

School Year: **2024-25**



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	5/22/24	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).

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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

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 2023-24 school year: staff met monthly, English Language Advisory Committee met 4 times, and School Site Council met 6 times to review data, gather needs, revise the current SPSA and plan for the upcoming SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.06%	0.52%	0.74%	4	2	3
African American	6.08%	9.56%	7.39%	23	37	30
Asian	8.47%	5.94%	7.14%	32	23	29
Filipino	0.26%	0.78%	0.74%	1	3	3
Hispanic/Latino	17.46%	19.12%	20.20%	66	74	82
Pacific Islander	0.26%	1.03%	1.23%	1	4	5
White	59.79%	55.81%	52.46%	226	216	213
Multiple/No Response	6.61%	7.24%	10.10%	25	28	41
Total Enrollment				378	387	406

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	53	52
Grade 1	48	52	53
Grade 2	49	53	53
Grade3	75	53	52
Grade 4	55	75	58
Grade 5	70	54	82
Grade 6	33	47	33
Total Enrollment	378	387	406

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	44	42	47	12.70%	11.6%	11.6%
Fluent English Proficient (FEP)	58	45	41	10.10%	15.3%	10.1%
Reclassified Fluent English Proficient (RFEP)				4.1%		

School and Student Performance Data

Student Population

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	43.4	10.9	
Total Number of Students enrolled in James R. Cowan Fundamental 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	42	10.9
Foster Youth		
Homeless	8	2.1
Socioeconomically Disadvantaged	168	43.4
Students with Disabilities	35	9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	9.6
American Indian	2	0.5
Asian	23	5.9
Filipino	3	0.8
Hispanic	74	19.1
Two or More Races	28	7.2
Pacific Islander	4	1
White	216	55.8

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.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

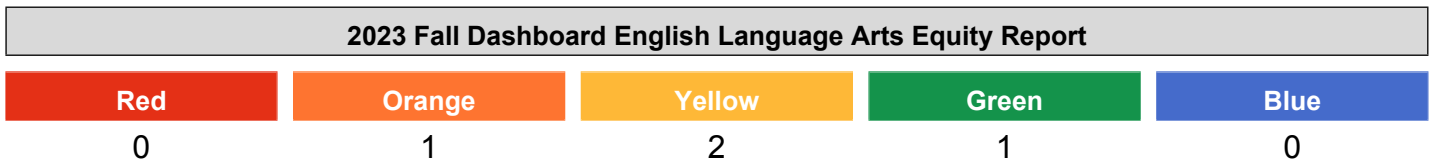
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This section provides number of student groups in each level.



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 Yellow 4.9 points above standard Maintained -0.6 points 221 Students	English Learners Yellow 13.2 points below standard Increased +10.5 points 41 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 15.4 points below standard Decreased -3.3 points 106 Students	Students with Disabilities 31 points below standard Maintained +1.5 points 23 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
72.5 points below standard Decreased Significantly - 57.8 points 16 Students	Less than 11 Students 1 Student	10.6 points below standard Increased Significantly +23.1 points 13 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.8 points below standard Increased +6.9 points 45 Students	30.3 points above standard Increased +5.2 points 15 Students	Less than 11 Students 2 Students	 Green 18.3 points above standard Maintained +1.1 points 128 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
119.8 points below standard Decreased Significantly -34 points 13 Students	36.2 points above standard Decreased -4.5 points 28 Students	7.3 points above standard Decreased -6.5 points 162 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.

All students scored 4.9 points below standard which was similar to the previous school year. Our lowest performing student group was Socioeconomically Disadvantaged students. Socioeconomically Disadvantaged scored 15.4 points below standard which was a decrease from the previous school year. Socioeconomically Disadvantaged and African American students

Lack of student engagement, absences, and lack of practice

Students need engaging texts that are culturally responsive. Students need consistent practice with I-Ready and texts. Students need targeted small group instruction. Teachers need up-to-date text leveling tools. Student performing below grade level need accelerated reading intervention.

School and Student Performance Data

Academic Performance Mathematics

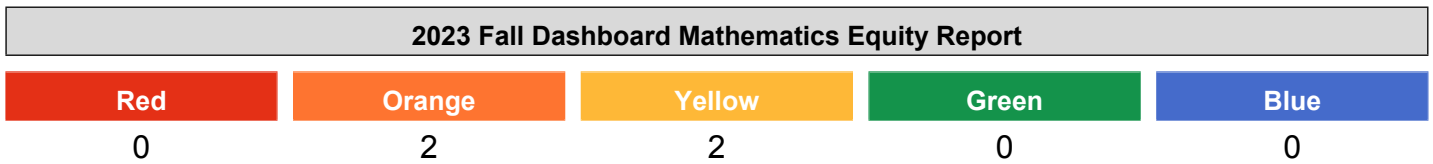
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>17.1 points below standard</p> <p>Decreased -8.4 points</p> <p>221 Students</p>	<p>English Learners</p> <p>Orange</p> <p>26.9 points below standard</p> <p>Maintained -1.4 points</p> <p>41 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>46.3 points below standard</p> <p>Decreased Significantly -21.6 points</p> <p>106 Students</p>	<p>Students with Disabilities</p> <p>44.8 points below standard</p> <p>Increased Significantly +32.8 points</p> <p>23 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
87.6 points below standard Decreased Significantly - 50.9 points 16 Students	Less than 11 Students 1 Student	38.5 points below standard Decreased Significantly -29 points 13 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.1 points below standard Maintained -2.2 points 45 Students	12 points below standard Decreased Significantly - 17.2 points 15 Students	Less than 11 Students 2 Students	 Yellow 5.1 points below standard Maintained -0.5 points 128 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
135.7 points below standard Decreased Significantly -54.4 points 13 Students	23.6 points above standard Decreased -6.8 points 28 Students	14.5 points below standard Decreased -6.8 points 162 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.

All students scored 17.1 points below standard which was a decrease from the previous school year. Our lowest performing student groups were English learners and Socioeconomically Disadvantaged. English learners scored 26.9 point below standard which was similar to the previous school year. Socioeconomically Disadvantaged students scored 46.3 points below standard which was a significant decrease from the previous school year. English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American and Asian students.

Lack of targeted/individualized instruction, inconsistent practice with I-Ready lessons, and incomplete understanding of math concepts.

Students need engaging games and activities that utilize real-life problems. Students need consistent practice and goal setting with I-Ready. Students need targeted small group instruction. Student performing below grade level need accelerated math intervention. Families need support and education about Math standards and ways to support students at home (Math Night). Teachers need continued professional development and release days to examine data, co-plan/teach lessons, and debrief (lesson-study).

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
0.4% making progress towards English language proficiency
Number of EL Students: 25 Students
Performance Level: No Performance Level

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
3	12	0	10

Lowest Performing Group:

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

Ten students progressed at least one ELPI Level. Three students decreased one ELPI Level. There are twelve students who plateaued or maintained at a level (below a 4).

Lack of ELD curriculum for Designated ELD, low attendance at ELAC meetings for caregivers, and students needing additional support academically.

Students need access to EL Achieve curriculum and practice using Lexia Core 5. Student performing below grade level need intervention support. Students also need support with Identity Groups.

School and Student Performance Data

Academic Performance College/Career Report

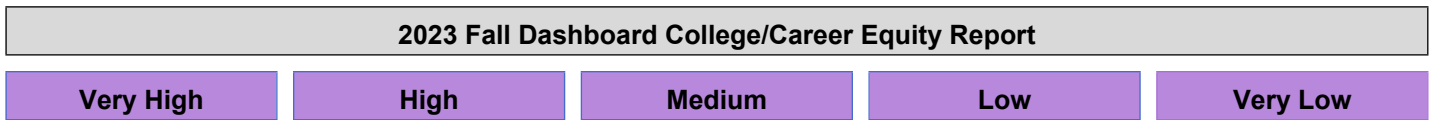
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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 Report by 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.

N/A
N/A
N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

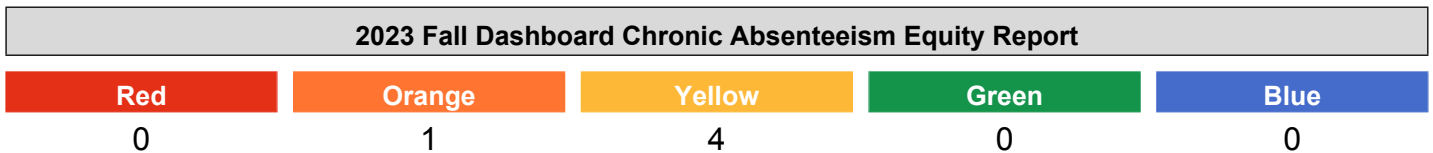
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>17.9% Chronically Absent</p> <p>Declined Significantly -5.1</p> <p>397 Students</p>	<p>English Learners</p> <p>Orange</p> <p>20% Chronically Absent</p> <p>Maintained 0</p> <p>50 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>25.3% Chronically Absent</p> <p>Declined Significantly -3.9</p> <p>190 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>16.7% Chronically Absent</p> <p>Declined -6.7</p> <p>42 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
27% Chronically Absent Increased 3 37 Students	Less than 11 Students 2 Students	8.3% Chronically Absent Declined -6.3 24 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.4% Chronically Absent Declined -14.6 78 Students	17.9% Chronically Absent Declined -14.1 28 Students	Less than 11 Students 4 Students	 Yellow 17.6% Chronically Absent Declined Significantly -3 221 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.

17.9% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student group was English learners. 20% of our English learners were chronically absent which was similar to the previous school year.

English Learners and African American students

Lack of two-way communication with families, barriers/challenges for families, lack of early intervention for chronically absent students/families.

Focus on 23-24 Chronically Absent students at the beginning of the 24-25 school year. Develop an attendance contract and tie to rewards and positive home communication. Establish regular attendance meetings with families to connect to community resources. Celebrate attendance improvement weekly/monthly with announcements and at Bobcat Pride Assemblies.

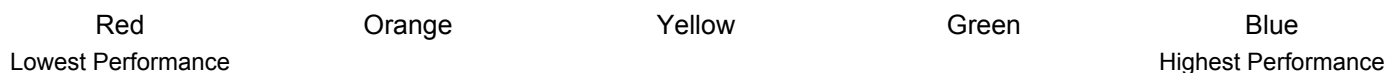
School and Student Performance Data

Academic Engagement Graduation Rate

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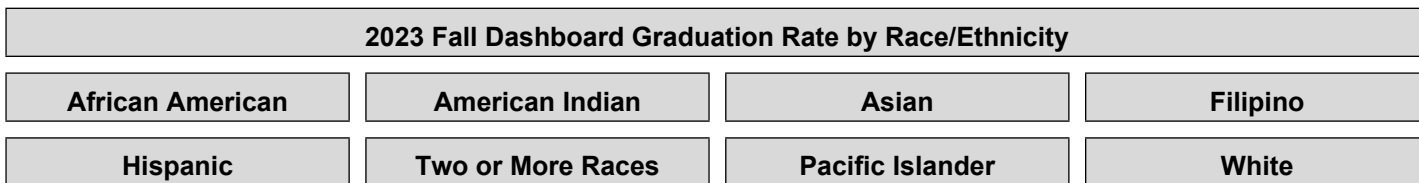
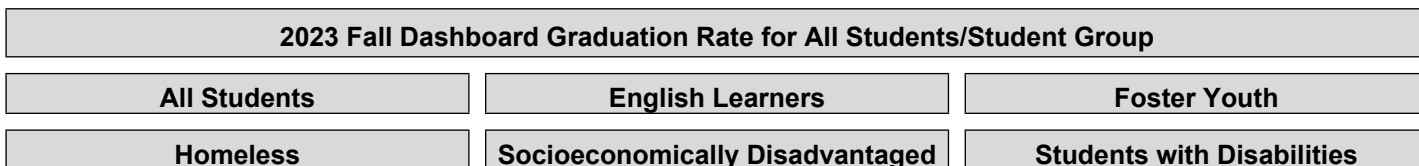
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This section provides number of student groups in each level.



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



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.

N/A
N/A
N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

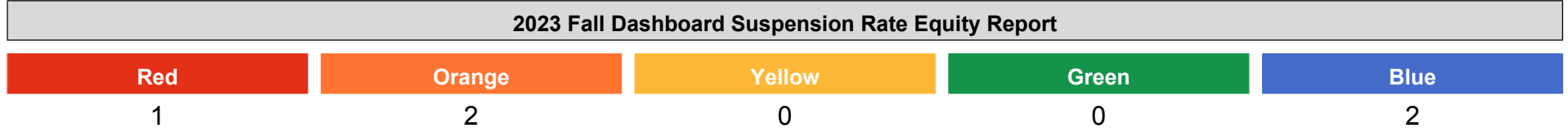
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This section provides number of student groups in each level.



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


 Orange

2% suspended at least one day

Increased 1.2
408 Students


English Learners


 Blue

0% suspended at least one day

Maintained 0
56 Students

Foster Youth



 No Performance Color

0 Students

Homeless

Less than 11 Students
10 Students


Socioeconomically Disadvantaged


 Orange

3.1% suspended at least one day

Increased 1.7
194 Students



Students with Disabilities


 Red

9.5% suspended at least one day

Increased 6.3
42 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>5.1% suspended at least one day</p> <p>Increased 1.6 39 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 28 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.4 80 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 29 Students</p>	<p>Less than 11 Students 4 Students</p>	 <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased Significantly 2.3 223 Students</p>

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.

2% of all students were suspended at least one day which was an increase from the previous school year. Our lowest performing student group was Students with Disabilities. 9.5% of our Students with Disabilities were suspended at least one day which was an increase from the previous school year. Students with Disabilities, Socioeconomically Disadvantaged, African American, and White students

It was our first year implementing PBIS. Teachers were learning to document behaviors with our behavior referral form. Our Tier 2 PBIS Team was formed and we established a process to request behavioral assistance. We had a few students participate in Check-in, Check-out (CICO). We did not have a school-wide SEL program.

Provided Social Emotional Support (SEL) for students with Zones of Regulation lessons, class meetings, and calming corners. Utilize SAEBRS and MySAEBRS to identify students needing additional support. Continue to refine PBIS system. Create social groups/lunch bunches/clubs to increase belonging. Collaborate with families to strengthen the home/school connection.

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?

ELA: CAASPP - annually, I-Ready, Text Levels (K-2), Oral fluency passages, Benchmark Assessments - monthly/weekly
Math: CAASPP - annually, I-Ready, , Facts Tests, Topic Tests, 1 on 1 assessment (ESGI - TK) - monthly/weekly
ELD: ELPAC - annually

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

ELA: Students performed better on ELA assessments than on Math. Our students have strong foundational skills across all grade levels. Vocabulary and Comprehension are weaker areas of ELA. Students were inconsistent at meeting the required minutes for I-Ready lessons.

Math: Students did not perform as well on Math assessments as ELA. Students improved/made gains in Number Sense and Geometry. Students were inconsistent at meeting the required minutes for I-Ready lessons. Teachers reported that using alternate assessments and completing math test corrections with parent support were successful. Parents requested help and ideas to support students at home.

ELD: Students utilized Benchmark curriculum and teacher-made materials for designated ELD instruction

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

Teachers committed to providing scheduled time for students to complete I-Ready lessons in Reading and Math. We hosted a Family Math Night in conjunction with a book swap. Teachers participated in I-Ready Training and a release day. During the release day, teachers co-taught a small group math lesson and debriefed. Teachers examined data from the Winter I-Ready diagnostic and identified a group(s) two or more grade levels below in Math to regularly teach small group targeted lessons for the remainder of the year. Kinder students took the Spring I-Ready diagnostic tests. Students utilized EL Achieve curriculum for designated ELD instruction.

2023-24

Identified Need

ELA: Socioeconomically Disadvantaged, African American, and Students with Disabilities need additional support. Students need targeted instruction in small groups. Students need culturally responsive texts. Teachers need continued I-Ready training and regular opportunities for cycles of inquiry. Families need concrete activities and ideas to support students at home.

Math: English Learners, Socioeconomically Disadvantaged, African American, Students with Disabilities, and Asian students need additional support. Students need targeted instruction in small groups. Teachers need continued I-Ready training and regular opportunities for cycles of inquiry. Teachers need time to learn the newly adopted CA Math Framework. We need to examine Math assessment tools and determine common agreements. Families need concrete activities and ideas to support students at home.

ELD: We need to provide additional support for our English Learners so that they can make adequate gains with English Language development and in academic areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	4.9 points above standard	+3 scale score points
	English Learners	13.2 points below standard	
	Foster Youth		
	Homeless		

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Socioeconomically Disadvantaged 15.4 points below standard</p> <p>Students with Disabilities 31 points below standard</p> <p>African American 72.5 points below standard</p> <p>American Indian</p> <p>Asian 10.6 points below standard</p> <p>Filipino</p> <p>Hispanic 10.8 points below standard</p> <p>Two or More Races 30.3 points above standard</p> <p>Pacific Islander</p> <p>White 18.3 points above standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 17.1 points below standard</p> <p>English Learners 26.9 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 46.3 points below standard</p> <p>Students with Disabilities 44.8 points below standard</p> <p>African American 87.6 points below standard</p> <p>American Indian</p> <p>Asian 38.5 points below standard</p> <p>Filipino</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 23.1 points below standard Two or More Races 12 points below standard Pacific Islander White 5.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.4%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	19.64%	+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
1.1	Focus on small group targeted instruction	All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students Foster Youth <input checked="" type="checkbox"/> Lowest Performing African American, Students with Disabilities, Asian	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	2024-2025 School Year

1.2	Provide Teacher Release Days for I-Ready Training and Cycle of Inquiry	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4800.00	2024-2025 School Year
1.3	Provide high interest culturally responsive books	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing African American and Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2357.00	Fall 2024
1.4	Provide additional support for English Learners with an Instructional Assistant PC 30383	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	11,723 4,940	2024-2025 School Year

			3000-3999: Employee Benefits		
1.5	Provide Math Resources to Students and Families with a Family Math Night	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	300.00	January 2025
1.6	Provide Teacher Learning with a Book Study	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400.00	October 2024
1.7	Collaboration between Site Leadership Team, PLI, and I-Ready Consultant	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	2024-2025 School Year

1.8	Increase EL reclassification with cross-grade level collaboration and learning with the ELD Teacher.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	2024-2025 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?

Daily, weekly, and monthly attendance reports.

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

Communication to clear absences improved with the use of TalkingPoints (texting app). Students with Chronic Absences continued to struggle with attendance. Classes were recognized for the least number of absences monthly with a CAM award.

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

Families of Chronically absent students during the 22-23 school year were contacted before school to welcome and confirm start date, teacher, and beginning of the year events. Students were rewarded with incentives for improved attendance weekly during announcements and at monthly assemblies.

2023-24

Identified Need

English Learners, Socioeconomically Disadvantaged, and African American students need the most support. Focus on 23-24 Chronically absent students. Connect with them at the beginning of the school year and set attendance improvement goals.

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	17.9% Chronically Absent
	English Learners	20% Chronically Absent
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	25.3% Chronically Absent
	Students with Disabilities	16.7% Chronically Absent
	African American	27% Chronically Absent
	American Indian	
	Asian	8.3% Chronically Absent
	Filipino	
	Hispanic	15.4% Chronically Absent
	Two or More Races	17.9% Chronically Absent
	Pacific Islander	
White	17.6% Chronically Absent	
		-0.5%
Attendance: Percentage of the school year attended for students in TK-12	94.14%	+0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
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	N/A

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	Provide attendance support to	All Students X English Learners X Low-Income Students	LCFF Supplemental	1500.00	2024-25 School Year

	chronically absent students with attendance contracts, incentives, and awards.	Foster Youth X Lowest Performing African American	Site Allocation 4000-4999: Books And Supplies		
2.2	Identify barriers to consistent attendance and link families to community resources at attendance meetings.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation	0	2024-25 School Year
2.3	Encourage consistent attendance for all students with attendance challenges, awards, and recognition weekly and monthly.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	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?

CA School Dashboard - annually, Q and SWIS data - monthly.

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

Our behavior referral system and request for assistance (RFA) helped us identify students who needed Tier 2 supports. PBIS lessons helped students with consistent behavioral expectations in all areas of campus. PAWS tickets and PAWS ticket drawings rewarded positive student behavior. Monthly Bobcat Pride Assemblies taught school-wide expectations and recognized students meeting expectations.

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

We implemented Check in/Check out (CICO) for students who needed Tier 2 supports. Our school counselor taught Zones of Regulation lessons to grade level classes. Staff implemented morning meetings, mindfulness activities, and calming corners to help students regulate their emotions. Staff started utilizing restorative practices after behavioral incidents to repair relationships. We created an alternate recess for students who needed a different setting at recess.

2023-24

Identified Need

Reduce suspensions for Students with Disabilities, Socioeconomically Disadvantaged, African American, and White students. Provide social emotional support and materials to students to promote emotional regulation. Create opportunities for belonging to students with lunch bunch, identity groups, and clubs.

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	2% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	3.1% suspended at least one day
	Students with Disabilities	9.5% suspended at least one day
	African American	5.1% suspended at least one day
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	0% suspended at least one day
	Two or More Races	0% suspended at least one day
	Pacific Islander	
		-0.3%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	2.7% 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.	70.7%		+2.0%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	72.5%		+2.0%
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).	3.75%		+1.25%

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	Increase safety and support the implementation of school-wide PBIS Program.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	2024-25 School Year

3.2	Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identity groups, and clubs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2024-25 School Year
3.3	Utilize re-teaching of behavioral expectations, PBIS rewards, and restorative conversations to reduce suspensions and support improved behavior.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, African American, and White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	2024-25 School Year
3.4	Support emotional regulation with Zones of Regulation lessons, class meetings, calming corners, and mindfulness activities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	2024-25 School Year
3.5	Utilize positive behavior expectations, social emotional	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	0	2024-25 School Year

	support strategies, and partnership with caregivers to prevent student expulsion.	Lowest Performing	4000-4999: Books And Supplies		
3.6	Actively recruit diverse parent participation in school leadership roles.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	2024-25 School Year

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
Site Intervention Teacher - Teach 6-8 week Reading and Math Intervention groups, track data, collaborate with classroom teachers, and participate in professional learning	August 2024-June 2025				
Part-time MTSS Intervention Teacher - Teach 6-8 week Reading Intervention groups, track data, collaborate with classroom teachers, and participate in professional learning	August 2024-June 2025				
ELD Teacher - Teach leveled ELD groups, track student progress, collaborate with classroom teachers, and participate in professional learning	August 2024-June 2025				

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
Half-Time MTSS School Social Worker - Teach SEL Lessons, run 6-8 week student groups, counsel individual students, provide community resources to families, collaborate with classroom teachers, and participate in professional development	August 2024-June 2025				
2.5 School Playground Recreational Aide - Supervise students in the cafeteria and on the playground, support PBIS expectations, conduct restorative conversations, and document behavioral incidents.	August 2024-June 2025				
3.5 School Playground Recreational Aide - Supervise students in the cafeteria and on the playground, support PBIS expectations, conduct restorative conversations, provide push-in behavioral support and document behavioral incidents.	August 2024-2025				

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	\$31,520.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$31,520.00

Subtotal of state or local funds included for this school: \$31,520.00

Total of federal, state, and/or local funds for this school: \$31,520.00

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	31,520	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,520.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	4,800.00
2000-2999: Classified Personnel Salaries	11,723.00
3000-3999: Employee Benefits	4,940.00
4000-4999: Books And Supplies	10,057.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,800.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,723.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,940.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,057.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3

24,520.00
1,500.00
5,500.00

School Site Council Membership

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

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

Name of Members	Role
Stacey Leidahl	Classroom Teacher
Marika Mank	Classroom Teacher
Shannon Fox	Classroom Teacher
Sarah Rafferty	Other School Staff
Kem Brown	Parent or Community Member
Meredith Warnes	Parent or Community Member
Wasan Al Dorooobi	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



English Learner Advisory Committee



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 22, 2024.

Attested:



Principal, Wendy Benson on 05/31/2024



SSC Chairperson, Meredith Warnes on 05/31/2024

Budget By Expenditures

James Cowan Fundamental Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Promote leadership opportunities for students by partnering with Carmichael Kiwanis Club	None Specified	\$0.00	Clear Pathways to Bright Futures	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$31,520.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Naviance Strength Finder and Arcade Counselor collaboration - 6th	None Specified	\$0.00	Clear Pathways to Bright Futures	
Focus on small group targeted instruction	4000-4999: Books And Supplies	\$0.00	Connected School Communities	
Provide Teacher Release Days for I-Ready Training and Cycle of Inquiry	1000-1999: Certificated Personnel Salaries	\$4,800.00	Connected School Communities	
Provide high interest culturally responsive books	4000-4999: Books And Supplies	\$2,357.00	Connected School Communities	
Provide additional support for English Learners with an Instructional Assistant PC 30383	2000-2999: Classified Personnel Salaries	\$11,723.00	Connected School Communities	
Provide Math Resources to Students and Families with a Family Math Night	4000-4999: Books And Supplies	\$300.00	Connected School Communities	
Provide Teacher Learning with a Book Study	4000-4999: Books And Supplies	\$400.00	Connected School Communities	

James Cowan Fundamental Elementary School

Collaboration between Site Leadership Team, PLI, and I-Ready Consultant	1000-1999: Certificated Personnel Salaries	\$0.00	Connected School Communities
Increase EL reclassification with cross-grade level collaboration and learning with the ELD Teacher.	1000-1999: Certificated Personnel Salaries	\$0.00	Connected School Communities
	3000-3999: Employee Benefits	\$4,940.00	Connected School Communities
Provide attendance support to chronically absent students with attendance contracts, incentives, and awards.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth
Identify barriers to consistent attendance and link families to community resources at attendance meetings.		\$0.00	Healthy Environments for Social-Emotional Growth
Encourage consistent attendance for all students with attendance challenges, awards, and recognition weekly and monthly.	4000-4999: Books And Supplies	\$0.00	Healthy Environments for Social-Emotional Growth
Increase safety and support the implementation of school-wide PBIS Program.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identity groups, and clubs.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Utilize re-teaching of behavioral expectations, PBIS rewards, and restorative conversations to reduce suspensions and support improved behavior.	4000-4999: Books And Supplies	\$0.00	Engaging Academic Programs
Support emotional regulation with Zones of Regulation lessons, class meetings, calming corners, and mindfulness activities.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Utilize positive behavior expectations, social emotional support strategies, and partnership with caregivers to prevent student expulsion.	4000-4999: Books And Supplies	\$0.00	Engaging Academic Programs

James Cowan Fundamental Elementary School

Actively recruit diverse parent participation in school leadership roles.		\$0.00	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

LCFF Supplemental Site Allocation Total Expenditures: \$31,520.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

James Cowan Fundamental Elementary School Total Expenditures: \$31,520.00