

School Year: **2023-24**



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
James R. Cowan Fundamental Elementary School	34-67447-6034458	May 24, 2023	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, including sustained improvement of, student outcomes.

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. 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. James R. Cowan Fundamental Elementary met the criteria for the following student group:

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 Analysis was completed with Site Leadership Team, School Staff, School Site Council, English Learner Advisory Committee, and Parent Groups.

Satellite Data

Data Dashboard - 2021-2022

English Language Arts - all students are 5.6 points above standard yet the English learners (23.7 points below) are below standard which shows a discrepancy.

ELA Data Comparison for English learners shows that Reclassified English learners are 40.7 points above whereas current English learners scored 80.5 points below. English Only students scored 13.8 points above standard.

Mathematics - all students are 8.7 points below standard yet English learners (25.5 points below), Socioeconomically Disadvantaged learners (24.7 points below), as well as Hispanic learners (20.9 points below) are not performing as well as all other sub-groups.

Mathematics Data Comparison for English learners shows that current English learners are 81.3 points below standard, reclassified English learners are 30.4 points above standard and English-only students are 7.7 points below standard.

English Learner Progress - 59% of students made at least 1 level of progress towards proficiency, while 41% maintained their ELPI level.

Suspension Rate showed that only 0.7% of all students were suspended at least once. 3.2% of our Students with Disabilities were suspended at least once which was the highest marginalized group.

District Level Data

Reading % at or above grade level

Student Group Assessment

Fall Spring

K

1 iReady 43.4% 50%

2 iReady 54.7% 72.7%

3 iReady 67.9% 81.1%

4 iReady 44.2% 53.2%

5 iReady 49.1% 60.4%

6 iReady 37% 39.1%

Math % at or above grade level

Student Group Assessment

Fall Spring

K

1 iReady 5.7% 24.5%

2 iReady 9.4% 19.2%

3 iReady 28.3% 43.4%

4 iReady 20.8% 45.5%
 5 iReady 37.7% 54.7%
 6 iReady 26.1% 38.5%

Attendance Rate 93.8%

Chronically Absent %

Overall 20.7%

EL 19.5%

SES 28.8%

Homeless 44.4%

Foster 0

Students with Disabilities 15.9%

AA 31%

HS 17.9%

W 19.8%

R-FEP 11.1%

Suspension Data All 0.7%

District Level Data

District Survey results

CARING RELATIONSHIPS/SENSE OF BELONGING:

- The Overall percentage of students that agree/strongly agree that the school has a climate that is caring is 77.45%
- The percentage of students that agree/strongly agree that there is an adult on campus who “checks on how students are doing” is 55%
- The percentage of students who have an adult on campus they trust is 79.29%
- Students report that 82.39% of school staff respects student diversity.

ACADEMIC PROGRESS

- The Overall percentage of students that agree/strongly agree that the school provides students opportunities for participation in classroom discussions and activities is 78.57%
- The percentage of students that agree/strongly agree that they are interested in what they are learning” is 59.57%

SAFETY

- The Overall percentage of students that agree/strongly agree that the school supports safety is 71.59%
- The percentage of students that agree/strongly agree that “the school is a safe place for all students” is 71.53%

Site Level Data

Behavior Referrals collected for the 22-23 school year show that students are continuing to have difficulty regulating their emotions in the classroom and on the playground. Students report that enjoy the weekly PAWS drawings and monthly assemblies. Students can state the behavior expectations, but are not always consistent at following them.

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.
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Site leadership includes; 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 the identification of the root causes. Specifically, all educational partners participated in data analysis activities and identified three root causes. One root cause is even with clear behavioral expectations students are still having difficulty regulating their emotions and solving problems in the classroom and on the playground. Looking at our academic data, an additional root cause was determined that students are not making adequate gains in Mathematics in the areas of Number Sense and Geometry, it is pertinent to shift from only academics to academics as well as SEL/PBIS. The third is that students with disabilities have a high chronic absenteeism rate which may stem from a lack of connection with an adult at school (identified in the District Survey). Actions for the 2023-2024 school year will focus on implementing Mathematical Mindset strategies, Cycles of Learning with Lesson Study as well as SEL/PBIS strategies and building in attendance incentives and supports for students with disabilities and their families. It was determined by Site Leadership that integrating Mathematical Mindsets and Building Thinking Classrooms professional development would allow for the implementation of both to occur. After a year of implementing both, discussions will occur as well as data analysis, to determine the next steps.

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.

Through the Comprehensive Needs Assessment process with a focus on the identification of current student academic levels and student Social-Emotional Needs, the focus of this plan is to address resource inequities related to mitigating learning gaps. The resources include, but are not limited to:

1. Collaborate with PLI to conduct Math Cycles of Learning with an emphasis on lesson study.
2. Refining a school-wide positive behavior system to support students.
3. Provide supplemental materials in Reading and Math to support student academics.
4. Create school-wide social-emotional supports for all students.

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

Involvement in developing the School Plan began in the spring of the school year 2022-23. The Site Leadership Team, School Site Council, and others evaluated the current SPSA to determine if actions had been effective. Each group noted the success of ELA foundational skills, phonics, and phonemic awareness and a continuing need to focus on Mathematics. All groups felt that the teachers cared deeply about the students and are willing to work above and beyond to meet students' needs.

SSC met 7 times during the school year to review and discuss:

- Comprehensive Needs Assessment

- Academic Data from the 2022-23 school year
- Set potential goals for the 2023 school year
- Give input on SPSA goals and site budget

SLT met every other week from August-May and voiced concern about math, reading comprehension/vocabulary, and students' social-emotional needs. They researched professional learning opportunities as it applies to academic progress. They also discussed how to best support students.

Staff engaged during staff meetings in January, April, and May to review and discuss:

- Comprehensive Needs Assessment
- Academic Data from the 2022-23 school year
- Set potential goals for the 2023 school year
- Give input on SPSA goals and site budget

Empathy gathering:

Surveys and informal sessions were held to gather student and parent concerns around academics and social-emotional concerns.

Resource Inequities

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

Through the Comprehensive Needs Assessment process and the assessment of student academic levels, the focus of this plan is to address resource inequities related to preparing them to meet grade-level standards and accelerating learning. The resources include, but are not limited to:

1. Providing professional development and opportunities for lesson study for teachers in Mathematics.
2. Review and create common agreements around the math block and lesson structure.
3. Invest in additional books to support reading and math.
4. Support the development of social-emotional learning and emotional regulation.
5. Support the refinement and fine-tuning of our school-wide positive behavior system (PBIS).

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	0.5%	1.06%	0.52%	2	4	2
African American	3.6%	6.08%	9.56%	14	23	37
Asian	7.0%	8.47%	5.94%	27	32	23
Filipino	0.3%	0.26%	0.78%	1	1	3
Hispanic/Latino	18.7%	17.46%	19.12%	72	66	74
Pacific Islander	0.3%	0.26%	1.03%	1	1	4
White	63.1%	59.79%	55.81%	243	226	216
Multiple/No Response	6.5%	6.61%	7.24%	25	25	28
Total Enrollment				385	378	387

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	48	53
Grade 1	50	48	52
Grade 2	66	49	53
Grade 3	58	75	53
Grade 4	75	55	75
Grade 5	55	70	54
Grade 6	33	33	47
Total Enrollment	385	378	387

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	49	44	42	12.70%	11.6%	10.9%
Fluent English Proficient (FEP)	39	58	45	10.10%	15.3%	11.6%
Reclassified Fluent English Proficient (RFEP)	2			4.1%		

James R. Cowan Fundamental Elem - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

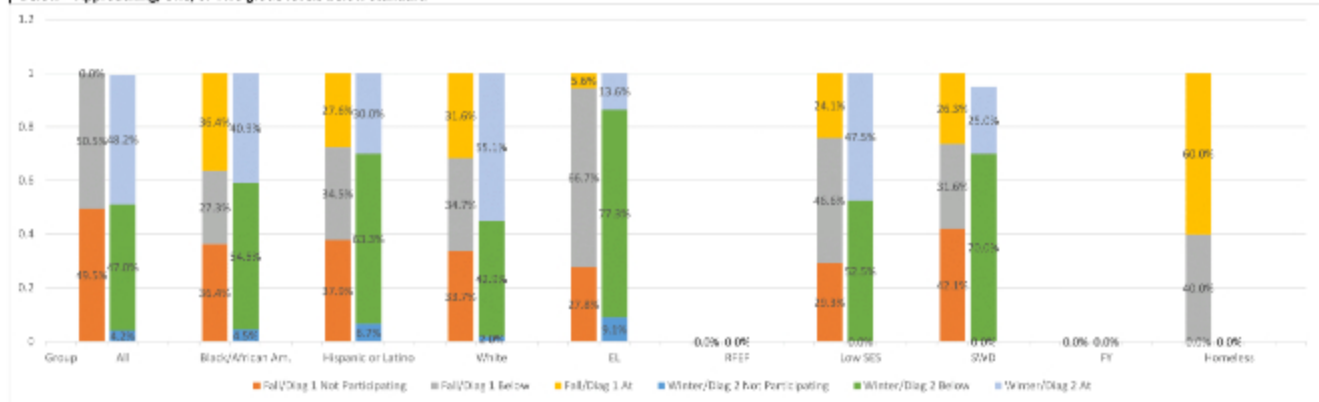
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	165	53	54	0	7	78	80			
Black/African Am.	22	8	6	8	1	12	9			
Hispanic or Latino	30	11	10	8	2	19	9			
White	98	32	33	30	2	42	54			
EL	22	5	12	1	2	17	3			
RFP	4	0	0	3	0	0	3			
Low SES	59	17	27	14	0	31	28			
SWD	20	8	6	5	0	14	5			
FY	0	0	0	0	0	0	0			
Homeless	6	0	2	3	0	1	4			

James R. Cowan Fundamental Elem - 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	165	49.5%	50.5%	0.0%	4.2%	47.0%	48.2%			
Black/African Am.	22	36.4%	27.3%	36.4%	4.5%	54.5%	40.9%			
Hispanic or Latino	30	37.0%	34.5%	27.6%	6.7%	63.3%	30.0%			
White	98	33.7%	34.7%	31.6%	2.0%	42.9%	55.2%			
EL	22	27.8%	66.7%	5.6%	9.1%	77.3%	13.6%			
RFP	4	0.0%	0.0%	100.0%	0.0%	0.0%	75.0%			
Low SES	59	29.3%	46.6%	24.1%	0.0%	52.5%	47.5%			
SWD	20	42.1%	31.6%	25.3%	0.0%	70.0%	25.0%			
FY	0									
Homeless	6	0.0%	40.0%	60.0%	0.0%	16.7%	66.7%			

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

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



James R. Cowan Fundamental Elem - 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	0	0	0	0	0	0	0			
K	56	53	0	0	4	39	13			
1	54	0	30	23	1	26	27			
2	55	0	24	29	2	13	40			

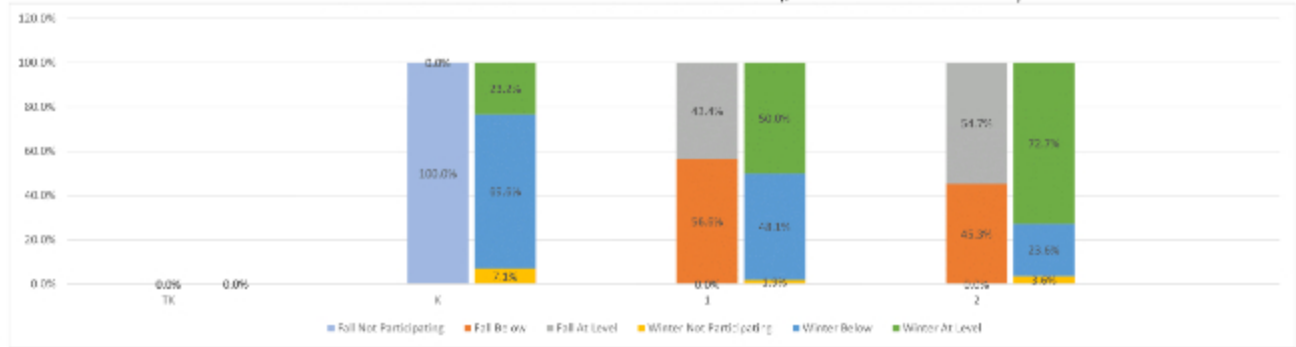
James R. Cowan Fundamental Elem - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

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
TK	0									
K	56	100.0%	0.0%	0.0%	7.1%	69.6%	23.2%			
1	54	0.0%	56.6%	43.4%	1.9%	48.1%	50.0%			
2	55	0.0%	45.3%	54.7%	3.6%	23.6%	72.7%			

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

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

James R. Cowan Fundamental Elem - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



James R. Cowan Fundamental Elem - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

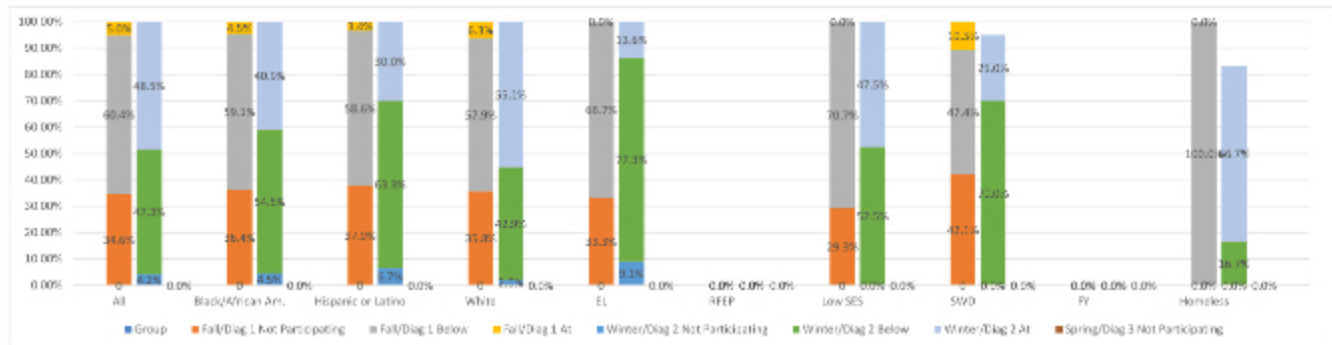
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	165	55	96	8	60	97	8			
Black/African Am.	22	8	13	1	8	13	1			
Hispanic or Latino	30	11	17	1	12	17	1			
White	98	34	55	5	36	56	6			
EL	22	6	12	0	10	12	0			
RFP	4	0	2	1	0	2	1			
Low SES	59	17	41	0	18	41	0			
SWD	20	8	9	2	8	9	2			
FY	0	0	0	0	0	0	0			
Homeless	6	0	5	0	0	5	0			

James R. Cowan Fundamental Elem - 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	166	34.6%	60.4%	5.0%	36.1%	58.4%	4.8%			
Black/African Am.	22	36.4%	59.1%	4.5%	36.4%	59.1%	4.5%			
Hispanic or Latino	30	37.5%	58.0%	3.4%	40.0%	56.7%	3.3%			
White	98	35.8%	57.9%	6.3%	36.7%	57.1%	6.1%			
EL	22	33.3%	66.7%	0.0%	45.5%	54.5%	0.0%			
RFP	4	0.0%	66.7%	33.3%	0.0%	50.0%	25.0%			
Low SES	59	29.3%	70.7%	0.0%	30.5%	69.5%	0.0%			
SWD	20	42.1%	47.4%	10.5%	40.0%	45.0%	10.0%			
FY	0									
Homeless	6	0.0%	100.0%	0.0%	0.0%	83.3%	0.0%			

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

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



James R. Cowan Fundamental Elem - 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	0	0	0	0	0	0	0	0	0	0
K	56	53	0	0	56	0	0			
1	54	2	48	3	2	48	3			
2	55	0	48	5	2	48	5			

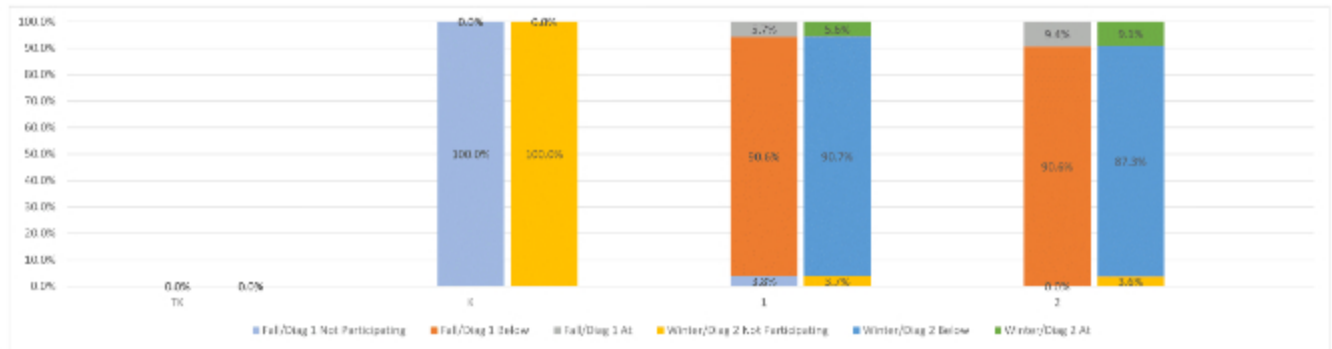
James R. Cowan Fundamental Elem - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

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
TK	0									
K	56	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	54	3.8%	90.6%	5.7%	3.7%	90.7%	5.6%			
2	55	0.0%	90.6%	9.4%	3.6%	87.3%	9.1%			

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

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

James R. Cowan Fundamental Elem - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. iReady Data/Text Level Data

In ELA Reading, 50% of students in grade 1 were at or above grade level.
In ELA Reading, 72.7% of students in grade 2 were at or above grade level.

In Math, 24.5% of students in grade 1 were at or above grade level.
In Math, 19.2% of students in grade 2 were at or above grade level.

Based on this data, students are more successful in reading than in math.

Based on this data a noted success is that students in grade 2 made increasing gains in reading.
Based on this data a noted challenge is that 77.3% of (22) EL students, 70% of (20) students with Disabilities, and 63.3% of (30) Hispanic students were below standards in iReady.

Based on this data a noted success is that RFEP students made an 75% gain in meeting or exceeding standards in iReady.
Based on this data a noted success is that Homeless students made a 50% gain in meeting or exceeding standards in iReady.



Spring 2023
District Climate Survey Results by School

James Cowan

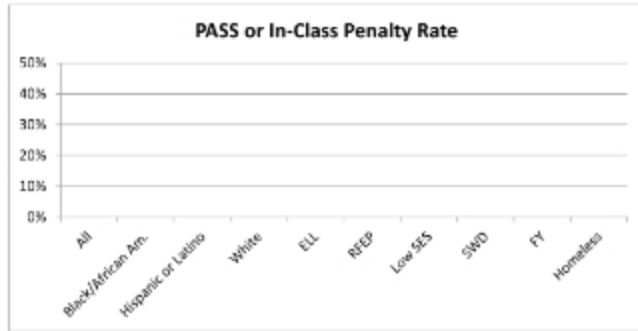
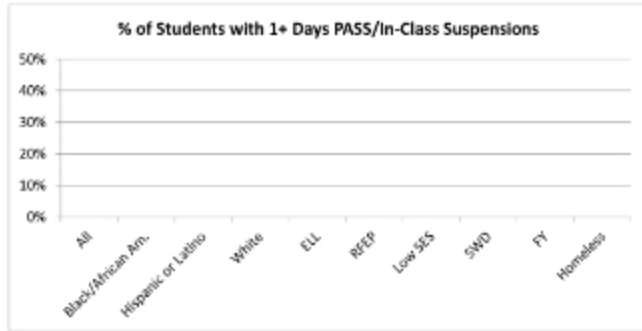
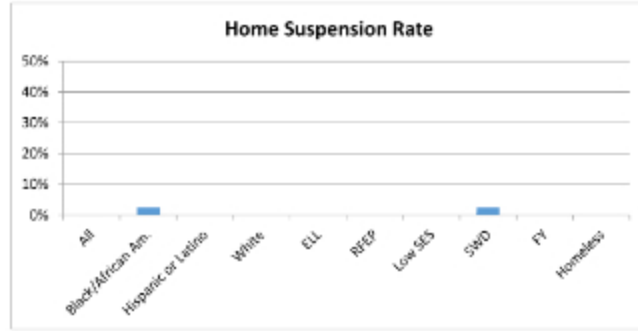
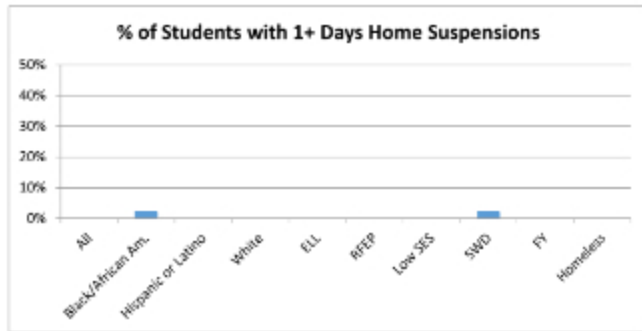
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	47	87.23%	142	77.80%	29	96.55%
B) There are students and staff on campus who listen to students when they have something to say.	47	91.49%	140	65.00%	29	96.55%
C) There is an adult from the school who checks on how students are doing.	47	70.21%	140	55.00%	29	93.10%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	47	87.23%	141	80.14%	29	96.55%
E) Staff feels supported to do their job well in meeting the needs of all students.					29	96.55%
F) Staff feels part of an effective team.					29	100.00%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	47	91.49%			29	82.76%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	47	80.85%			29	96.55%
C) The school offers families opportunities to be involved in school and classroom activities.	47	87.23%			29	100.00%
D) The school keeps families well-informed about school activities.	47	95.74%			29	100.00%
E) The staff at our school listens to family concerns about issues.	47	85.11%			29	93.10%
F) The staff at school are helpful and welcoming when families come to school or call.	47	85.11%			29	96.55%
G) The school and families are partners in promoting positive behavior for my student.	47	89.36%			29	100.00%
H) Families who speak a language other than English receive general information about our school in their home language.	47	91.49%			29	86.21%
I) Staff receive information about upcoming events and important information about the school.					29	96.55%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	47	65.96%	141	67.58%	29	86.21%
B) Important school decisions reflect diverse input.	47	63.83%	137	59.85%	29	86.21%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	47	87.23%				
D) The principal and staff listen to concerns of other staff members about issues.					29	93.10%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					29	82.76%
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	86.21%
H) Staff voice matters in decision making.					29	75.86%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	47	85.11%	140	71.43%	29	100.00%
B) Concerns about student safety are addressed in a timely manner at my school.	47	76.60%	140	71.43%	29	96.55%
C) My school is a safe place for all students.	47	76.60%	137	71.53%	29	93.10%
D) My school is a safe place for all staff.					29	93.10%
E) Students know what staff member to go to if they have a safety concern.	47	91.49%	137	75.18%	29	86.21%
F) Students know school safety protocols.	47	87.23%	138	84.78%	29	82.76%
G) I feel safe sharing different viewpoints and perspectives at my school.	47	74.47%	138	60.87%	29	79.31%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	47	80.85%	142	82.39%	29	89.66%
B) Adults at my school treat students respectfully.	47	89.36%	141	77.30%	29	93.10%
C) Students are respectful to each other at school.	47	68.09%	137	38.69%	29	85.52%
D) Students have opportunities to socialize with other students often at school.	47	91.49%	139	72.66%	29	96.55%
E) Students have an adult on campus they trust.	45	86.67%	140	79.29%	29	96.55%
F) Students trust other students at school.	45	77.78%	137	82.48%	29	79.31%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	44	65.91%	138	64.89%	29	82.76%
H) School staff reflects student diversity.	44	81.82%	136	68.38%	29	62.07%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	45	93.33%	141	78.01%	29	79.31%
B) Questions and concerns about schoolwork are addressed.	44	95.45%	142	73.24%	29	89.66%
C) Student grades reflect their knowledge of the material.	45	86.67%	140	76.43%	29	86.21%
D) Adults at my school believe all students can be successful.	45	86.67%	138	79.71%	29	86.21%
E) Students feel comfortable and unjudged to ask their teacher for help.	44	86.36%	140	61.43%	29	93.10%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	45	91.11%	140	78.57%	29	96.55%
G) Teachers at my school go out of their way to help all students.	45	73.33%	138	66.67%	29	75.86%
H) Students receive timely and regular feedback on their learning.	45	97.78%	137	77.37%	29	89.66%
I) Staff at my school provides resources or ideas that help families support their students at home.	45	80.00%			29	79.31%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	45	77.78%	139	73.38%	29	96.55%
B) School recognizes and celebrates the academic success of all students.	44	70.45%	141	62.41%	29	82.76%
C) Adults on campus motivate students to do their best.	44	84.09%	136	68.38%	29	100.00%
D) School provides additional academic support when students are struggling.	43	60.47%	139	72.66%	29	93.10%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
Student Engagement							
A) Students are interested in what they are learning.		47	78.72%	141	59.57%	29	79.31%
B) Students have access to classes and activities that meet their interests and talents.		46	65.22%	139	61.87%	29	65.52%
C) Students understand how to complete their schoolwork.		46	84.78%	139	77.70%	29	82.76%
D) Students complete assignments on time.		47	87.23%	137	66.42%	29	72.41%
E) Students are motivated to do their schoolwork.		46	67.39%	139	57.55%	29	75.86%
College and Career Readiness							
Pct Strongly Agree/Agree							
		Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		44	36.36%	141	78.01%	29	41.38%
B) Students and families know what classes they will have to take and pass to graduate from high school.		44	45.45%	139	56.83%	29	20.69%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		45	68.89%	138	65.04%	29	31.03%
D) School offers college and career programs.		44	22.73%	137	27.74%	29	10.34%
E) Students participate in programs to learn about different jobs, careers, and colleges.		44	31.82%	137	32.12%	29	17.24%
F) Students are prepared for the next step of their educational experience.		45	57.78%	136	69.85%	29	72.41%
G) Staff are optimistic about the future of their career in San Juan Unified.						29	79.31%
H) There are equitable opportunities for advancement in the district.						29	75.86%
Customer Satisfaction							
Pct Strongly Agree/Agree							
		Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		46	84.78%	140	79.29%	29	93.10%
B) San Juan Unified School District is a district that I would recommend to other families.		45	77.78%	142	80.99%	29	93.10%

James R. Cowan Fundamental Elem 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	399	1	0.25%	1	1	0.25%	0	0.00%	0	0.00%	
Black/African Am.	42	1	2.38%	1	1	2.38%	0	0.00%	0	0.00%	
Hispanic or Latino	77	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
White	241	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
ELL	41	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
RFP	36	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	159	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
SWD	44	1	2.27%	1	1	2.27%	0	0.00%	0	0.00%	
FY	-	-	-	-	-	-	0	0.00%	0	0.00%	
Homeless	8	-	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.

James R. Cowan Fundamental Elem - I-Ready Diagnostic 2 ELA Proficiency Level by Group

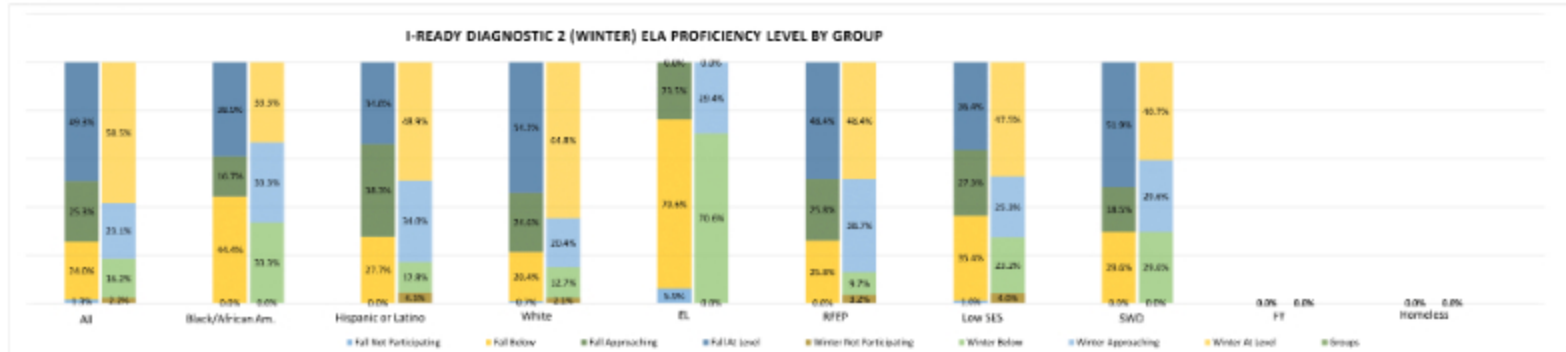
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	229	3	55	58	113	5	37	53	134				
Black/African Am.	18	0	8	3	7	0	6	6	6				
Hispanic or Latina	47	0	13	18	36	2	6	16	23				
White	142	1	29	35	77	3	38	29	92				
EL	17	1	12	4	0	0	12	5	0				
FFEP	31	0	8	8	15	1	8	12	15				
Low SES	99	1	35	27	36	4	23	25	47				
SWD	27	0	8	5	14	0	8	8	11				
FY	0	0	0	0	0	0	0	0	0				
Homeless	2	0	0	1	1	1	0	0	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -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	229	1.3%	24.0%	25.3%	49.7%	2.2%	16.2%	23.1%	58.5%				
Black/African Am.	18	0.0%	44.4%	16.7%	38.9%	0.0%	33.3%	33.3%	33.3%				
Hispanic or Latina	47	0.0%	27.7%	38.3%	34.0%	4.3%	12.8%	34.0%	48.9%				
White	142	0.7%	20.4%	24.6%	54.3%	2.1%	12.7%	20.4%	64.8%				
EL	17	5.9%	70.6%	23.5%	0.0%	0.0%	70.6%	29.4%	0.0%				
FFEP	31	0.0%	25.8%	25.8%	48.4%	3.2%	25.8%	58.1%	12.9%				
Low SES	99	1.0%	35.4%	27.3%	36.4%	4.0%	23.2%	25.3%	47.5%				
SWD	27	0.0%	29.6%	18.5%	51.9%	0.0%	29.6%	29.6%	40.7%				
FY	0												
Homeless	2	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%	0.0%	50.0%				

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



James R. Cowan Fundamental Elem - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

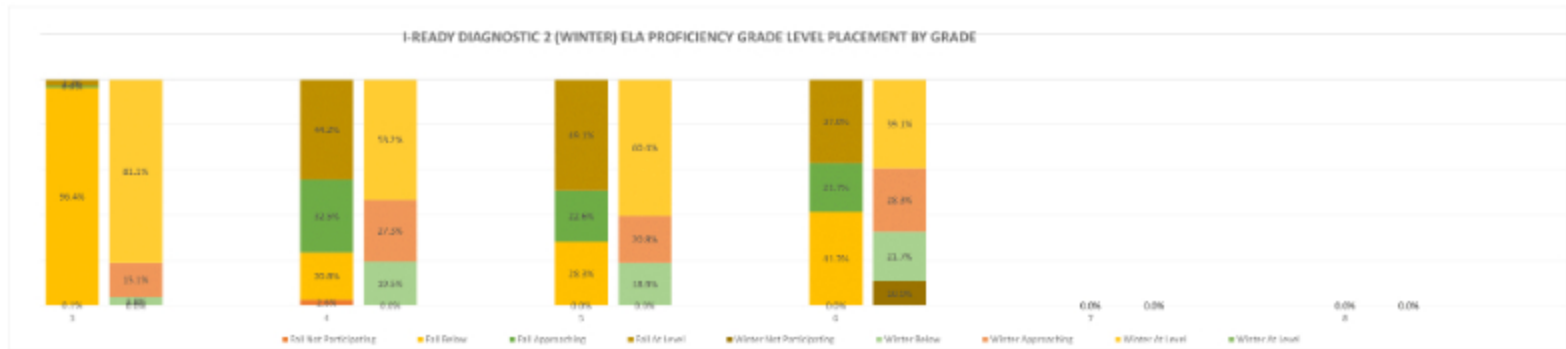
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	1	5	11	36	0	2	8	43				
4	77	2	18	25	34	0	15	21	41				
5	53	0	15	12	26	0	30	11	32				
6	46	0	19	10	17	5	30	13	38				
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	53	1.9%	5.4%	20.8%	67.9%	0.0%	3.8%	15.1%	81.1%				
4	77	2.6%	20.8%	32.5%	44.2%	0.0%	19.5%	27.3%	53.2%				
5	53	0.0%	28.3%	22.6%	46.1%	0.0%	18.9%	20.8%	60.4%				
6	46	0.0%	41.3%	21.7%	37.0%	10.9%	21.7%	28.3%	39.1%				
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



James R. Cowan Fundamental Elem - I-Ready Diagnostic 2 Math Proficiency Level by Group

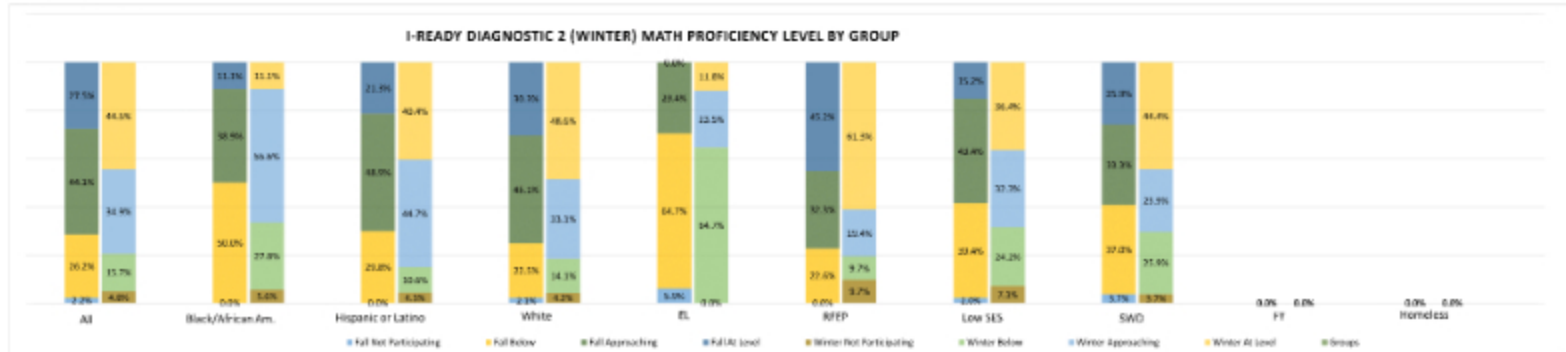
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	229	5	63	101	63	11	36	80	102				
Black/African Am.	18	0	9	7	2	1	5	10	2				
Hispanic or Latina	47	0	14	23	10	2	5	21	19				
White	142	3	32	64	43	6	20	67	69				
EL	17	1	11	5	0	0	11	4	2				
BFEP	31	0	7	10	14	3	3	6	19				
Low SES	99	2	39	43	15	7	24	32	36				
SWD	27	1	10	9	7	1	7	7	12				
FY	0	0	0	0	0	0	0	0	0				
Homeless	2	0	1	1	0	1	0	0	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -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	229	2.2%	26.2%	44.1%	27.5%	4.8%	15.7%	34.9%	64.5%				
Black/African Am.	18	0.0%	50.0%	38.9%	11.1%	5.6%	27.8%	55.6%	11.1%				
Hispanic or Latina	47	0.0%	29.8%	48.9%	21.3%	4.3%	10.6%	44.7%	40.4%				
White	142	2.1%	22.5%	45.1%	30.3%	4.2%	14.1%	53.1%	48.6%				
EL	17	5.9%	64.7%	29.4%	0.0%	0.0%	64.7%	23.5%	11.8%				
BFEP	31	0.0%	22.6%	52.3%	45.2%	9.7%	9.7%	19.4%	61.8%				
Low SES	99	2.0%	39.4%	43.4%	15.2%	7.1%	24.2%	32.3%	36.4%				
SWD	27	3.7%	37.0%	33.3%	25.9%	3.7%	25.9%	25.9%	44.4%				
FY	0												
Homeless	2	0.0%	50.0%	50.0%	0.0%	50.0%	0.0%	0.0%	50.0%				

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



James R. Cowan Fundamental Elem - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

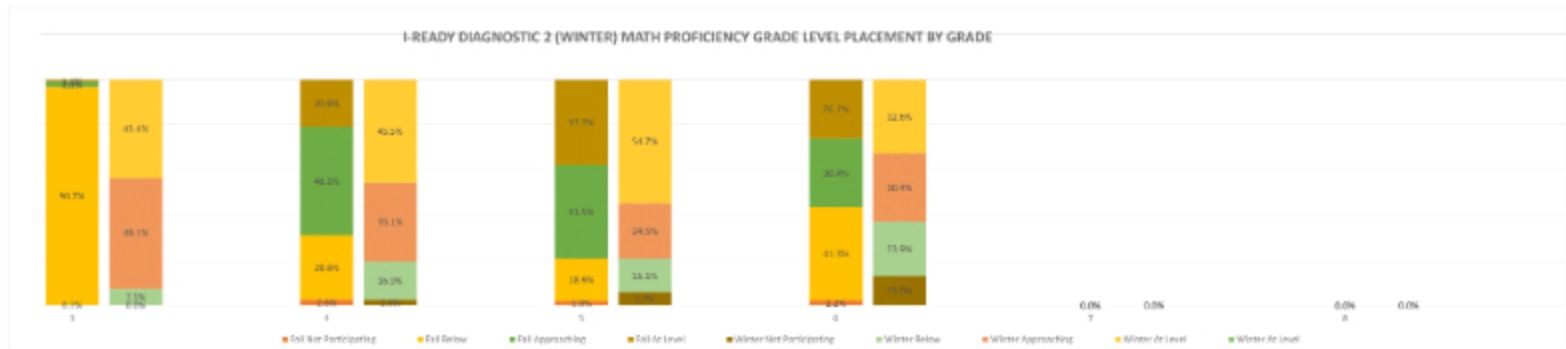
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	1	0	29	35	0	4	26	23				
4	77	2	22	37	36	2	13	27	35				
5	53	1	10	22	20	3	8	13	29				
6	46	1	19	14	12	6	11	14	15				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	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**	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	53	1.9%	17.0%	52.8%	28.3%	0.0%	7.5%	49.1%	43.4%				
4	77	2.6%	28.6%	48.1%	20.6%	2.6%	16.9%	35.1%	45.5%				
5	53	1.9%	18.9%	41.5%	37.7%	5.7%	15.1%	24.5%	54.7%				
6	46	2.2%	41.3%	30.4%	26.1%	13.0%	23.9%	30.4%	32.6%				
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. iReady Data

In ELA, 58.5% of students in grades 3-6 were at or above grade level.

In Math, 44.5% of students in grades 3-6 were at or above grade level.

Based on this data, students are slightly more successful in reading than in math.

Based on this data a noted success is that 48.4% of RFEP students were at or above grade level in ELA and 61% were at or above grade level in Math.

Based on this data a noted challenge is that 70.6% of (17) EL students were below in ELA and 64.7% were below in Math.

Based on this data a noted success is that Low SES students made a 21% gain in meeting or exceeding standards in Math.

Based on this data a noted success is that students with Disabilities made a 19% gain in meeting or exceeding standards in Math.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 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?

Office referrals were monitored monthly. Student interviews monthly and provided feedback through two annual surveys.

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

Our students had a difficult time with peer interactions and conflict inside and outside of the classroom.

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

We will continue to analyze SWIS data to track behavior referrals in 2023-234 school year and identify students needing additional Tier 2 support with Check in Check out (CICO). Student interviews and surveys will also continue to provide informal data.

2022-23

Identified Need

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through the 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SWIS Data/Behavior Referrals	Starting in 2022-23	See decrease in playground behavior referrals
Spring 2023 School Survey - There is an adult from the school who checks on how students are doing.	55% of students strongly agree/agree	We expect the rating to increase 2-3% with the full implementation of CICO
Students with Disabilities (SWD) Suspension Rate	3.2% of SWD students were suspended at least 1 day	Decrease SWD suspended at least one day by 1.2%

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	Implement assemblies and programs that promote positive behavior and build community with a common school-wide experience.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Teachers	LCFF Supplemental Site Allocation None Specified	0	School Year 2023-24

1.2	Purchase materials to support school-wide positive behavior system PBIS	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1499	School Year 2023-24
1.3	Provide opportunities for families to connect with school and support learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Leadership Team	LCFF Supplemental Site Allocation None Specified	0	School Year 2023-24
1.4	Implement Bobcat Pride Fridays - Wear Red	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Teachers		0	School Year 2023-24
1.5	Increase school connectedness for students struggling with behavior by connecting with an adult on campus through the	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Principal/Staff	LCFF Supplemental Site Allocation None Specified	0	School Year 2023-24

Check in
Check out
system

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 community to create a unified collaborative learning environment focused on academic success and the social/emotional well-being for each students.

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?

Empathy gathering, student feedback, and teacher observations were conducted periodically throughout the school year. Attendance data was reviewed monthly to identify students who were chronically absent or in danger of becoming chronically absent.

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

Students continue to need social-emotional supports to be successful in peer interactions. Students with Disabilities have a very high chronic absenteeism rate. Students who were chronically absent continued the trend rather than reversing it.

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

We need to implement attendance incentives and supports for chronically absent students and their families. We will examine SEL curriculum/supports and work toward school-wide common agreements.

2022-23

Identified Need

The Cowan Fundamental School community is committed to all educational partners working together to ensure an optimal learning environment that focuses on academic success and the social/emotional well-being of our students. This year will be our second year implementing Positive Behavioral Interventions and Supports (PBIS). A team of teachers, support staff, and a parent representative will work toward refining our use of PBIS strategies unique to our school community. We will also implement Tier 2 of PBIS for students needing additional behavioral intervention and support. School-wide PBIS is a multi-tiered framework that utilizes clear behavioral expectations. It establishes a social culture and the behavioral supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Empathy Gathering	Need for opportunities for students to engage with peers during lunch and before/after school in order to nurture social-emotional development	Increase in student connectedness to school and social-emotional well being is enhanced
Students with Disabilities (SWD) Attendance	15.9% of SWD were chronically absent	Decrease the number of chronically absent students by 2% by 23-24
Spring Survey 2023 - Sense of Belonging	38% of students strongly agree/agree that students are respectful of each other at school.	Increase the number of students who strongly agree/agree by 5% in 23-24

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

Strategy/Activity & Proposed Expenditures

2.6	Purchase Restorative Practice/SEL Curriculum	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	700	School Year 2023-24
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2.7	Implement Attendance/Engagement Improvement	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Principal, Teachers, Staff, and PTC	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2023-24
2.8	Provide materials to support school-wide PBIS and Social-Emotional Learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal, ICT, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24

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

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

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?

iReady Reading and Math - three times a year

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

Students made more gains in reading than mathematics

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

Target specific students needing additional support in Mathematics with intervention

2022-23

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady Math	Number and Operations: Grades 1-6 54% at or above grade level	Increase by 2% for a goal of 56%
iReady Math	Geometry: Grades 1-6 58% at or above grade level	Increase by 2% for a goal of 60%
iReady Math/CAASPP	47% of Low SES students are one or more grade levels below in Math.	Decrease the number of Low SES students who are at least one grade level below in Math by 2% by June of 2024.

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	Employ a classified employee to support differentiated instruction to English learners.	All Students X English Learners Low-Income Students Foster Youth Other	EL Instructional Aide	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	11,513 4,636	School Year 2023-24

3.2	Provide certificated 100% ELD teacher to support EL students in grades K-6 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Teacher, Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	79,196	School Year 2023-24
3.3	Foster mathematical practices and redesign math block structure	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Principal	LCFF Supplemental Site Allocation None Specified	0	School Year 2023-24
3.4	Provide Teacher release days for Lesson Study/Peer Collaboration	X All Students English Learners X Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4500	School Year 2023-24

3.5	Purchase books to support reading and math	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2023-24
3.6	Purchase Smart Boards for interactive classroom instruction	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation None Specified	2052	
3.7	Purchase Books for Teacher Book Study	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400	
3.8	Collaborate with PLI to design Math PLC and implement	All Students English Learners Low-Income Students Foster Youth Other	Principal, Leadership Team	LCFF Supplemental Site Allocation	0	

	Math Lesson Study					
3.9	Host a Math Family Night	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal, Staff	LCFF Supplemental Site Allocation None Specified	200	School Year 2023-24
3.10	Provide additional assignment pay to design a Math Resources web page for students and families	X All Students English Learners Low-Income Students Foster Youth Other	Principal, ICT	LCFF Supplemental Site Allocation	1500	School Year 2023-24
3.11		All Students English Learners Low-Income Students Foster Youth Other				

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?

Spring 2023 Survey annually

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

Students increased their understanding of classes needed to take to pass and graduate from college. Parent knowledge decreased in this area.

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

We will partner with Arcade's counselor and teach lessons based off the Naviance Strength Finder Assessment. We will continue to grow our K Kids student Leadership program.

2022-23

Identified Need

To empower our students with the confidence that they can take on new and difficult challenges in any given circumstance. Provide leadership opportunities for students to engage in community service projects on campus and in the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Climate Survey - College and Career Readiness	Students know what classes they will have to take to pass college 45% Parents and 56% of Students	Increase 2% to 47% of Parents and 58% of Students
Participation in K Kids Student Leadership	Extend student leadership to all 3 Trimesters	Increase the number of 4th-6th students participating in K Kids

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

4.12	Increase parent and student awareness of graduation requirements with College Pathways & College Week	X All Students English Learners Low-Income Students Foster Youth Other	Site staff	LCFF Supplemental Site Allocation None Specified	0	School Year 2023-24
4.13	Promote leadership opportunities for students by partnering with Carmichael Kiwanis Club	All Students English Learners Low-Income Students Foster Youth X Other 4th-6th grade students	Site staff, Carmichael Kiwanis Club	LCFF Supplemental Site Allocation None Specified	0	School Year 2023-24

4.14	Naviance Strength Finder and Arcade Counselor collaboration - 6th	All Students English Learners Low-Income Students Foster Youth X Other 6th grade students	Site staff	LCFF Suppleme ntal Site Allocation None Specified	0	School Year 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)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$110,696.00

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 (\$)
------------------	-----------------

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 (\$)
	\$0.00
LCFF Supplemental English Learner Central	\$79,196.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$110,696.00

Total of federal, state, and/or local funds for this school: \$110,696.00

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	31,500	0.00
LCFF Supplemental English Learner Central	79,196	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental English Learner Central	79,196.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,500.00
1000-1999: Certificated Personnel Salaries	83,696.00
2000-2999: Classified Personnel Salaries	11,513.00
3000-3999: Employee Benefits	4,636.00
4000-4999: Books And Supplies	7,099.00
None Specified	2,252.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	79,196.00
	LCFF Supplemental Site Allocation	0.00
	LCFF Supplemental Site Allocation	1,500.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,513.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,636.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,099.00
None Specified	LCFF Supplemental Site Allocation	2,252.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,499.00
Goal 2	3,200.00
Goal 3	105,997.00
Goal 4	0.00

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
Stacey Leidahl	Classroom Teacher
Marika Mank	Classroom Teacher
Shannon Fox	Classroom Teacher
Elizabeth Cliniciu	Other School Staff
Nicole Mendonca	Parent or Community Member
Meredith Warnes	Parent or Community Member
Kyle Ferruolo	Parent or Community Member
Maria Kokkinis	Parent or Community Member
Danielle Cardenas	Parent or Community Member
Wendy Benson	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Aly Alza	English Learner Advisory Committee
Snowy Mank	Other: Cowan Fundamental School's Parent Teacher Club (PTC)

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 May 24th, 2023.

Attested:

Wendy Benson	Principal, Wendy Benson on 05/24/2023
Marika Mank	SSC Chairperson, Marika Mank on 05/24/2023

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (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/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

James Cowan Fundamental Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement Bobcat Pride Fridays - Wear Red		\$0.00	Connected School Communities	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central **\$79,196.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide certificated 100% ELD teacher to support EL students in grades K-6 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$79,196.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$79,196.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Foster mathematical practices and redesign math block structure	None Specified	\$0.00	Engaging Academic Programs	
Provide Teacher release days for Lesson Study/Peer Collaboration	1000-1999: Certificated Personnel Salaries	\$4,500.00	Engaging Academic Programs	

James Cowan Fundamental Elementary School

Purchase books to support reading and math	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Purchase Smart Boards for interactive classroom instruction	None Specified	\$2,052.00	Engaging Academic Programs
Purchase Books for Teacher Book Study	4000-4999: Books And Supplies	\$400.00	Engaging Academic Programs
Collaborate with PLI to design Math PLC and implement Math Lesson Study		\$0.00	Engaging Academic Programs
Host a Math Family Night	None Specified	\$200.00	Engaging Academic Programs
Provide additional assignment pay to design a Math Resources web page for students and families		\$1,500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$4,636.00	Engaging Academic Programs
Increase parent and student awareness of graduation requirements with College Pathways & College Week	None Specified	\$0.00	Clear Pathways to Bright Futures
Promote leadership opportunities for students by partnering with Carmichael Kiwanis Club	None Specified	\$0.00	Clear Pathways to Bright Futures
Naviance Strength Finder and Arcade Counselor collaboration - 6th	None Specified	\$0.00	Clear Pathways to Bright Futures
Increase school connectedness for students struggling with behavior by connecting with an adult on campus through the Check in Check out system	None Specified	\$0.00	Connected School Communities
Purchase Restorative Practice/SEL Curriculum	4000-4999: Books And Supplies	\$700.00	Healthy Environments for Social-Emotional Growth
Implement Attendance/Engagement Improvement	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth

James Cowan Fundamental Elementary School

Provide materials to support school-wide PBIS and Social-Emotional Learning	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Employ a classified employee to support differentiated instruction to English learners.	2000-2999: Classified Personnel Salaries	\$11,513.00	Engaging Academic Programs
Implement assemblies and programs that promote positive behavior and build community with a common school-wide experience.	None Specified	\$0.00	Connected School Communities
Purchase materials to support school-wide positive behavior system PBIS	4000-4999: Books And Supplies	\$1,499.00	Connected School Communities
Provide opportunities for families to connect with school and support learning	None Specified	\$0.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

James Cowan Fundamental Elementary School Total Expenditures: \$110,696.00