School Year: **2026-27**

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	May 26, 2026	June 23, 2026

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)

X 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

Involvement Process for the SPSA and Annual Review and Update

Coyle Avenue Elementary consulted with multiple educational partner groups throughout the 2025-26 school year as part of the SPSA planning and annual review process. Input was gathered through School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, staff meetings, Student Leadership Team (SLT) collaboration, Learning Support Team discussions, and ongoing collaboration with teachers, classified staff, and families.

Educational partners reviewed California School Dashboard data, local assessment data, attendance data, suspension data, i-Ready data, English Learner progress data, and school climate information to identify areas of strength and need. Staff participated in discussions regarding student achievement, attendance, behavior supports, intervention effectiveness, family engagement, and resource allocation. Families and SSC members provided feedback regarding school priorities, student needs, school climate, and supports necessary to improve outcomes for all students.

The SPSA and Annual Review and Update were discussed across multiple meetings throughout the school year, including SSC meetings, ELAC meetings, grade-level collaboration meetings, staff meetings, and leadership team planning sessions. Input gathered from educational partners was used to evaluate the effectiveness of current actions, identify ongoing needs, and develop proposed goals, actions, and expenditures for the 2026-27 SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	0.62%	0.60%	0.61%	2	2	2
African American	8.00%	6.65%	6.08%	26	22	20
Asian	3.38%	5.14%	7.90%	11	17	26
Filipino	1.23%	1.21%	1.52%	4	4	5
Hispanic/Latino	32.62%	34.74%	31.91%	106	115	105
Pacific Islander	1.85%	1.51%	0.61%	6	5	2
White	40.31%	39.58%	40.43%	131	131	133
Multiple/No Response	12.00%	10.57%	10.94%	39	35	36
			Total Enrollment	325	331	329

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		7	7
Kindergarten	38		42
Grade 1	46		58
Grade 2	55		52
Grade3	56		51
Grade 4	55		61
Grade 5	63		58
Total Enrollment	325		329

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	65	76	70	14.2%	20.0%	21.3%
Fluent English Proficient (FEP)	10	17	19	3.6%	3.1%	5.8%
Reclassified Fluent English Proficient (RFEP)	7				8.86%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
331	**81.9%**	**23%**	**0.9%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	23%
Foster Youth	3	0.9%
Homeless	18	5.4%
Socioeconomically Disadvantaged	271	81.9%
Students with Disabilities	67	20.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	6.6%
American Indian	2	0.6%
Asian	17	5.1%
Filipino	4	1.2%
Hispanic	115	34.7%
Two or More Races	35	10.6%
Pacific Islander	5	1.5%
White	131	39.6%

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 Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Red	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Green		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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 Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red 96.2 points below standard Declined 11.8 points 157 Students	No Performance Color 121.5 points below standard Increased 26.5 points 35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 134.7 points below standard 12 Students	Red 99.1 points below standard Declined 10.9 points 136 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
131.2 points below standard	159.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 13.9 points	Declined 73.4 points	1 Student
43 Students	11 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	84.1 points below standard
2 Students	3 Students	Maintained -2.5 points
		58 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
85.3 points below standard	Fewer than 11 students - No Data for Privacy	103 points below standard
Declined 22.6 points	4 Students	Declined 9.1 points
15 Students		64 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.

The lowest-performing student groups in the 2026 California School Dashboard for the **English Language Arts** indicator include:

Students with Disabilities – Red indicator at 131.2 points below standard, declining 13.9 points.
Socioeconomically Disadvantaged students – Red indicator at 99.1 points below standard, declining 10.9 points.
Hispanic students – Red indicator at 84.1 points below standard.
English Learners – Although identified as Gray due to subgroup size, English Learners performed significantly below standard at 121.5 points below standard, which is substantially below the overall school performance level.
White students** – Red indicator at 103.0 points below standard, declining 9.1 points.

These student groups demonstrated the greatest academic needs in English Language Arts based on Dashboard color indicators and distance from standard compared to the overall school performance.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential causes for the English Language Arts results may include continued gaps in foundational literacy skills, inconsistent attendance, and interrupted learning experiences over the past several years. Staff recognized that many students entered grade-level instruction significantly below benchmark and required more intensive intervention than the school was able to consistently provide. Chronic absenteeism reduced students’ access to core instruction and intervention services, particularly for Students with Disabilities, socioeconomically disadvantaged students, and English Learners. In addition, teachers noted the need for stronger differentiation within Tier 1 instruction, more consistent implementation of intervention programs, increased opportunities for small-group reading instruction, and additional support for academic language development. Staffing changes, competing behavioral needs, and limited intervention time may also have impacted instructional consistency and student progress in reading and writing.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed to improve outcomes in English Language Arts for the school's lowest-performing student groups include additional academic intervention staff, expanded literacy supports, and targeted instructional resources. Students with Disabilities, English Learners, socioeconomically disadvantaged students, Hispanic students, and students performing significantly below grade level would benefit from increased access to intervention teachers, instructional aides, and small-group reading instruction. Additional professional learning for staff in structured literacy, differentiated instruction, designated and integrated ELD strategies, and inclusive practices is also needed. Supplemental literacy intervention programs, decodable texts, classroom libraries, and progress-monitoring tools would support foundational reading skill development and comprehension. Increased collaboration time for general education, special education, and intervention staff, along with family engagement resources focused on supporting literacy at home, would further strengthen student outcomes in reading and writing.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

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

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
87.4 points below standard	101.3 points below standard	
Declined 6.9 points	Increased 11.3 points	
159 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	123.8 points below standard	90.7 points below standard
3 Students	12 Students	Declined 8.2 points
		138 Students

Students with Disabilities

Red

138.7 points below standard

Declined 25 points

44 Students

African American

No Performance Color

142.8 points below standard

Declined 50.9 points

11 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Orange

81.3 points below standard

Maintained 2.9 points

58 Students

Two or More Races

No Performance Color

61.6 points below standard

Increased 14.9 points

15 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

White

Orange

93.2 points below standard

Declined 17.4 points

66 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.

The lowest-performing student groups in the 2026 California School Dashboard for the **Mathematics** indicator include:

Students with Disabilities** – Red indicator at 138.7 points below standard, declining 25 points.
English Learners** – Orange indicator at 101.3 points below standard.
Socioeconomically Disadvantaged students** – Orange indicator at 90.7 points below standard, declining 8.2 points.
White students** – Orange indicator at 93.2 points below standard, declining 17.4 points.
Hispanic students** – Orange indicator at 81.3 points below standard.

These student groups demonstrated the greatest academic needs in Mathematics based on Dashboard color indicators and distance from standard compared to the overall school performance.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential causes for the Mathematics results may include unfinished learning in foundational math skills, inconsistent attendance, and limited opportunities for targeted intervention. Staff recognized that many students continue to struggle with number sense, mathematical reasoning, and fluency skills needed to access grade-level standards. Chronic absenteeism reduced continuity of instruction and intervention support, particularly for Students with Disabilities, English Learners, and socioeconomically disadvantaged students. Teachers also identified the need for stronger differentiation within Tier 1 instruction, increased use of small-group instruction and math discourse, and more consistent implementation of intervention supports. Competing behavioral and social-emotional needs, limited intervention staffing, and gaps in prerequisite skills may also have contributed to lower student performance and slowed growth in mathematics achievement.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed to improve outcomes in Mathematics for the school’s lowest-performing student groups include additional intervention personnel, targeted instructional supports, and supplemental math materials. Students with Disabilities, English Learners, socioeconomically disadvantaged students, Hispanic students, and students significantly below grade level would benefit from increased access to intervention teachers, instructional aides, and small-group math instruction focused on foundational skills and conceptual understanding. Additional professional learning for staff in differentiated math instruction, math discourse strategies, Universal Design for Learning (UDL), and support for multilingual learners is also needed. Supplemental intervention programs, manipulatives, visual models, math fact fluency resources, and progress-monitoring tools would strengthen Tier 1 and Tier 2 instruction. Increased collaboration time for teachers, special education staff, and intervention personnel, along with extended learning opportunities and family resources to support math learning at home, would further improve student outcomes in mathematics.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
38.8 science points	30.9 science points	0 Students
Declined 6.5 points	16 Students	
54 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	37.4 science points
	3 Students	Declined 7.3 points
		45 Students

Students with Disabilities	African American	American Indian
No Performance Color 35.8 science points Declined 2 points 12 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 39.5 science points Declined 5.9 points 19 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 36 science points Declined 9.5 points 22 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.

The lowest-performing student groups in the 2026 California School Dashboard for the Science indicator include:

Socioeconomically Disadvantaged students – Orange indicator at 37.4 points above standard, declining 7.3 points.
White students – Performed below the overall school average at 36.0 points above standard, declining 9.5 points.
English Learners – Performed below the overall school average at 30.9 points above standard.

Although many student groups did not receive Dashboard colors due to subgroup size, these groups demonstrated the lowest overall performance levels or the greatest decline compared to the school average in Science achievement.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential causes for the Science results may include inconsistent instructional time dedicated to science, gaps in foundational literacy and academic vocabulary, and limited opportunities for hands-on science learning experiences. Staff recognized that science instruction was sometimes impacted by the need to prioritize intervention and support in English Language Arts and Mathematics. English Learners and students with academic skill gaps may have struggled to access complex informational text, scientific vocabulary, and written responses required in science instruction. Inconsistent attendance may also have reduced students’ participation in collaborative investigations and inquiry-based learning activities. Teachers identified the need for additional instructional resources, hands-on materials, and professional learning aligned to NGSS standards and science discourse strategies.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed to improve outcomes in Science for the school's lowest-performing student groups include additional NGSS-aligned instructional materials, hands-on science kits, and opportunities for inquiry-based learning. English Learners, socioeconomically disadvantaged students, and students below grade level would benefit from increased support with academic vocabulary, reading informational text, and scientific writing. Additional professional learning for teachers in NGSS instruction, science discourse, and integrated language supports is also needed. Supplemental materials such as science notebooks, lab supplies, visual supports, and technology resources would strengthen classroom instruction and student engagement. Increased collaboration time for grade-level teams to plan science instruction and integrate literacy and science standards would further support student achievement in Science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
49 making progress.	making progress.
Number Students: 49 Students	Number Students: 0 Students

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.

2025 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
12.2%	38.8%	0%	49%

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

The English Learner Progress Indicator (ELPI) showed overall improvement, with English Learners earning a Green indicator and 49% of students making progress toward English language proficiency, an increase of 4.5%.

The greatest area of growth was the percentage of English Learners who progressed at least one ELPI level, which increased from 44.4% in 2024 to 49.0% in 2025.

An area for continued improvement is the percentage of students who maintained lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), which increased to 38.8%. While fewer students decreased ELPI levels compared to prior years, many English Learners continue to need additional support to accelerate language acquisition and reach proficiency.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential causes for these results may include increased focus on designated and integrated ELD instruction, greater teacher awareness of language supports, and improved monitoring of English Learner progress throughout the school year. Staff recognized that intentional vocabulary instruction, language scaffolds, and increased opportunities for academic discussion positively impacted student growth. At the same time, many English Learners continue to experience inconsistent attendance and gaps in foundational literacy skills, which may slow language acquisition and academic progress. Teachers also identified the need for more consistent implementation of ELD strategies across classrooms, additional collaboration between general education and intervention staff, and more opportunities for students to engage in structured academic speaking and writing tasks throughout the day.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed to improve outcomes for English Learners include additional instructional support personnel, supplemental ELD materials, and ongoing professional learning for staff. English Learners would benefit from increased access to intervention teachers, bilingual instructional aides, and small-group language development instruction focused on vocabulary, reading comprehension, speaking, and writing skills. Additional professional learning in designated and integrated ELD strategies, language scaffolds, and differentiated instruction for multilingual learners is also needed. Supplemental materials such as leveled texts, visual supports, sentence frames, and language development programs would strengthen classroom instruction. Increased collaboration time for teachers, intervention staff, and special education staff to analyze EL data and plan targeted supports, along with stronger family engagement and attendance supports, would further improve English Learner outcomes.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**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?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	
28.5% Chronically Absent	30.4% Chronically Absent	
Increased 3.1	Increased 12.3	
369 Students	92 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	40% Chronically Absent	30.4% Chronically Absent
4 Students	Increased 5.2	Increased 3.6
	30 Students	309 Students

Students with Disabilities	African American	American Indian
Orange 30.8% Chronically Absent Declined 1.3 91 Students	No Performance Color 34.6% Chronically Absent Increased 15.3 26 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color 35.7% Chronically Absent Increased 12.6 28 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Red 30.6% Chronically Absent Increased 4.5 121 Students

Two or More Races	Pacific Islander	White
Red 30.8% Chronically Absent Maintained -0.2 39 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Red 24.5% Chronically Absent Increased 2.6 143 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.

The lowest-performing student groups in the 2026 California School Dashboard for the Chronic Absenteeism indicator include:

English Learners – Red indicator with 30.4% chronically absent, increasing 12.3 percentage points.
Hispanic students – Red indicator with 30.6% chronically absent, increasing 4.5 percentage points.
Socioeconomically Disadvantaged students – Red indicator with 30.4% chronically absent, increasing 3.6 percentage points.
Two or More Races – Red indicator with 30.8% chronically absent.
White students – Red indicator with 24.5% chronically absent, increasing 2.6 percentage points.
Students with Disabilities – Orange indicator with 30.8% chronically absent.
Homeless students – Although identified as Gray due to subgroup size, homeless students demonstrated the highest chronic absenteeism rate at 40.0%.

These student groups demonstrated the highest rates of chronic absenteeism and continue to experience significant barriers to consistent school attendance.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential causes for chronic absenteeism may include ongoing family challenges related to illness, transportation, housing instability, mental health concerns, and inconsistent daily routines. Staff recognized that many students continue to experience difficulty reestablishing consistent attendance habits following the pandemic years. High rates of absenteeism among English Learners, socioeconomically disadvantaged students, Students with Disabilities, and homeless students suggest that barriers outside of school continue to impact student attendance. In some cases, families may require additional communication, outreach, and support navigating school systems and available resources. Staff also reflected on the need for earlier intervention, more consistent attendance monitoring, and stronger family partnerships to address attendance concerns before patterns become chronic.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed to improve outcomes related to chronic absenteeism include additional attendance intervention supports, family outreach services, and mental health resources. The school would benefit from increased access to counseling services, social workers, family liaisons, and attendance support personnel to help address barriers impacting student attendance. Additional resources for transportation assistance, family engagement, community partnerships, and case management services may also support improved attendance outcomes. Materials and systems that support regular attendance monitoring, positive attendance incentives, and early intervention communication with families would strengthen prevention efforts. Professional learning for staff focused on trauma-informed practices, relationship-building, and culturally responsive family engagement would further support improved attendance and student connectedness to school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

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

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

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

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Blue	
2.9% suspended at least one day	0% suspended at least one day	
Increased 2.6%	Maintained 0%	
380 Students	98 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	8.6% suspended at least one day	3.1% suspended at least one day
	Increased 8.6%	Increased 2.8%
4 Students	35 Students	319 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
7.4% suspended at least one day	7.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 6.3%	Increased 7.1%	2 Students
94 Students	28 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.6% suspended at least one day
Maintained 0%	5 Students	Increased 1.6%
34 Students		122 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
5% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.5% suspended at least one day
Increased 5%	5 Students	Increased 2.8%
40 Students		144 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.

The lowest-performing student groups in the 2026 California School Dashboard for the **Suspension Rate** indicator include:

Socioeconomically Disadvantaged students** – Red indicator with 3.1% suspended at least one day, increasing by 2.8%.
Students with Disabilities** – Red indicator with 7.4% suspended at least one day, increasing by 6.3%.
Hispanic students** – Orange indicator with 1.6% suspended at least one day, increasing by 1.6%.
Homeless students** – Orange indicator with 8.6% suspended at least one day, increasing by 8.6%.
Two or More Races** – Orange indicator with 5.0% suspended at least one day, increasing by 5.0%.
White students** – Orange indicator with 3.5% suspended at least one day, increasing by 2.8%.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential causes for the increase in suspension rates may include ongoing social-emotional and behavioral challenges following the pandemic years, inconsistent attendance, and increased student dysregulation. Staff recognized that some students continue to struggle with self-regulation, conflict resolution, and maintaining appropriate behavior in classroom and unstructured settings. Students with Disabilities and students experiencing housing instability may require more intensive behavioral and mental health supports than were consistently available during the school year. Staff also reflected on the need for earlier intervention, more consistent implementation of behavior supports, restorative practices, and increased collaboration between general education, special education, counseling, and behavior support staff. Competing academic and behavioral needs, staffing limitations, and inconsistent attendance may also have impacted students’ sense of connectedness and success at school.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed to improve suspension outcomes include additional behavior intervention and mental health supports, increased counseling services, and expanded staff training in proactive behavior strategies. Students with Disabilities, socioeconomically disadvantaged students, homeless students, and other high-needs student groups would benefit from increased access to Behavior Intervention Facilitators, counseling services, social-emotional learning programs, and restorative practices. Additional professional learning for staff in de-escalation strategies, trauma-informed practices, inclusive practices, and behavior intervention systems is also needed. Materials and programs that support self-regulation, positive behavior reinforcement, sensory supports, and conflict resolution would strengthen Tier 1 and Tier 2 behavior systems. Increased collaboration time among teachers, support staff, and families, along with stronger attendance and family engagement supports, would further improve student behavior, connectedness, and overall school climate.

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: 2025-26

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?

Coyle Avenue Elementary used multiple data sources to monitor academic progress throughout the 2025-26 school year. Staff reviewed CAASPP Interim Assessment data, i-Ready diagnostic and growth data, curriculum-based assessments, classroom formative assessments, intervention progress-monitoring data, report cards, and English Learner progress data. Student progress was monitored during grade-level collaboration meetings, Learning Support Team meetings, SST processes, and PLC discussions. Academic data was reviewed regularly throughout the year, including trimester benchmark reviews and ongoing monitoring during intervention cycles to identify students needing additional support or acceleration.

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

Targeted small-group instruction, intervention support, academic language strategies, and progress monitoring contributed to growth for some student groups, particularly in Mathematics growth and English Learner Progress. Increased collaboration among teachers and intervention staff helped identify student needs more quickly and supported instructional planning. Teachers also reported that structured intervention time and consistent use of supplemental instructional programs positively impacted student engagement and skill development.

However, overall academic achievement remained below standard in English Language Arts and Mathematics. Chronic absenteeism significantly impacted students' access to instruction and intervention services. Staff also noted that the intensity of student academic and behavioral needs often exceeded available intervention staffing and support systems. Inconsistent attendance, gaps in foundational skills, and competing behavioral needs reduced instructional continuity for many students. Additionally, staff identified the need for more consistent implementation of intervention programs and differentiation across classrooms.

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

Based on student performance data, the school increased focus on targeted intervention supports, small-group instruction, and progress monitoring for students performing below grade level. Grade-level teams and support staff adjusted intervention groups throughout the year based on benchmark and classroom assessment data. Additional emphasis was placed on supporting Students with Disabilities and English Learners through differentiated instruction, academic language supports, and increased collaboration between general education, special education, and intervention staff. The school also strengthened attendance monitoring and family communication efforts in response to chronic absenteeism trends. Professional learning and staff collaboration continued to focus on foundational literacy skills, mathematics instruction, inclusive practices, and strategies to support student engagement and achievement.

2025-26

Identified Need

Coyle Avenue Elementary continues to demonstrate a need for improved academic achievement in English Language Arts and Mathematics, particularly for Students with Disabilities, English Learners, socioeconomically disadvantaged students, and Hispanic students. Dashboard data indicates that many students remain significantly below grade-level standards and continue to require targeted intervention, differentiated instruction, and consistent access to core instruction. Chronic absenteeism and increased social-emotional and behavioral needs continue to impact student learning and academic progress. Additional academic intervention supports, professional learning, attendance interventions, and inclusive instructional practices are needed to improve outcomes for the school's lowest-performing student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	96.2 points below standard	+3 scale score points

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	English Learners	121.5 points below standard	
	Foster Youth		
	Homeless	134.7 points below standard	
	Socioeconomically Disadvantaged	99.1 points below standard	
	Students with Disabilities	131.2 points below standard	
	African American	159.1 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	84.1 points below standard	
	Two or More Races	85.3 points below standard	
	Pacific Islander		
	White	103 points below standard	
Math State Assessment: Change in scale score	All Students	87.4 points below standard	+3 scale score points
	English Learners	101.3 points below standard	
	Foster Youth		
	Homeless	123.8 points below standard	
	Socioeconomically Disadvantaged	90.7 points below standard	
	Students with Disabilities	138.7 points below standard	
	African American	142.8 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	American Indian Asian Filipino Hispanic 81.3 points below standard Two or More Races 61.6 points below standard Pacific Islander White 93.2 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	49	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	8.86%	+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	Provide small group targeted instruction/intervention to students in the area of ELA and Math prioritizing enrollment of students in the	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing White, Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	132,780 52,147	School Year 2026-2027

	lowest performing subgroups using CAASPP, i-Ready, locally administered assessments and teacher referral data. This action will be support by 1.0 intervention teachers PC # 32307 Student data will be reviewed every 6–8 weeks during grade-level collaboration meetings, Learning Support Team meetings. Teams will analyze attendance, behavior, intervention progress, and academic benchmark data to identify students requiring additional support or intervention adjustments. Intervention groups and		Title I Part A Site Allocation 3000-3999: Employee Benefits		

	support plans will be adjusted throughout the year based on i-Ready diagnostics, curriculum-based assessments, attendance trends, and behavior data. Increase the percentage of students meeting typical or stretch growth on i-Ready Diagnostics by 2% in both ELA and math.				
1.2	Implementation of after-school tutoring focusing on ELA and math prioritizing enrollment of students in the lowest performing subgroups using CAASPP, i-Ready, locally administered assessments and teacher referral data.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing White, Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	6,753 10,247	School Year 2026-2027

1.3	Purchase and implement site licenses for high-impact supplemental instructional software and digital tools that support differentiated instruction and skill development in English Language Arts and Mathematics. Programs will be selected based on their alignment with grade-level standards, ability to provide adaptive practice, and capacity to track student progress. Tools may include platforms such as Reflex Math, Mystery Science or similar evidence-based applications.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500	School Year 2026-2027
1.4	Offer educational field trips that extend and enrich classroom learning in	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	10,000	School Year 2026-2027

	English Language Arts, Mathematics, Science, and Social Studies. These field trips will be strategically selected to provide students—especially those from underrepresented and economically disadvantaged backgrounds—with real-world experiences that deepen content understanding, build background knowledge, and increase student engagement in learning.		5800: Professional/ Consulting Services And Operating Expenditures		
1.5	Provide essential instructional materials and classroom supplies to ensure teachers and staff have the resources necessary to deliver high-quality instruction	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,503	School Year 2026-2027

	aligned to grade-level standards. This includes paper, pens, markers, manipulatives, chart paper, and organizational tools.				
1.6	Fund a 1.0 FTE English Language Development (ELD) teacher to provide daily designated ELD instruction to English Learners using the EL Achieve curriculum. The ELD teacher will deliver structured, language-rich instruction aligned to English Language Development standards, focusing on academic language acquisition and scaffolding access to core content.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

	Increase the percentage of English Learners progressing at least one ELPI level from 49% to 51%.				
1.7	Support classroom teachers with instructional coaching, modeling, and co-planning focused on integrating language supports across subjects. Administration, counselors, intervention staff, and classroom teachers will collaborate regularly to monitor progress toward SPSA goals and evaluate the effectiveness of interventions and supports.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.8	Provide collaboration time for ELD teachers to meet	All Students X English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	5,000	School Year 2026-2027

	with classroom teachers around leveraging language across all disciplines. Staff will continue implementing designated and integrated ELD strategies, including sentence frames, academic discourse routines, language scaffolds, and explicit instruction in academic vocabulary development.	Lowest Performing	1000-1999: Certificated Personnel Salaries		
1.9	Professional learning and instructional coaching will focus on structured literacy practices, explicit vocabulary instruction, small-group differentiated instruction, and strategies to support reading comprehension	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

	and written responses across content areas.				
1.10	Teachers will strengthen Tier 1 mathematics instruction through increased use of math discourse, problem-solving routines, visual models, formative assessment practices, and differentiated small-group instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.11	Staff collaboration will focus on Universal Design for Learning (UDL), co-planning, differentiation, and inclusive instructional practices to improve access to grade-level curriculum for Students with Disabilities and multilingual learners.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing Students with Disabilities			School Year 2026-2027

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: 2025-26

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?

Coyle Avenue Elementary used multiple data sources to monitor student engagement and access throughout the 2025-26 school year. Staff regularly reviewed chronic absenteeism data, suspension data, behavior referral trends, attendance reports, student participation data, Dashboard indicators, and school climate information. Additional monitoring included Learning Support Team discussions, SST data, counseling referrals, family communication records, and participation in intervention and enrichment opportunities. Data was reviewed monthly through attendance and behavior monitoring processes, as well as during grade-level collaboration meetings, Student Leadership Team meetings, SSC meetings, and administrative data reviews throughout the year.

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

Positive family communication, attendance outreach efforts, counseling support, and targeted behavior interventions helped improve student connectedness and engagement for many students. Students responded positively to structured supports, relationship-building strategies, positive behavior reinforcement systems, and access to intervention and enrichment opportunities. Staff collaboration around attendance and behavior concerns improved early identification of students needing support.

However, chronic absenteeism and suspension rates remained areas of concern for several student groups, including Students with Disabilities, socioeconomically disadvantaged students, English Learners, homeless students, and Hispanic students. Ongoing social-emotional and behavioral needs, inconsistent attendance habits, transportation challenges, housing instability, and mental health concerns continued to impact student engagement and access to learning. Staff also recognized that the intensity of student needs often exceeded available counseling, behavior, and intervention supports. Inconsistent attendance limited students' ability to fully benefit from instructional programs and school-based supports.

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

Based on student engagement and attendance data, the school increased attendance monitoring efforts, strengthened family communication systems, and expanded collaboration between administration, counseling staff, teachers, and intervention personnel. The school continued implementing targeted behavior supports, restorative practices, and social-emotional learning strategies to improve student connectedness and reduce behavioral incidents. Intervention and support teams adjusted student supports throughout the year based on attendance, behavior, and academic data. Additional focus was placed on early identification of students at risk for chronic absenteeism and behavioral concerns, with increased outreach and problem-solving support for families. Staff also continued refining systems for intervention, mainstreaming support, and inclusive practices to improve student access to instruction and school programs.

2025-26

Identified Need

Coyle Avenue Elementary continues to demonstrate a need for improved student engagement, attendance, and access to supports that promote academic and behavioral success. Chronic absenteeism rates remain high for English Learners, socioeconomically disadvantaged students, Students with Disabilities, Hispanic students, homeless students, and students identified as Two or More Races. Suspension rates also increased for several student groups, particularly Students with Disabilities and socioeconomically disadvantaged students. Additional attendance intervention systems, counseling and mental health supports, behavior intervention services, family engagement efforts, and inclusive practices are needed to improve student connectedness, school attendance, access to instruction, and overall engagement in learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	28.5% Chronically Absent	-0.5%
	English Learners	30.4% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Foster Youth Homeless 40% Chronically Absent Socioeconomically Disadvantaged 30.4% Chronically Absent Students with Disabilities 30.8% Chronically Absent African American 34.6% Chronically Absent American Indian Asian 35.7% Chronically Absent Filipino Hispanic 30.6% Chronically Absent Two or More Races 30.8% Chronically Absent Pacific Islander White 24.5% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.6%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth	NA

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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	Extension of the attendance clerk's hours by one additional hour per day to provide consistent follow-up, facilitate outreach, and assist with the implementation of attendance improvement strategies for students at risk of	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, Two or More Races, Students with Disabilities,	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	4,846 4,374	School Year 2026-2027

	chronic absenteeism. The school will implement tiered attendance interventions that include early outreach for students approaching chronic absenteeism thresholds, attendance contracts, family meetings, regular attendance monitoring, and coordination with district and community support services. Attendance data will be reviewed monthly to identify trends and student groups requiring additional intervention and support. Reduce chronic absenteeism from 28.5% to 27.5%.					

2.2		Implement a system of recognition and incentives that celebrates consistent, on-time attendance. By promoting a positive attendance culture through class and individual acknowledgments, schoolwide celebrations, and tangible rewards, the school will encourage student engagement and reinforce the importance of daily attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing					School Year 2026-2027

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: 2025-26

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?

Coyle Avenue Elementary used multiple data sources to monitor school conditions, climate, and family engagement throughout the 2025-26 school year. Staff regularly reviewed chronic absenteeism data, suspension data, behavior referral trends, attendance reports, family communication records, counseling referrals, and California School Dashboard indicators. Additional data sources included school climate feedback, parent participation at school events and meetings, SSC and ELAC input, classroom observations, and student support team discussions. Data was monitored throughout the year during administrative reviews, grade-level collaboration meetings, Student Leadership Team meetings, SSC meetings, ELAC meetings, and Learning Support Team discussions to identify trends and adjust supports for students and families.

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

Relationship-building strategies, family communication efforts, counseling supports, and positive behavior systems helped improve school connectedness and student engagement for many students. Staff observed that students responded positively to consistent routines, restorative conversations, social-emotional learning supports, and opportunities to build positive relationships with trusted adults. Increased collaboration among teachers, counseling staff, administration, and intervention teams helped improve communication and early identification of student needs. Family participation in school events and communication efforts also increased for some families when outreach was personalized and accessible.

However, chronic absenteeism and suspension rates remained areas of concern for several student groups, particularly Students with Disabilities, socioeconomically disadvantaged students, homeless students, English Learners, and Hispanic students. Staff recognized that many families continue to face barriers related to transportation, housing instability, mental health concerns, and inconsistent attendance routines. Increased behavioral and social-emotional needs among students also impacted school climate and student engagement. In some cases, the intensity of student needs exceeded available counseling, behavior intervention, and mental health supports. Staff also identified the need for more consistent systems for family engagement, attendance intervention, and behavior support implementation across the school.

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

Based on school climate, attendance, and behavior data, the school strengthened attendance monitoring systems, expanded family communication efforts, and increased collaboration among administration, counseling staff, teachers, and support personnel. The school continued refining behavior support systems, restorative practices, and social-emotional learning strategies to improve student connectedness and reduce behavioral incidents. Staff increased outreach to families of students with attendance and behavior concerns and implemented additional problem-solving supports through SST and intervention processes. Adjustments were also made to intervention and mainstreaming supports to improve access to instruction and school programs for students with disabilities and other high-needs student groups. Ongoing professional learning focused on trauma-informed practices, inclusive practices, de-escalation strategies, and relationship-building to strengthen school climate and student support systems.

2025-26

Identified Need

Coyle Avenue Elementary continues to demonstrate a need for improved attendance, student connectedness, behavior supports, and family engagement systems to support student success. Chronic absenteeism and suspension rates remain elevated for several student groups, including Students with Disabilities, socioeconomically disadvantaged students, homeless students, English Learners, and Hispanic students. Additional counseling services, behavior intervention supports, attendance outreach systems, and family engagement opportunities are needed to address barriers impacting student success both inside and outside the classroom. Continued focus on restorative practices, social-emotional learning, inclusive practices, and relationship-building will help improve school climate, student engagement, and overall student well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	2.9% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	8.6% suspended at least one day	
	Socioeconomically Disadvantaged	3.1% suspended at least one day	
	Students with Disabilities	7.4% suspended at least one day	
	African American	7.1% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	1.6% suspended at least one day	
	Two or More Races	5% suspended at least one day	
	Pacific Islander		
	White	3.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	64.8%		75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.2%		72%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	5%		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
(e.g. School Site Council, ELAC, and PTO).		

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	In order to increase students sense of safety on campus we will increase adult visibility and supervision by maintaining a full-time campus monitor (paid for by central funds) and expanding recreation aide coverage through additional staffing hours	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4,130	School Year 2026-2027
3.2	Expand parent leadership opportunities by actively recruiting and supporting parent participation in school governance and engagement activities. This	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement	1,552 1000	School Year 2026-2027

	includes increasing representation on the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA), as well as developing new roles such as parent ambassadors or event coordinators. The school will provide outreach in multiple languages, host leadership orientation sessions, and offer childcare during meetings to reduce barriers to involvement.		4000-4999: Books And Supplies		
3.3	Support students with dealing with conflict, reduce suspension/explosion rate, and support classrooms with the	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

	implementation of Restorative Practices.				
3.4	Implement tier 1 PBIS strategies to support students social emotional learning, bring down occurrences of behavior, support Check in and out, and improve school connectedness. Reduce suspension rates for Students with Disabilities from 7.4% to 5%.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing			School Year 2026-2027
3.5	Provide assemblies around bulling, growth mindset, healthy life styles, and more.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	3,850	School Year 2026-2027
3.6	Use social emotional	X All Students English Learners			School Year 2026-2027

	curriculum and supports like Second Step social to support safety, reduce student conflicts, build empathy, and grow social emotional learning.	Low-Income Students Foster Youth Lowest Performing			
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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,500	School Year 2026-2027

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.	26-27 school year	1.0 ELD Teacher will support this work.	1000-1999: Certificated Personnel Salaries	Other	
Data shows a need to support students with intervention services in ELA and math.	26-27 school year	1.0 Intervention teacher will support this work	1000-1999: Certificated Personnel Salaries	Other	

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.	26-27 School Year	This will be done through a Campus Monitor.	2000-2999: Classified Personnel Salaries		

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	41,600	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	200,900	0.00
Title I Part A Parent Involvement	2,552	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	41,600.00
Title I Part A Parent Involvement	2,552.00
Title I Part A Site Allocation	200,900.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,247.00
1000-1999: Certificated Personnel Salaries	146,085.00
2000-2999: Classified Personnel Salaries	8,976.00
3000-3999: Employee Benefits	56,521.00
4000-4999: Books And Supplies	12,003.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	13,850.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
	LCFF Supplemental Site Allocation	10,247.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,003.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	13,850.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	1,552.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	139,533.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	4,846.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	56,521.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	226,930.00
Goal 2	9,220.00
Goal 3	13,032.00

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
Cassidy Butler	Principal
Janel Hedrick	Classroom Teacher
Jasmine Lyons	Classroom Teacher
Monica Espinoza	Classroom Teacher
Kassandra Ortiz	Parent or Community Member
Rabia Shabaz	Parent or Community Member
Lisa Ellington	Parent or Community Member
Laura Olteanu	Parent or Community Member
Sean Van Noy	Parent or Community Member
Melissa Cunningham	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.

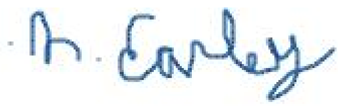
Recommendations and Assurances

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 .

Attested:

	Principal, Cassidy Butler on 5/26/26
	SSC Chairperson, Jasmine Lyons on 5/26/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Coyle Avenue Elementary School

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
In order to increase students sense of safety on campus we will increase adult visibility and supervision by maintaining a full-time campus monitor (paid for by central funds) and expanding recreation aide coverage through additional staffing hours	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$4,130.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation **$41,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide assemblies around bulling, growth mindset, healthy life styles, and more.	5800: Professional/Consulting Services And Operating Expenditures	$3,850.00	Engaging Academic Programs	
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.	4000-4999: Books And Supplies	$2,500.00	Engaging Academic Programs	

Coyle Avenue Elementary School

Purchase and implement site licenses for high-impact supplemental instructional software and digital tools that support differentiated instruction and skill development in English Language Arts and Mathematics. Programs will be selected based on their alignment with grade-level standards, ability to provide adaptive practice, and capacity to track student progress. Tools may include platforms such as Reflex Math, Mystery Science or similar evidence-based applications.	5000-5999: Services And Other Operating Expenditures	$1,500.00	Connected School Communities
Offer educational field trips that extend and enrich classroom learning in English Language Arts, Mathematics, Science, and Social Studies. These field trips will be strategically selected to provide students—especially those from underrepresented and economically disadvantaged backgrounds—with real-world experiences that deepen content understanding, build background knowledge, and increase student engagement in learning.	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Connected School Communities
Provide essential instructional materials and classroom supplies to ensure teachers and staff have the resources necessary to deliver high-quality instruction aligned to grade-level standards. This includes paper, pens, markers, manipulatives, chart paper, and organizational tools.	4000-4999: Books And Supplies	$8,503.00	Connected School Communities
Provide collaboration time for ELD teachers to meet with classroom teachers around leveraging language across all disciplines. Staff will continue implementing designated and integrated ELD strategies, including sentence frames, academic discourse routines, language scaffolds, and explicit instruction in academic vocabulary development.	1000-1999: Certificated Personnel Salaries	$5,000.00	Connected School Communities

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,247.00	Connected School Communities	

LCFF Supplemental Site Allocation Total Expenditures: $41,600.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$2,552.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	
Expand parent leadership opportunities by actively recruiting and supporting parent participation in school governance and engagement activities. This includes increasing representation on the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA), as well as developing new roles such as parent ambassadors or event coordinators. The school will provide outreach in multiple languages, host leadership orientation sessions, and offer childcare during meetings to reduce barriers to involvement.	1000-1999: Certificated Personnel Salaries	$1,552.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $2,552.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation **$200,900.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Coyle Avenue Elementary School

Extension of the attendance clerk’s hours by one additional hour per day to provide consistent follow-up, facilitate outreach, and assist with the implementation of attendance improvement strategies for students at risk of chronic absenteeism. The school will implement tiered attendance interventions that include early outreach for students approaching chronic absenteeism thresholds, attendance contracts, family meetings, regular attendance monitoring, and coordination with district and community support services. Attendance data will be reviewed monthly to identify trends and student groups requiring additional intervention and support. Reduce chronic absenteeism from 28.5% to 27.5%.	2000-2999: Classified Personnel Salaries	$4,846.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$4,374.00	Healthy Environments for Social-Emotional Growth

Coyle Avenue Elementary School

Provide small group targeted instruction/intervention to students in the area of ELA and Math prioritizing enrollment of students in the lowest performing subgroups using CAASPP, i-Ready, locally administered assessments and teacher referral data. This action will be support by 1.0 intervention teachers PC # 32307 Student data will be reviewed every 6–8 weeks during grade-level collaboration meetings, Learning Support Team meetings. Teams will analyze attendance, behavior, intervention progress, and academic benchmark data to identify students requiring additional support or intervention adjustments. Intervention groups and support plans will be adjusted throughout the year based on i-Ready diagnostics, curriculum-based assessments, attendance trends, and behavior data. Increase the percentage of students meeting typical or stretch growth on i-Ready Diagnostics by 2% in both ELA and math.	1000-1999: Certificated Personnel Salaries	$132,780.00	Connected School Communities
Implementation of after-school tutoring focusing on ELA and math prioritizing enrollment of students in the lowest performing subgroups using CAASPP, i-Ready, locally administered assessments and teacher referral data.	1000-1999: Certificated Personnel Salaries	$6,753.00	Connected School Communities
	3000-3999: Employee Benefits	$52,147.00	Connected School Communities

Coyle Avenue Elementary School

Title I Part A Site Allocation Total Expenditures:	$200,900.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Coyle Avenue Elementary School Total Expenditures:	$249,182.00