School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coyle Avenue Elementary School	34-67447-6034466	05/21/2024	July 30, 2024

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

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

During the course of the 2023-24 school year data was collected and group were met with to discuss the implementation of the current SPSA actions, review data, and completed the comprehensive needs assessment. This was done over a few different meetings. This includes two School Site Council meetings, 2 staff meetings, and 2 ELAC meetings. The input from each groups was used to review and write this plan.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.65%	0.6%	0.62%	2	2	2
African American	9.03%	8.46%	8.00%	28	28	26
Asian	3.23%	3.63%	3.38%	10	12	11
Filipino	2.26%	1.21%	1.23%	7	4	4
Hispanic/Latino	30.32%	27.79%	32.62%	94	92	106
Pacific Islander	1.94%	2.11%	1.85%	6	7	6
White	44.19%	45.02%	40.31%	137	149	131
Multiple/No Response	8.39%	11.18%	12.00%	26	37	39
			Total Enrollment	310	331	325

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	48	38
Grade 1	52	55	46
Grade 2	53	55	55
Grade3	60	54	56
Grade 4	58	62	55
Grade 5	39	57	63
Total Enrollment	310	331	325

Student Enrollment by Grade Level

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	40	47	65	12.70%	12.9%	20.0%
Fluent English Proficient (FEP)	13	12	10	4.40%	4.2%	3.1%
Reclassified Fluent English Proficient (RFEP)				7.5%		

School and Student Performance Data

Student Population

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
331	**77.3**	**14.2**	**1.8**
Total Number of Students enrolled in Coyle Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	47	14.2
Foster Youth	6	1.8
Homeless	12	3.6
Socioeconomically Disadvantaged	256	77.3
Students with Disabilities	60	18.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	8.5
American Indian	2	0.6
Asian	12	3.6
Filipino	4	1.2
Hispanic	92	27.8
Two or More Races	37	11.2
Pacific Islander	7	2.1
White	149	45

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
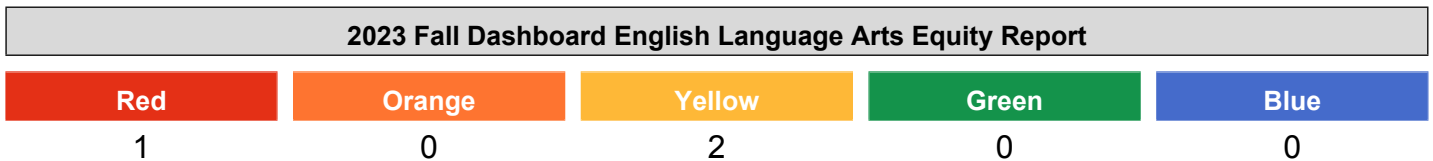## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 69.5 points below standard Increased +5.1 points 157 Students	105.7 points below standard Increased +4.2 points 27 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 8 Students	Red 74.7 points below standard Maintained +1.9 points 130 Students	120.8 points below standard Maintained -0.4 points 29 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
125.8 points below standard Increased +3.4 points 18 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 64.2 points below standard Increased +3.8 points 38 Students	64.5 points below standard Increased Significantly +25.3 points 15 Students	Less than 11 Students 3 Students	Yellow 55.7 points below standard Increased +9.7 points 70 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.7 points below standard Maintained -1.9 points 22 Students	Less than 11 Students 5 Students	63.3 points below standard Increased +5.7 points 125 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

This year there was growth in the area of ELA overall. All students scored 69.5 points below standard which was an increase from the previous school year. While there was growth to celebrate there are student groups who didn't make the same growth or are further from standard than others. Socioeconomic Disadvantage Students maintained with +1.8 which was under the growth of all students at 5.1 points. This caused this group to be red on the dashboard and will need continued support with in this plan. Other student groups who didn't have a dashboard indicator score but are further from standard that will also need additional supports are
- Students with Disabilities
- African American Students
- English Language Learners

While there was growth in most of these student groups they are still further from standard.

While there was growth this year in ELA, we still have students who have struggle with phonics, comprehension, and writing.
Last years plan had a focus on supporting students with intervention supports, materials, and teacher training. These actions did help move our overall ELA scores forward. Staff had started work with phonics skills and implementing new phonics curriculum like UFLI, but that work is needing to continue as it only had a short time to get going with a need in

continued training. Teachers and parents also have identified a need to focus on phonics and writing skills and continued focus on using intervention with students who have shown a need for extra support.

Staff and parents, from the data, identified a continued need for intervention supports. A need for additional training/professional learning, additional tools and curriculum in the areas of phonics and writing, additional time to focus/collaborate on data and target students with appropriate supports.
- Intervention Teachers
- Phonics Curriculum
- Training and Professional Learning
- Other resources and tools to support intervention

School and Student Performance Data
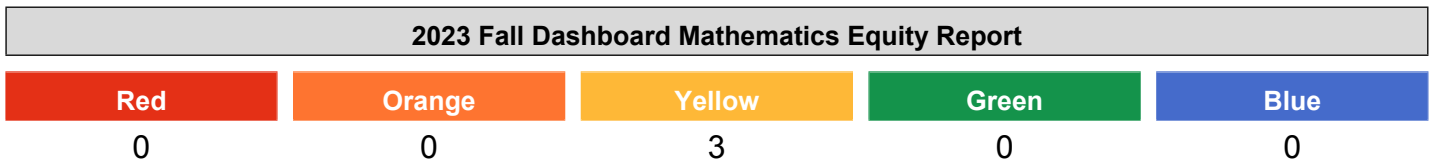
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	86.4 points below standard	Less than 11 Students
67.3 points below standard	Decreased -7.1 points	
Increased +10.8 points		1 Student
157 Students	27 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	117 points below standard
	72.2 points below standard	Increased +4.8 points
8 Students	Increased +10.9 points	
	130 Students	29 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
125.8 points below standard Decreased -7.9 points 18 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 65.3 points below standard Increased Significantly +15.7 points 38 Students	43.6 points below standard Increased Significantly +17.7 points 15 Students	Less than 11 Students 3 Students	Yellow 61 points below standard Increased +10.9 points 70 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.2 points below standard Increased +10.3 points 22 Students	Less than 11 Students 5 Students	63.9 points below standard Increased Significantly +15.5 points 125 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Math saw the most growth last year. This has been a site focus for the last two years. Overall students increased10.8 points on CAASPP testing. While almost all student groups showed growth there still groups that are further from standard than others. All students scored 67.3 points below standard which was an increase from the previous school year.
We had no student groups with a red indicator on the dashboard the below student groups are further from standard:
- English Language Learners (decreased by 7.1 points)
- Students with disabilities (did increase 4.8 points, but are 117 points from standard)
- African American students (decreased by 7.9 points)

As a site we have been focusing on math intervention and how we teach math to our students with use of Building Thinking Classroom type tasks, and more. We have had additional training, worked with math TOSAs, increase additional tools to support learning in the classroom, and more. Many student groups increase on CAASPP. There are still struggles with basic fact fluency in K-2 addition and subtraction and 3-5th with multiplication and division. Students still need support with problem solving and being able to describe their learning.

There is a need for continued coaching and training, addition tools, continued intervention, and math intervention.

School and Student Performance Data

Academic Performance
## English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
0.75% making progress towards English language proficiency
Number of EL Students: 36 Students
Performance Level: 5
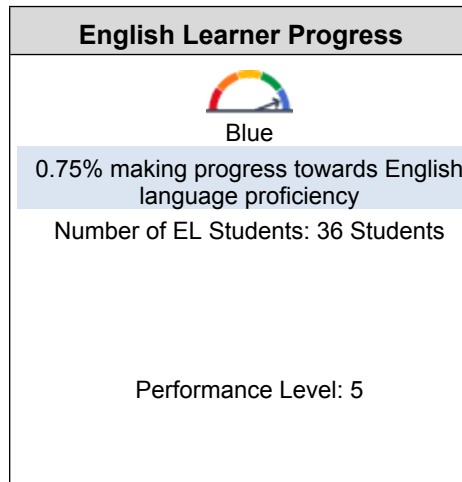
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	8	0	27

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Last year many of our English Language Learners made growth on ELPAC assessments. 27 of the 36 students who took that assessment made progress on ELPI level. We are continuing to get students who are English Language Learners and continued supports and training will be need to support there growth. Will did have 8 student maintain and one decrease.

The growth we saw this year could be contributed to a high focus on English Language Learners in designated ELD, using intervention to support reading growth, use of tutors, and teacher focus on more classroom supports. There is a need for more training around integrated ELD supports to get students to practice language skills in the classroom.

Resources that we will continue to need to support our English Language Learners are:
- .5 ELD teacher
- supports through intervention
- phonics and reading supports
- more training and data conversations to drive designed and integrated ELD
- differentiated materials and supplies to support classroom and ELD classroom\

School and Student Performance Data

Academic Performance
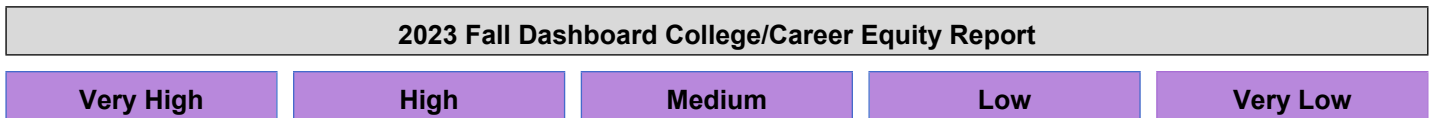## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
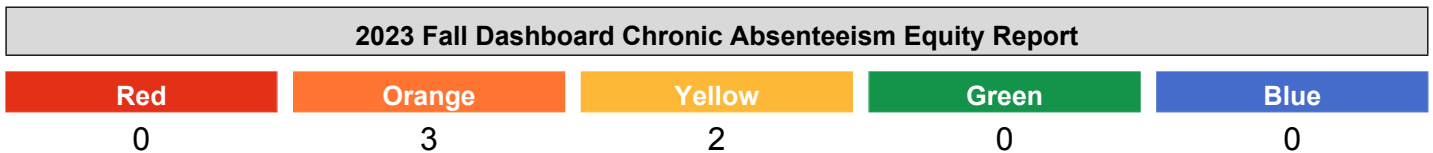## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
35.4% Chronically Absent	25.4% Chronically Absent	
Declined Significantly -11.7	Declined -13.8	6 Students
359 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
38.9% Chronically Absent	Yellow	Orange
Declined -17.6	37.7% Chronically Absent	46.3% Chronically Absent
18 Students	Declined Significantly -10.8	Declined -11.2
	289 Students	82 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
25.9% Chronically Absent Declined -21.1 27 Students	Less than 11 Students 2 Students	41.7% Chronically Absent Declined -2.1 12 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 32.4% Chronically Absent Declined -11.1 105 Students	44.7% Chronically Absent Declined -5.3 38 Students	Less than 11 Students 7 Students	Yellow 34.8% Chronically Absent Declined Significantly -14.6 164 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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Last year we saw an decrease in our chronically absent rate for all students by 11 .7%. Attendance was a focus for us this last year with all students and with the student groups of Students with Disability (decreased 11.2%) and African American students (decrease 25.9%). We had no student groups in the red on the dashboard indicators, but still a chronic absent rate of 35.4%. Students with Disabilities rate decreased, but still is at 46.3% and will need a continued focus.

Improvement was seen in our attendance rate and our Chronically Absent rate. We utilized extra time with our attendance clerk to help connect with families, provide resources, build positive relationships, and support/run incentives for positive attendance. Teachers also focused on building positive connections with families and worked to communicate with families more often using tools like Talking Points. Even with the decrease in our chronically absent we still have room for improvement. Many families have shared that some of the struggles for attendance is transportation needs, feeling of connection to other students, routines to get students to school, and other struggles like housing.

We need continued supports and work to continue to connect family to resources and continued communication with families to better understand barriers so they can be addressed. We will continue to provide extra time to attendance clerk to better connect with families and work to decrease barriers. Continue to provide incentives for students with positive and improving attendance, continue meeting with families that are struggle to make it to school, continue work on teacher communication with families, and work to support building positive relationships with families.
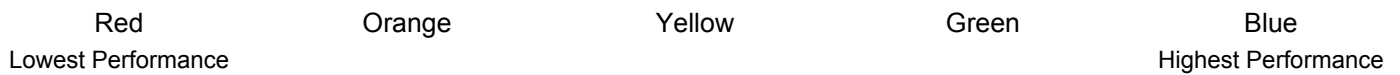
School and Student Performance Data

Academic Engagement
Graduation Rate

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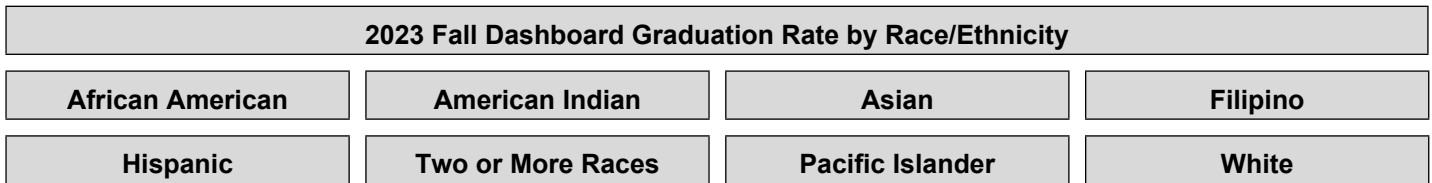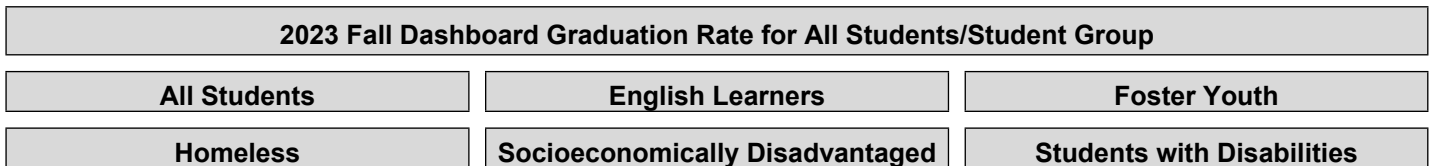
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Conditions & Climate
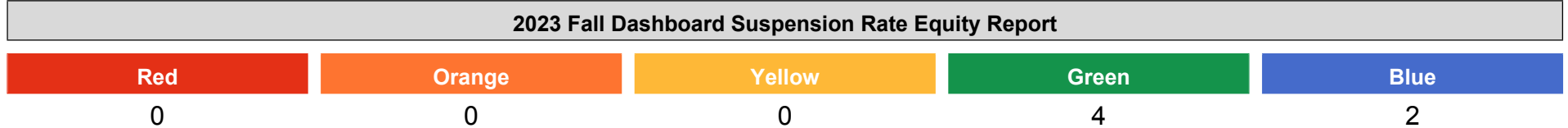## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Blue

0.5% suspended at least one day

Declined -0.5

376 Students

English Learners

Blue

0% suspended at least one day

Declined -1.8

67 Students

Foster Youth

Less than 11 Students

7 Students

Homeless

0% suspended at least one day

Maintained 0

23 Students

Socioeconomically Disadvantaged

Green

0.7% suspended at least one day

Declined -0.8

306 Students

Students with Disabilities

Green

2.3% suspended at least one day

Declined -0.5

88 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	Less than 11 Students 2 Students	0% suspended at least one day	Less than 11 Students 4 Students
Maintained 0 28 Students		Maintained 0 15 Students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	Less than 11 Students 7 Students	Green
0.9% suspended at least one day	0% suspended at least one day		0.6% suspended at least one day
Declined -0.9 108 Students	Maintained 0 39 Students		Declined -0.7 173 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

0.5% of all students were suspended at least one day which was a decrease from the previous school year. 2.3% of our students with disabilities were suspended at least one day which was a decrease from the previous school year.
While our suspension rate is low we still need to continue to find ways to support students with disabilities who had a slightly higher rate.

We have many additional supports to help students be successful in classrooms. We utilize restorative practices, morning meeting to build positive relationships, use of the "Houses" system to build positive school community, and use other strategies to help students learn from situations and how to better handle them in the future. There is still a need to better address how students handle conflict, friendly competition, have a growth mindset, and deal with frustration.

Resources needed:
- Continued use of 2 campus monitors
- Continued focus on Restorative Practices
- Use of social skills curriculum like Second Step
- Houses System
- Training on deescalation strategies
- Continue to focus on building positive relationships with students and families.

- PBIS

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Different types of data were used to monitor the goal. We used iReady, CAASPP, ELPAC, Text Level, DIBELS, BPST, and classroom observations/assessments. DIBELs is done in the beginning and end of the year, CAASPP is done at the end of each year, BPST are done at every trimester, ELPAC is done at the end of school year, and classroom observations and assessments are ongoing. We also use teacher assessments and observations as well to be able to monitor progress through out the year.

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

This last year we had a focus on reading intervention and math practices in our classrooms. We saw growth overal in math, reading, and with our English Language Learners. Reading intervention has been very helpful support to help our students grow. The students seen we targeted by skill and reading level. This allowed students to get extra support and more practice to master reading

skills. The increased focus on math at the site along with increase math intervention supports also help our students grow. As we saw more growth in math than reading.

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

The data shows for a continued need for reading intervention supports to help support student with reading, phonics, and comprehension. Our data shows that we grow the most last year in math but a continued focus on math including PD, materials, and intervention is needed. We will be implementing more professional learn especially around reading and a continued focus on math. Coyle will also have a .5 ELD teacher to help support our EL students. More focus on SWD in all academic areas, African American, socioeconomically disadvantaged students. This includes providing supports, materials, .

2023-24
Identified Need

Staff and parents identified a need focus on reading with a continued focus on math. A continued need for intervention teachers and materials, a need for more opportunities to enrich learning (including field trips and after school enrichment), a need to for more technology and tools to support instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	69.5 points below standard	+3 scale score points
	English Learners	105.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	74.7 points below standard	
	Students with Disabilities	120.8 points below standard	
	African American	125.8 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	64.2 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races	64.5 points below standard	
	Pacific Islander		
	White	55.7 points below standard	
Math State Assessment: Change in scale score	All Students	67.3 points below standard	+3 scale score points
	English Learners	86.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	72.2 points below standard	
	Students with Disabilities	117 points below standard	
	African American	125.8 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	65.3 points below standard	
	Two or More Races	43.6 points below standard	
	Pacific Islander		
	White	61 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.75%		+2%
English Learner Reclassification:	2.99%		+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of English language learners who are reclassified to Fluent English Proficient		

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide small group targeted instruction/intervention to students in the area of ELA and Math based off data. This action will be support by 2.8 intervention teachers .8 PC # 32307 1.0 PC # 30589	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	165,000 66,432	2024-25 School Year
1.2	Provide additional materials to support targeted interventions in classrooms. This will be done by providing copier contract to support small group and intervention	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000	2024-25 School Year

	supplemental materials.				
1.3	Use of release time for data analysis and planning instruction to better target student needs including student groups of English Language Learners, Low-Income Students, and Students with Disabilities. This would include time to plan for designed and integrated ELD.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	4019	2024-25 School Year
1.4	Provide additional instructional tools to support intervention and small group classroom instruction for English Lanauage Learners.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,049	2024-25 School Year
1.5	Provide opportunities for field trips and other experiences to enrich student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year

		This action will be supported through ELO.				

1.6		Provide additional technology tools to help support instruction. This would include online licenses like Reflex math and Mystery Science and other technology supports.	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Lowest Performing
				Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4,822	2024-25 School Year

1.7		Provide opportunities for professional growth including conferences, trainings, book studies, and etc.	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Lowest Performing
				Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	3,000	2024-25 School Year

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance was a focus since COVID to bring down the our Chronically Absent rate. This year we pulled attendance data daily and monthly to track students attendance, empathy gather, connect family with resources, and schedule attendance meetings.

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

Having the extra time for the attendance clerk has help improve our attendance. This allowed us to better connect with families, target families who are struggling with attendance, and connect families with resources. We were about to improve our overall attendance and bring down our chronically absent rate. Last school year we really focused on our African American Students and Students with Disabilities chronic absenteeism rate. We saw growth in both areas but still need to focus on support our Students with Disabilities on attendance.

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

We will continue to need support communicating with families, connect them to resources, and find more positive ways to get kids excited about coming school. There needs to be a continued focus on get our Students with Disabilities to school

2023-24
Identified Need

- Continued need for extra time for attendance clerk
- Parents and staff identified the continued need for positive incentives for attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	35.4% Chronically Absent	-0.5%
	English Learners	25.4% Chronically Absent	
	Foster Youth		
	Homeless	38.9% Chronically Absent	
	Socioeconomically Disadvantaged	37.7% Chronically Absent	
	Students with Disabilities	46.3% Chronically Absent	
	African American	25.9% Chronically Absent	
	American Indian		
	Asian	41.7% Chronically Absent	
	Filipino		
	Hispanic	32.4% Chronically Absent	
	Two or More Races	44.7% Chronically Absent	
	Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	34.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.54%		92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)			
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.			
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander		.

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Improve Chronic Absenteeism by understanding barriers, connecting families to resources, and better communicate with families. This will be done by providing an extra hour to attendance clerk to support attendance goals. PC #38875	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	4,380 5,347	2024-25 School Year
2.2	Improve overall attendance by recognizing, celebrate, and provide incentives for positive school attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We used parent survey data, SABRS Data, Empathy Gathering (parent and staff). This was ongoing throughout the school year.

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

Parents and staff identified that the Campus representative was effective. This position was able to monitor safety on campus, help with social emotional learning, be utilized with check in check out, support students academically and more. The "Houses" system was identified as a positive student support. Parents and students all mention added excitement over field trips and Sami Circuit Visit. We saw better SABRS numbers this year than the previous years. Parents also mentioned a positive school environment and staff being welcoming. We have continued to work on Restorative Practices, PBIS, and Houses system. Families also mentioned that family events like Jog-a-thon, movie nights, game nights, StarStruck, and more also help build a welcoming and positive feeling. Family mentioned that school as had a lot of communication through email, newsletters, Talking Points, and more.

In surveys parents, students, and staff identified a continued need to focus on safety and social emotional learning.
- My school is a safe place for all students - 70%
- Connected to school 73.5%

We are still working on increase family involvement on campus, continue to find was to support students feeling more connected to school, focus on safety, and focus on improving positive behavior on campus.

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

After looking at surveys, referral data, and empathy gathering we have identified a need for the continued supports in SEL, conflict resolution, sportsmanship, problem solving, and increase opportunities for enrichment. There also is a need for more PBIS systems and other opportunities for students to engage in social emotional learning.

2023-24
Identified Need

Resources needed:
- Continued use of 2 campus monitors
- Continued focus on Restorative Practices
- Use of social skills curriculum like Second Step
- Houses System
- Training on deescalation strategies
- Continue to focus on building positive relationships with students and families.
- PBIS

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.5% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	0.7% suspended at least one day	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Students with Disabilities	2.3% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0.9% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	0.6% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	73.5%		75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70%		72%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	30%		+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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Improve student safety, support Check in and Out, PBIS work, and improve student connectedness. This serviced by Campus Monitor PC #36004	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	27,581 11,650	2024-25 School Year
3.2	Support students with dealing with conflict, reduce suspension/explosion rate, and support classrooms with the implantation of Restorative Practices. This will be support by .2 restorative practice teacher through ELO.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year

3.3	Implement PBIS year 1 to support students social emotional learning, bring down occurrences of behavior, support Check in and out, and improve school connectedness.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
					2024-25 School Year

3.4	Provide family nights and opportunities to support to increase family connectedness and build a positive school culture.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries
			Title I Part A Parent Involvement 4000-4999: Books And Supplies
				1,500
				
				1,536
					2024-25 School Year

3.5	Provide assemblies around bulling, growth mindset, healthy life styles, and more.
	This action will be supported through ELO.
		X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
					2024-25 School Year

3.6	Use social emotional curriculum and supports like Second Step social to support safety, reduce student conflicts, build empathy, and grow social emotional learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year
3.7	Continued implementation of the "Houses" system to support build positive school community, improve social skills for students, make students feel more connected to peers and staff, and use a part of the positive support system at Coyle.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year
3.8	To help with student safety and connectedness provide supplemental recreational aide	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	2024-25 School Year

	allocation to be used as needed.				

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:
Student Achievement and Implementation of Standards

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
Data shows a need to support English Language Students with language development with designed ELD time.	2024-25 School Year	.5 ELD Teacher will support this work.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Increase student safety, support PBIS/Restorative work, promote positive school climate, and support classroom management.	2024-25 School Year	This will be done through a Campus Monitor.	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	

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	$256,036.00
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	$301,249.00

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 ($)
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$41,280.00
Title I Part A Parent Involvement	$3,036.00
Title I Part A Site Allocation	$253,000.00

Subtotal of state or local funds included for this school: $301,249.00

Total of federal, state, and/or local funds for this school: $301,249.00

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	41,280	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	253,000	0.00
Title I Part A Parent Involvement	3,036	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	41,280.00
Title I Part A Parent Involvement	3,036.00
Title I Part A Site Allocation	253,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	169,019.00
2000-2999: Classified Personnel Salaries	37,394.00
3000-3999: Employee Benefits	83,429.00
4000-4999: Books And Supplies	2,585.00
5000-5999: Services And Other Operating Expenditures	5,822.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	27,581.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	11,650.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	1,049.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,536.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	169,019.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	4,380.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	71,779.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	4,822.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	245,322.00
Goal 2	9,727.00
Goal 3	46,200.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
James Reinhard	Principal
Janel Hedrick	Classroom Teacher
Cherie Downie	Classroom Teacher
McKenna Scalise	Classroom Teacher
Mikayla Salser	Parent or Community Member
Sarah Mihal	Parent or Community Member
Veronica Wittman	Parent or Community Member
Mayra Romero	Parent or Community Member
Olivia O'Neil	Parent or Community Member
Monica Smith	Parent or Community Member
Ronnie Hopkins	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/21/2024.

Attested:

Signature	
	Principal, James Reinhard on 06/06/2024
	SSC Chairperson, Janel Hedrick on 06/06/2024

Budget By Expenditures

Coyle Avenue Elementary School

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
To help with student safety and connectedness provide supplemental recreational aide allocation to be used as needed.	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$41,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$11,650.00	Engaging Academic Programs	
Provide additional instructional tools to support intervention and small group classroom instruction for English Lanauage Learners.	4000-4999: Books And Supplies	$1,049.00	Connected School Communities	
Provide additional materials to support targeted interventions in classrooms. This will be done by providing copier contract to support small group and intervention supplemental materials.	5000-5999: Services And Other Operating Expenditures	$1,000.00	Connected School Communities	
Improve student safety, support Check in and Out, PBIS work, and improve student connectedness.	2000-2999: Classified Personnel Salaries	$27,581.00	Engaging Academic Programs	

This serviced by Campus Monitor
PC #36004

Coyle Avenue Elementary School

LCFF Supplemental Site Allocation Total Expenditures: $41,280.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $3,036.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family nights and opportunities to support to increase family connectedness and build a positive school culture.	2000-2999: Classified Personnel Salaries	$1,500.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$1,536.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $3,036.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $253,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide small group targeted instruction/intervention to students in the area of ELA and Math based off data. This action will be support by 2.8 intervention teachers .8 PC # 32307 1.0 PC # 30589	1000-1999: Certificated Personnel Salaries	$165,000.00	Connected School Communities	
Use of release time for data analysis and planning instruction to better target student needs including student groups of English Language Learners, Low-Income Students, and Students with Disabilities. This would include time to plan for designed and integrated ELD.	1000-1999: Certificated Personnel Salaries	$4,019.00	Connected School Communities	

Coyle Avenue Elementary School

Provide additional technology tools to help support instruction. This would include online licenses like Reflex math and Mystery Science and other technology supports.	5000-5999: Services And Other Operating Expenditures	$4,822.00	Connected School Communities
Provide opportunities for professional growth including conferences, trainings, book studies, and etc.	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00	Connected School Communities
	3000-3999: Employee Benefits	$66,432.00	Connected School Communities
Improve Chronic Absenteeism by understanding barriers, connecting families to resources, and better communicate with families. This will be done by providing an extra hour to attendance clerk to support attendance goals. PC #38875	2000-2999: Classified Personnel Salaries	$4,380.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$5,347.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures: $253,000.00

Title I Part A Site Allocation Allocation Balance: $0.00

Coyle Avenue Elementary School Total Expenditures: $301,249.00