%	0.0%			
Hispanic or Latino	58	76.4%	23.6%	0.0%	67.2%	32.8%	0.0%			
White	85	72.8%	25.9%	1.2%	70.6%	28.2%	1.2%			
EL	30	76.9%	23.1%	0.0%	73.3%	26.7%	0.0%			
RFP	2	100.0%	0.0%	0.0%	50.0%	0.0%	0.0%			
Low SES	96	76.3%	23.7%	0.0%	70.8%	29.2%	0.0%			
SWD	38	63.9%	36.1%	0.0%	60.5%	36.8%	0.0%			
FY	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	9	62.5%	37.5%	0.0%	55.6%	33.3%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

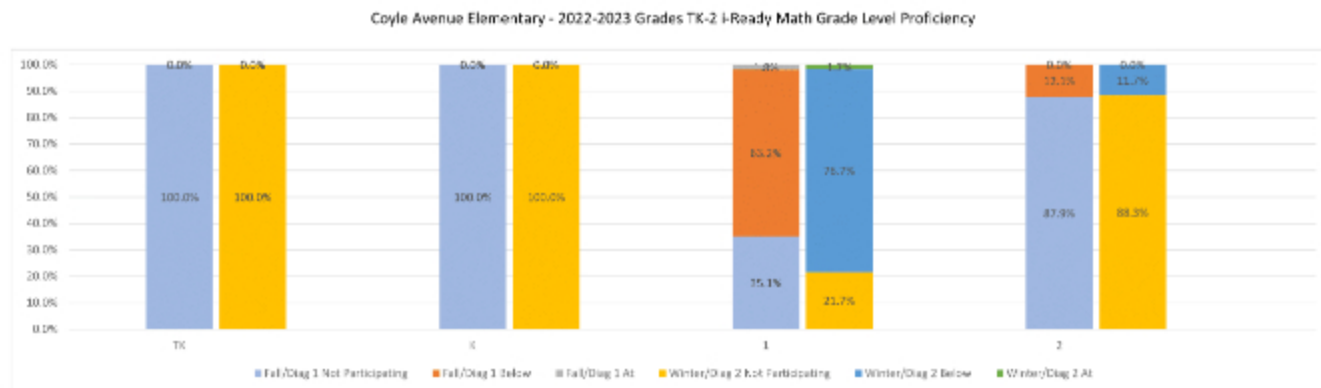


Coyle Avenue Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency											
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3			
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At	
TK	11	10	0	0	11	0	0				
K	43	40	0	0	43	0	0				
1	60	20	36	1	13	46	1				
2	60	51	7	0	53	7	0				

Coyle Avenue Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage											
Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3			
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At	
TK	11	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
K	43	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
1	60	35.1%	63.2%	1.8%	21.7%	75.7%	1.7%				
2	60	87.9%	12.1%	0.0%	88.3%	11.7%	0.0%				

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Conclusions based on this data:

1. Parents and staff both identified a need supports with reading including access to materials, tutoring, and small group intervention.
Parents and staff both identified at need for more math training/professional learning, a need for more classroom tools and manipulative, and more supports.



Spring 2023
District Climate Survey Results by School

Coyle

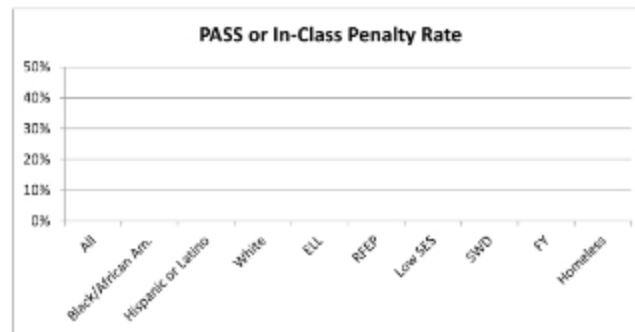
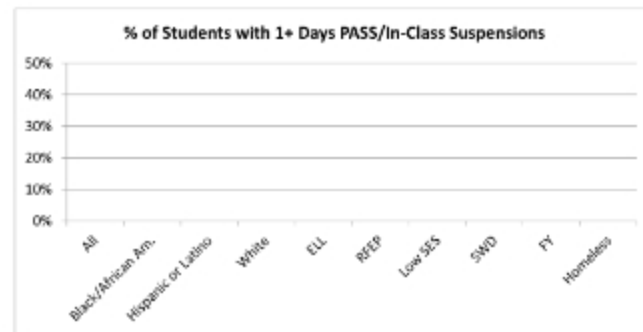
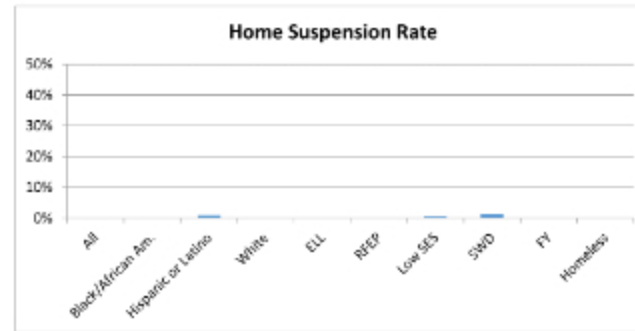
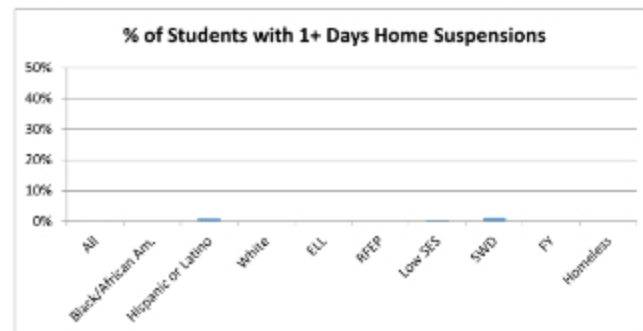
	Per Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
Caring Relationships							
A) School has a climate that is caring.		153	87.58%	69	69.57%	29	96.55%
B) There are students and staff on campus who listen to students when they have something to say.		151	85.43%	68	58.82%	29	100.00%
C) There is an adult from the school who checks on how students are doing.		152	77.63%	67	55.22%	29	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		152	84.21%	65	81.54%	29	82.76%
E) Staff feels supported to do their job well in meeting the needs of all students.						29	82.76%
F) Staff feels part of an effective team.						29	79.31%
Family and Staff Engagement							
	Per Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		154	94.81%			29	93.10%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		154	87.66%			29	79.31%
C) The school offers families opportunities to be involved in school and classroom activities.		153	81.05%			29	93.10%
D) The school keeps families well-informed about school activities.		153	92.81%			29	100.00%
E) The staff at our school listens to family concerns about issues.		153	84.97%			29	89.66%
F) The staff at school are helpful and welcoming when families come to school or call.		155	93.55%			29	93.10%
G) The school and families are partners in promoting positive behavior for my student.		154	89.61%			29	82.76%
H) Families who speak a language other than English receive general information about our school in their home language.		152	90.79%			29	58.62%
I) Staff receive information about upcoming events and important information about the school.						29	100.00%
School Decision Making							
	Per Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.		153	77.12%	67	67.16%	29	93.10%
B) Important school decisions reflect diverse input.		152	72.37%	66	56.06%	29	93.10%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		153	88.24%				
D) The principal and staff listen to concerns of other staff members about issues.						29	89.66%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						29	93.10%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						29	86.21%
G) Our school uses data from this survey to inform site decision making.						29	82.76%
H) Staff voice matters in decision making.						29	75.86%
Safety							
	Per Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.		155	87.74%	69	73.91%	28	96.43%
B) Concerns about student safety are addressed in a timely manner at my school.		153	82.35%	68	70.59%	28	89.29%
C) My school is a safe place for all students.		155	85.81%	66	65.15%	28	92.86%
D) My school is a safe place for all staff.						28	92.86%
E) Students know what staff member to go to if they have a safety concern.		155	85.81%	65	72.31%	28	82.14%
F) Students know school safety protocols.		153	77.78%	66	80.30%	28	82.14%
G) I feel safe sharing different viewpoints and perspectives at my school.		155	84.52%	66	57.58%	28	85.71%
Sense of Belonging							
	Per Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.		155	89.03%	68	88.24%	28	96.43%
B) Adults at my school treat students respectfully.		154	87.66%	66	81.82%	28	96.43%
C) Students are respectful to each other at school.		155	68.39%	65	27.69%	28	53.57%
D) Students have opportunities to socialize with other students often at school.		155	91.61%	66	63.64%	28	92.86%
E) Students have an adult on campus they trust.		153	86.93%	66	90.91%	28	96.43%
F) Students trust other students at school.		154	83.12%	66	83.33%	28	82.14%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		152	75.00%	66	77.27%	28	64.29%
H) School staff reflects student diversity.		153	77.78%	65	75.38%	28	57.14%
Academic Progress							
	Per Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.		151	80.79%	68	70.59%	28	60.71%
B) Questions and concerns about schoolwork are addressed.		154	88.96%	66	78.79%	28	82.14%
C) Student grades reflect their knowledge of the material.		153	78.43%	65	83.08%	28	78.57%
D) Adults at my school believe all students can be successful.		151	89.40%	65	92.31%	28	92.86%
E) Students feel comfortable and unjudged to ask their teacher for help.		152	84.87%	67	70.15%	28	92.86%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		152	90.79%	67	89.55%	28	92.86%
G) Teachers at my school go out of their way to help all students.		153	83.66%	67	64.18%	28	89.29%
H) Students receive timely and regular feedback on their learning.		152	80.92%	65	87.69%	28	89.29%
I) Staff at my school provides resources or ideas that help families support their students at home.		152	84.87%			28	78.57%
High Expectations							
	Per Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.		151	75.50%	68	63.24%	28	82.14%
B) School recognizes and celebrates the academic success of all students.		150	76.00%	66	66.67%	28	82.14%
C) Adults on campus motivate students to do their best.		152	82.24%	67	85.07%	28	92.86%
D) School provides additional academic support when students are struggling.		152	77.63%	67	82.09%	28	89.29%

	<i>Per Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
Student Engagement			N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.			154	77.92%	68	54.41%	28	75.00%
B) Students have access to classes and activities that meet their interests and talents.			153	81.05%	66	66.67%	28	57.14%
C) Students understand how to complete their schoolwork.			154	79.22%	66	62.12%	28	78.57%
D) Students complete assignments on time.			154	74.68%	66	45.45%	28	60.71%
E) Students are motivated to do their schoolwork.			151	66.23%	66	60.61%	28	57.14%
	<i>Per Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
College and Career Readiness			N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.			138	42.03%	68	51.47%	28	25.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.			138	39.86%	67	44.78%	28	10.71%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.			138	42.75%	67	41.79%	28	25.00%
D) School offers college and career programs.			133	16.54%	67	26.87%	28	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.			132	15.91%	66	31.82%	28	3.57%
F) Students are prepared for the next step of their educational experience.			136	51.47%	66	51.52%	28	46.43%
G) Staff are optimistic about the future of their career in San Juan Unified.							28	78.57%
H) There are equitable opportunities for advancement in the district.							28	50.00%
	<i>Per Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction			N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.			150	81.33%	69	76.81%	28	78.57%
B) San Juan Unified School District is a district that I would recommend to other families.			148	85.14%	69	75.36%	28	85.71%

Coyle Avenue Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate		1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	357	1	0.28%	1	1	0.28%		0	0.00%	0	0.00%
Black/African Am.	40	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
Hispanic or Latino	101	1	0.99%	1	1	0.99%		0	0.00%	0	0.00%
White	177	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
ELL	57	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
RFEP	6	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
Low SES	199	1	0.50%	1	1	0.50%		0	0.00%	0	0.00%
SWD	80	1	1.25%	1	1	1.25%		0	0.00%	0	0.00%
FY	5	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%
Homeless	19	-	0.00%	-	-	0.00%		0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Coyle Avenue Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

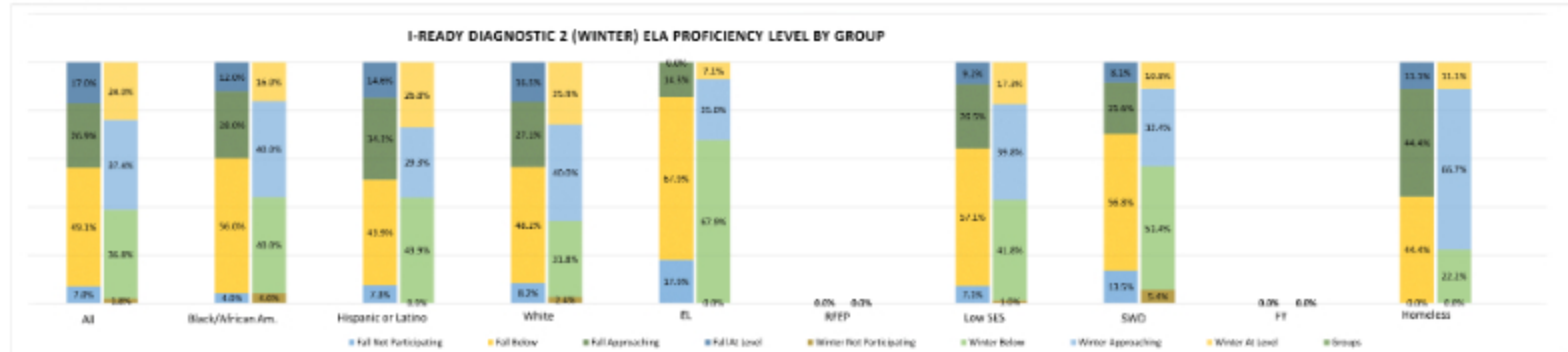
Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	171	12	84	46	29	3	63	64	43				
Black/African Am.	25	1	14	7	3	1	10	10	4				
Hispanic or Latina	41	3	18	14	6	0	18	12	11				
White	85	7	41	23	14	2	27	34	22				
EL	28	5	19	4	0	0	19	7	2				
FFEP	5	0	3	2	0	0	1	2	2				
Low SES	88	7	56	26	9	1	41	39	17				
SWD	17	5	21	8	3	2	19	12	4				
FY	2	0	2	0	0	0	2	0	0				
Homeless	9	0	4	4	1	0	2	6	1				

Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	171	7.0%	49.1%	26.9%	17.0%	1.8%	36.8%	37.4%	24.0%				
Black/African Am.	25	4.0%	56.0%	28.0%	12.0%	4.0%	40.0%	40.0%	16.0%				
Hispanic or Latina	41	7.3%	43.9%	34.1%	14.6%	0.0%	43.9%	29.3%	26.8%				
White	85	8.2%	48.2%	27.1%	16.5%	2.4%	31.8%	40.0%	25.9%				
EL	28	17.9%	67.9%	14.3%	0.0%	0.0%	67.9%	25.0%	7.1%				
FFEP	5	0.0%	60.0%	40.0%	0.0%	0.0%	20.0%	40.0%	40.0%				
Low SES	88	7.1%	57.1%	26.5%	9.2%	1.0%	41.8%	39.8%	17.9%				
SWD	17	13.5%	56.8%	21.6%	8.1%	5.4%	51.4%	32.4%	10.8%				
FY	2	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	9	0.0%	44.4%	44.4%	11.1%	0.0%	22.2%	66.7%	11.1%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Coyle Avenue Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

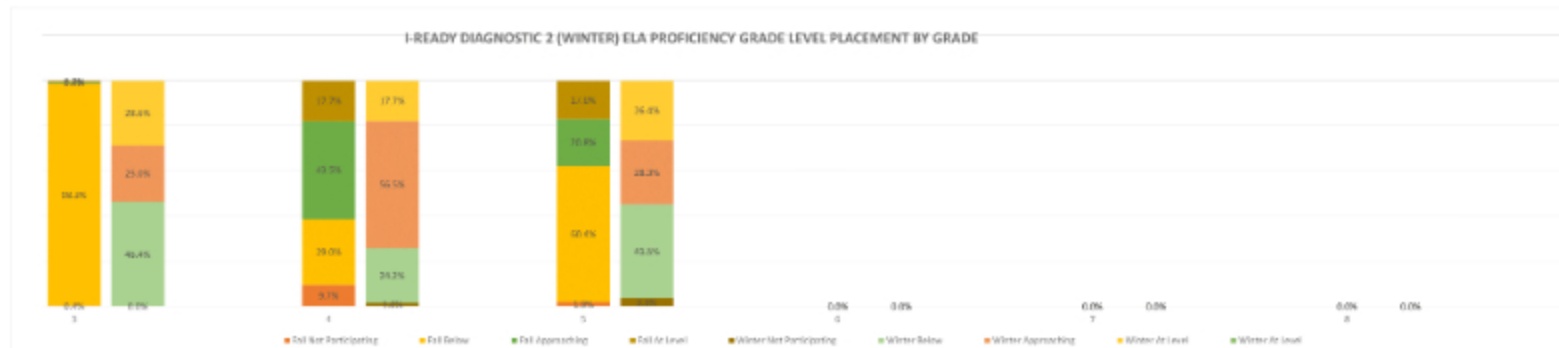
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement					Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level		Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	5	34	8	9	6	25	24	35					
4	62	6	18	27	11	1	25	35	11					
5	53	1	32	11	9	2	22	15	34					
6	0	0	0	0	0	0	0	0	0					
7	0	0	0	0	0	0	0	0	0					
8	0	0	0	0	0	0	0	0	0					

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement					Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level		Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	8.9%	60.7%	14.3%	16.1%	0.0%	46.4%	25.0%	28.6%					
4	62	9.7%	29.0%	43.5%	17.7%	1.6%	24.2%	56.5%	17.7%					
5	53	1.9%	60.4%	20.8%	17.8%	3.8%	41.5%	28.3%	26.4%					
6	0													
7	0													
8	0													

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Coyle Avenue Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

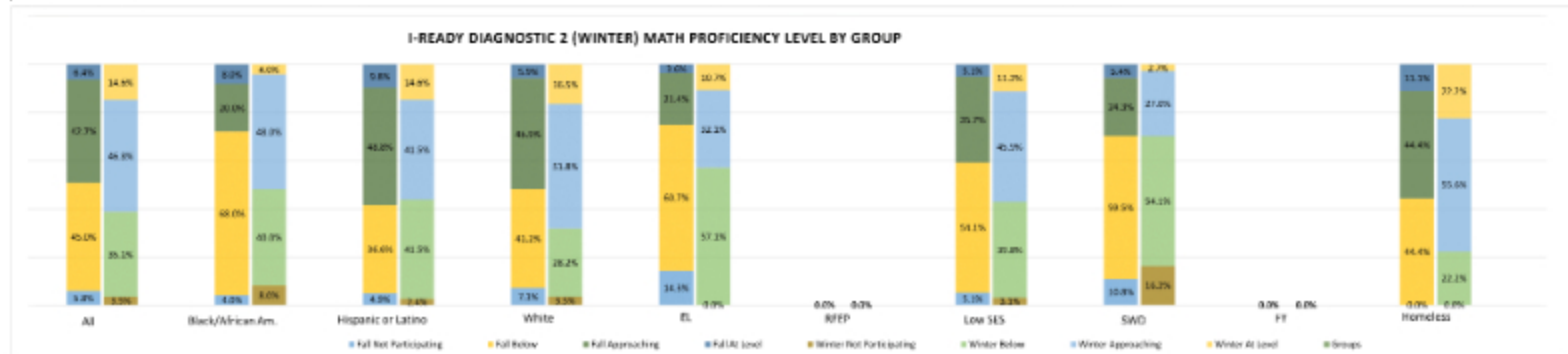
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	171	30	77	73	11	6	60	80	25				
Black/African Am.	25	1	17	5	2	2	10	12	1				
Hispanic or Latino	41	2	15	20	4	1	17	17	6				
White	85	6	35	39	5	3	24	64	14				
EL	28	4	17	6	1	0	16	9	3				
FFEP	5	0	2	3	0	0	1	4	0				
Low SES	98	5	54	35	5	3	38	65	11				
SWD	17	4	22	9	2	6	20	10	1				
FY	2	1	1	0	0	2	0	0	0				
Homeless	9	0	4	4	1	0	2	5	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	171	5.8%	45.0%	42.7%	6.6%	3.5%	35.1%	46.8%	14.6%				
Black/African Am.	25	4.0%	68.0%	20.0%	8.0%	8.0%	40.0%	48.0%	4.0%				
Hispanic or Latino	41	4.9%	36.6%	48.8%	9.8%	2.4%	41.5%	41.5%	14.6%				
White	85	7.1%	41.2%	45.9%	5.9%	3.5%	28.2%	51.8%	16.5%				
EL	28	14.3%	60.7%	21.4%	3.6%	0.0%	57.1%	32.1%	10.7%				
FFEP	5	0.0%	40.0%	60.0%	0.0%	0.0%	20.0%	80.0%	0.0%				
Low SES	98	5.1%	54.1%	35.7%	5.1%	3.1%	39.8%	45.9%	11.2%				
SWD	17	10.8%	59.5%	24.1%	5.4%	36.2%	54.1%	27.0%	7.7%				
FY	2	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
Homeless	9	0.0%	44.4%	44.4%	11.1%	0.0%	22.2%	55.6%	22.2%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Coyle Avenue Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

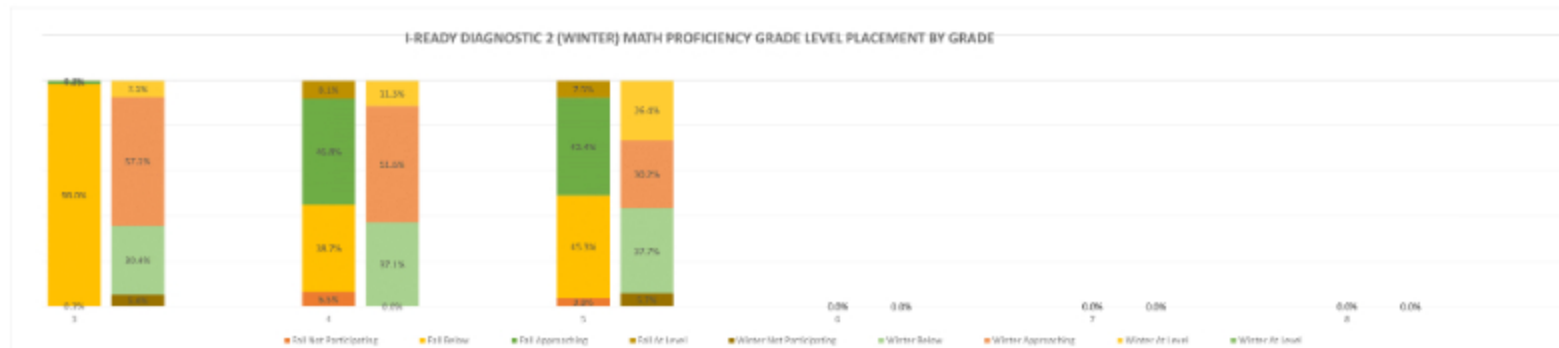
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	4	29	21	2	3	17	32	4				
4	62	4	24	29	5	6	23	32	7				
5	53	2	24	23	4	3	20	16	14				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	7.1%	51.8%	37.5%	3.6%	5.4%	30.4%	57.2%	7.1%				
4	62	6.5%	38.7%	46.8%	8.1%	6.0%	37.1%	51.6%	11.3%				
5	53	3.8%	45.3%	43.4%	7.5%	5.7%	37.7%	30.2%	26.4%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Parents and staff both identified a need supports with reading including access to materials, tutoring, and small group intervention.
Parents and staff both identified at need for more math training/professional learning, a need for more classroom tools and manipulative, and more supports.
Based on this data, we can see that students' text levels are increasing. There is a gap between ELL students and the rest of the population's text level scores and a need to focus and provide more materials to support SWD in the areas of reading and math.
Parents and staff both identified a need for continuation of "Houses" program and need for more social emotional learning for students.

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: 2022-23

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 through out the year.

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

The events and opportunities to be on campus were really very well received, well attended, and popular. This included Starstruck, Open House, Family Game Night, Lexia Night, Movie Night, Science Night, and more. Parents are happy to participate more and PTA is working to help support this. There was an increased focus on parent voice and events to get more parents and students to feel more connected to school. Many parents mentioned that they enjoyed being on campus more, enjoyed family nights, and would like to see more opportunities to engagement and enrichment. Parents and student voiced a strong like for the school "Houses" program and increased social emotional supports. Strong communication from teachers and school was also identified.

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

We are working with PTA, SSC, School Leadership, and ELAC to continue popular family events. 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.

2022-23

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 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. Parents and student during empathy gather voiced a need for more opportunities for enrichment of learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent Survey:	Opportunities to be involved 81% School and staff listen to concerns 85% Staff and school are helpful and welcoming 93.5% School and families are partners in promoting positive behavior 89.6%	increase of 3% in all areas or maintain
Parent Listening Sessions	Baseline for this year	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
1.1	Family Engagement	X All Students English Learners	School Staff and Principal	Title I Part A Parent	3,412	School year 2023-24

	like but not limited to: Activities, Events, Listening Sessions, outside assemblies (like science nights) and Resources	Low-Income Students Foster Youth Other		Involvement 4000-4999: Books And Supplies		
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 2023-24
1.3	Extra support for student with chronic absenteeism. An extra hour a day to attendance clerk to connect families with resources, connect with families,	All Students English Learners Low-Income Students Foster Youth X Other African American Students and Students with Disabilities	School Attendance Clerk	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	4,281 5,145	School year 2023-24

	empathy gather, support school wide attendance plan, and work to support students getting to school to support academic growth of students.					
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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: 2022-23

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. The "Houses" system was identified as a positive student support.

Didn't Work:
In surveys parents, students, and staff identified a continued need to focus on safety and social emotional learning.

- My school is a safe place for all students - Parents 85.5% Students 65% Staff 92.%
- Students are respectful to each other at school - Parent 68.3% Students 27.9% Staff 53.5%

Staff and parents identified a need for a new/updated social emotional curriculum, continued "Houses" program, and more social emotional 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.

2022-23

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. Staff, student, and families voiced a need for the "Houses" system, more social emotional supports/connections.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Listening Session (Empathy Gathering)	Baseline	increase or maintain
Local Climate Survey	Students are respectful to each other: Parents 68%, Staff 53%, and Students 28%	Increase by 3% in each group
Local Climate Survey	I feel safe sharing different viewpoints and perspectives at my school: Students 57.5%	Increase by 3%
Local Climate Survey	My school is a safe place for all students: Students 65%	Increase by 3%

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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2.1	Social emotional curriculum Staff and families identified a need for a new/updated social emotional curriculum that can be used at all grade levels and in all programs.	X All Students English Learners Low-Income Students Foster Youth Other	Staff			ELO funded 2023-24
2.2	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	26,852 10,236	School year 2023-24

	safety of students.					
2.3	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 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.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff			School year 2023-24
2.4	Pay additional hours to Rec. Aides as needed to	X All Students English Learners Low-Income Students Foster Youth	School Staff	LCFF Supplemental Centralized	3,412	School year 2023-24

	increase school-wide safety measures and support a positive school climate.	Other		Services (District Only) 2000-2999: Classified Personnel Salaries		
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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

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: 2022-23

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 iReady, CAASPP, ELPAC, Text Level, DIBELS, BPST, and classroom observations/assessments. DIBELS is done in the beginning and end of the year, CAASPP is done at the end of each year, BPST are done at every trimester, ELPAC is done at the end of school year, and classroom observations and assessments are ongoing.

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

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 be implementing more professional learn especially around math and a heavier math focus in PLCs. Coyle will also have a .5 ELD teacher to help support our EL students. More focus on SWD in all academic areas. This includes providing supports and materials.

2022-23**Identified Need**

Staff and parents identified a need for more focus on Math and Math PD. A continued need for intervention teachers and materials, a need for more opportunities to enrich learning (including field trips and after school enrichment), a need to for more technology and tools to support instruction, a need for a person to have extra hours to support and connect families with resources of students with high absents rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady Math	15.3%	18.5%% at Grade Level
School DiBELS Assessment	Baseline	Moving students from high risk to medium and low risk of reading struggle
iReady Reading	21%	25%
CAASPP Math	14.6%	18%
CAASPP Reading	18%	21%

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 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 Title I Part A Site Allocation 3000-3999: Employee Benefits	170,126 70,026	School year 2023-24

3.2	Technology and 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 4000-4999: Books And Supplies	10,000	School year 2023-24
3.3	Additional opportunities for learning and enrichment after school. This includes but not limited to tutoring and clubs. This will be funded out of ELO funds.	X All Students English Learners Low-Income Students Foster Youth Other	Principal			ELO Funded - School year 2023-24
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 Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	67,437	School year 2023-24

3.5	Math Professional Learning Opportunities: Provide opportunities for professional learning in the area of Math.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	14,000 2,683	School year 2023-24
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 manipulatives, intervention	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	15,323 2,000 3,232	School year 2023-24

	materials, curriculum, and tools for social emotional learning, and etc to support all learners in the areas of reading, writing, and math.			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.7	Extra opportunities for professional growth and learning to support academic learning on campus. This includes but not limited to books studies, conferences, online courses, etc.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2,000	School year 2023-24
3.8	Enrichment Opportunities/Field Trips Provide students with learning opportunities the enrich and expand their learning. This includes	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	12,000	School year 2023-24

	students participating in field trips and other learning opportunities.					
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10	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 2023-24
3.11		All Students English Learners Low-Income Students Foster Youth Other				
3.12	Purchase copier contract to provide appropriate work to support student differentiated needs and support intervention materials.	X 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	1,200	School year 2023-24

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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: 2022-23

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. 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)

Adding a .2 restorative practice teacher from ELO funds. Continue actions.

2022-23**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 2022-23	Expected Outcome 2023-24
Survey: Adults at my school believe all students can be successful	Parents-89% Students-92% Staff-93%	Parents-92% Students 95% Staff-96%

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 2023-24
4.2	.2 Restorative Practice Teacher/Social Emotional Support.	X All Students English Learners Low-Income Students Foster Youth Other	Staff			ELO Funded 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$423,365.00

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	\$43,520.00
Title I Part A Parent Involvement	\$3,412.00
Title I Part A Site Allocation	\$305,584.00

Subtotal of state or local funds included for this school: \$423,365.00

Total of federal, state, and/or local funds for this school: \$423,365.00

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	43,520	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	305,584	0.00
Title I Part A Parent Involvement	3,412	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	43,520.00
Title I Part A Parent Involvement	3,412.00
Title I Part A Site Allocation	305,584.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	240,246.00
2000-2999: Classified Personnel Salaries	34,545.00
3000-3999: Employee Benefits	85,407.00
4000-4999: Books And Supplies	31,967.00
5000-5999: Services And Other Operating Expenditures	17,200.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00

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	26,852.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	10,236.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,232.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,200.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,412.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	172,809.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	4,281.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	75,171.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	25,323.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,838.00
Goal 2	40,500.00
Goal 3	370,027.00

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
Cherie Downie	Classroom Teacher
Melissa Cunningham	Classroom Teacher
McKenna Scalise	Classroom Teacher
Mikayla Salser	Parent or Community Member
Sarah Mihal	Parent or Community Member
Veronica Wittman	Parent or Community Member
Mayra Romero	Parent or Community Member
Olivia O'Neil	Parent or Community Member
Monica Smith	Parent or Community Member
Ronnie Hopkins	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 05/30/2023.

Attested:



Principal, James Reinhard on 05/30/2023



SSC Chairperson, Cherie Downie on 05/30/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: 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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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)

\$3,412.00 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

\$43,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Coyle Avenue Elementary School

	3000-3999: Employee Benefits	\$10,236.00	Healthy Environments for Social-Emotional Growth
Purchase copier contract to provide appropriate work to support student differentiated needs and support intervention materials.	5000-5999: Services And Other Operating Expenditures	\$1,200.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$3,232.00	Engaging Academic Programs
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	\$26,852.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$43,520.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$3,412.00 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	4000-4999: Books And Supplies	\$3,412.00	Connected School Communities	

Coyle Avenue Elementary School

Title I Part A Parent Involvement Total Expenditures: \$3,412.00

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

Funding Source: Title I Part A Site Allocation

\$305,584.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Extra support for student with chronic absenteeism. An extra hour a day to attendance clerk to connect families with resources, connect with families, empathy gather, support school wide attendance plan, and work to support students getting to school to support academic growth of students.	2000-2999: Classified Personnel Salaries	\$4,281.00	Connected School Communities	
	3000-3999: Employee Benefits	\$5,145.00	Connected School Communities	
	3000-3999: Employee Benefits	\$70,026.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$2,683.00	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	\$170,126.00	Engaging Academic Programs	
Technology and technology subscriptions. To be utilized with all students to help increase learning, address needs, and support learning at home.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs	
Math Professional Learning Opportunities: Provide opportunities for professional learning in the area of Math.	5800: Professional/Consulting Services And Operating Expenditures	\$14,000.00	Engaging Academic Programs	

Coyle Avenue Elementary School

Provide classroom resources that will enrich and engage all learners. This includes but not limited to classroom books, multicultural books, resources for ELs, math manipulatives, intervention materials, curriculum, and tools for social emotional learning, and etc to support all learners in the areas of reading, writing, and math.	4000-4999: Books And Supplies	\$15,323.00	Engaging Academic Programs
Extra opportunities for professional growth and learning to support academic learning on campus. This includes but not limited to books studies, conferences, online courses, etc.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
Enrichment Opportunities/Field Trips Provide students with learning opportunities the enrich and expand their learning. This includes students participating in field trips and other learning opportunities.	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$305,584.00

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

Coyle Avenue Elementary School Total Expenditures: \$423,365.00