



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	October 29, 2020	November 17, 2020

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)

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2019-20 school year. There is no state academic assessment available. Data includes surveys, local assessment and student information around suspension and attendance prior to distance learning implemented in response to county mandates for distance learning.

Due to the Corona Virus Pandemic, and resulting shift to distance learning, possible hybrid learning later in the school year, and potential return to full on site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on 2019-2020 Trimester 3 engagement data
2. School Data Survey
3. Winter Text Level Data 2019-2020
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

Attendance rate: 95.6%

Learning loss - to be determined. Using iReady, Text Level, and other classroom assessments.

Prior to the pandemic, data shows that:

Text Level Data from 2nd trimester:

48.8% of K-2 students were either At or Exceeding grade level standards.

34.6% of K-2 English Language Learners were either At or Exceeding grade level standards.

30% of K-2 students identified as McKinney-Vento (homeless) were either At or Exceeding grade level standards.

44% of K-2 students identified as Low Income were either At or Exceeding grade level standards.

Winter Survey Data:

High Expectations/Caring Relationships:

86.2% parents (0.8% increase), 81.9% students (11.5% decrease) and 93.8% of staff (7.3% increase)

Meaningful Participation:

87.4% of parents (1.8% increase), 75.7% of students (.2% increase) and 73.5% of staff (2.2% decrease)

School Culture:

85.1% of parents (0.5% increase), 68.1% of students (1% increase) and 88.9% of staff (7.4% increase)

School Safety:

95.8% of parents (9.3% increase), 83.1% of students (14.7% increase) and 100% of staff (11.5% increase)

Attendance:

Fall through 3/13/2020:

93.1% overall attendance rate

94% ELL attendance rate
92.7% Low SES attendance rate
92% McKinney-Vento (homeless) attendance rate

Suspension Rate (both Home and In-Class):
Fall through 3/13/2020:
1.30% (1.73% decrease) overall suspension rate
5.63% Students with Disabilities
0% ELL suspension rate
1.67% Low SES suspension rate
0% McKinney-Vento (homeless) suspension rate

Engagement Rates during Distance Learning:
53.1% of all students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks).

English Language Learners Engagement during Distance Learning:
57.7% of Primary ELL students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 69.9% of English Only learners.
57.1% of Intermediate ELL students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 63.7% of English Only learners.

Low SES Engagement during Distance Learning:
58.7% of Primary Low SES students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 79.3% of those who are not in the Low SES group.
60.3% of Intermediate Low SES students either exceeded or met the expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 81.9% of those not in the Low SES group.

Students With Disabilities (SWD) Engagement during Distance Learning:
54.6% of Primary SWD learners either exceeded or met expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compare to 69.1% of students without disabilities.
58.6% of Intermediate SWD learners either exceeded or met expectations for engaging in distance learning (highly or moderately engaged according to report card marks) as compared to 63.5% of students without disabilities.

MAP Data Winter 2019-2020:
22.9% of all 3-5th grade students meet or exceeded standard on winter MAP Math
28.6% of all 3-5th grade students meet or exceeded standard on winter MAP Reading
5.3% of EL 3-5th grade students meet or exceeded standard on winter MAP Math
0% of EL 3-5th grade students meet or exceeded standard on winter MAP Reading
18.9% of Low SES 3-5th grade students meet or exceeded standard on winter MAP Math
22.1% of Low SES 3-5th grade students meet or exceeded standard on winter MAP Reading
10.8% of SPED 3-5th grade students meet or exceeded standard on winter MAP Math
10.8% of SPED 3-5th grade students meet or exceeded standard on winter MAP Reading

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners. In addition, students with disabilities struggle to engage in the daily routine of synchronous and asynchronous activities more than students who do not have disabilities. Also, students in our Low SES group struggle to engage in synchronous and asynchronous work, especially in our Primary grades more than students who are not in the Low SES group.

Target groups:
Analysis prior to Distance Learning:
Overall, student performance in ELA based on state and local assessments, has maintained low status for 2 consecutive years although we do see growth across all grade levels. Spring CAASPP assessments for all students show 31% of our students are meeting CA state grade level standards in ELA. This is a 3% increase from last year. 29% of low SES students are meeting CA state grade level standards which is a 4.6% increase over last year. End of year K-2 text assessments show 66.5% of K-2 students are meeting or exceeding grade level targets. This is a 9.9% increase over last year. Spring CAASPP assessments in math show 23% of students are meeting grade level standard which is a 1% growth. 22% of low SES students are meeting grade level standards in math which is a 5% increase over last year. Status and change indicate orange in both ELA and Math on the CA School Dashboard. We do not see a large gap between our low

SES students and our full population of students although we do see a large gap between our full population and our special education students.

In culture and climate at Coyle, we see trends on the rise. 85% of parents & 93% of students feel the school has high expectations and caring relationships of students which is an increase of 2% and 18% respectively. 87% of parents and 68% of students feel that school is a safe place which is a 2% and 4% increase respectively. Suspension rates are declining. Low SES suspension rate declined by 1% and is at 4%, while overall our suspension rate is at 3% which is a decline of 1%. In the area of social-emotional learning, we have 64 students in the at-risk category as measured on the SAEBS assessment.


Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Green	None	None	Yellow	Yellow
English Learners	Orange	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Green	None	None	Yellow	Yellow
Students with Disabilities	Red	Yellow	None	None	Red	Red
African American	Red	Yellow	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Green	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Green	None	None	Yellow	Yellow
Two or More Races	Red	Red	None	None	None	None

LEARN MORE

English Language Arts

All Students | State



Yellow

51.4 points below standard

Increased 4.1 Points ↑

EQUITY REPORT
Number of Student Groups in Each Color


1	1	2	0	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

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Mathematics

All Students | State



Yellow

68 points below standard

Increased 3.8 Points ↑

EQUITY REPORT
Number of Student Groups in Each Color

1	1	2	0	0
Red	Orange	Yellow	Green	Blue

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English Learner Progress

All Students | State

25% making progress towards English language proficiency

Number of EL Students: 28

Progress Levels

Very High = 65% or higher
 High = 55% to less than 65%
 Medium = 45% to less than 55%
 Low = 35% to less than 45%
 Very Low = Less than 35%

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Root Cause Analysis

What did your root causes analysis reveal?

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

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

Distance learning has resulted in disengagement as evidenced by engagement data from 2019-2020 report cards. Students who had high to moderate engagement for all students was 53.1%. There was a big difference in targeted groups participation compared to their peers. English Language Learners 57.7% compared to Non-EL's 80.6%, Low SES 59.5% compared to 80.6%, SPED 56.6 compared to 66.3%. Parents and staff have shared that technology problems, number of Zoom meetings, amount of work, struggle to support students at home, lack of teacher, student, and parent knowledge and training of technology supports, and students attending Zoom whole and small group meetings.

Lack of engagement in synchronous and assignment completion learning is attributed to lack of attendance in whole group and small group Zoom sessions, technology/internet issues, and student support in distance learning model

As a school site we have continued to focus on ELA, implementation of Professional Learning Communities, utilizing assessments and essential standards, and work together as a staff to ensure all students master each grade levels essential standards. We will continue to utilize an intervention system with staff providing Tier 2 and Tier 3 intervention for students based on data. We have also seen that students felt an increase 11.5% (on district survey) of the area high expectations/caring relationships and an 14.7% in school safety. This could be in relation to the school sites work with restorative practices and the use of a campus representative.

Root Cause Analysis prior to Distance Learning:

As a school site, we have focused on ELA very specifically for 2 years. We are seeing steady increase in our data trends both in local assessments and state assessments. Upon analysis of the data, we are finding that our adoption of the Professional Learning Communities (PLC) model along with an RTL model have significantly impacted our student achievement in a positive manner. Teachers identify essential standards and work together as a grade level and vertical teams to ensure all students master these essential standards. We utilize a robust intervention system with 5 certificated teachers providing intensive Tier 2 and Tier 3 interventions for students based on demonstrated need. We embed accountability and data measuring systems into this PLC work to ensure we are serving students responsively and appropriately.

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

Resource Inequities

What resource inequities did you discover?

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

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

1. High need for intervention and small group instruction. Along with materials.
3. Relationships between students and between teachers continues to be a concern and needs to be bolstered and improved upon.
4. Teachers continue to identify the need for time to collaborate together in PLCs.
5. Struggles with Distance Learning due to COVID-19 school closures.
6. Continued work to build positive relationships and increase parent involvement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

- The School Site Council (SSC) has participated in the comprehensive needs assessment and principal has shared data trends and analysis with SSC at 4 separate meetings between the end of the last school year and the beginning of this school year. SSC is encouraged and excited by the growth and steady improvement we are making. SSC continues to wonder how we can improve parent involvement and continue to invite parents into the schooling process. Ideas discussed include an electronic marquis board, continuing the use of APTT meetings, and increasing the fun and free family nights.
- Leadership team meets twice a month to discuss our local data, review teacher input and feedback reflection and plan continuing professional learning for teachers. The leadership team has an extremely active and large voice within our staff and directing where we go professionally. As a team, we continually ask how we can refine our practices and methods to best serve students. Teachers are extremely favorable at our current plan and proposed actions and would like to continue and possibly expand on current actions.
- The ELAC group is overall very in favor of the plans we have in place at school and would like to see it continue (from 2019-2020) (Due to ELAC meeting online in Sept. no parents showed).

The plan and actions in the plan were discussed with the larger school community.

Resource Inequities

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

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

1. There is a need for intervention and materials to support students growth.
2. Grades 3-5 teachers lack training and support in the area of small group guided reading to provide engaging, ability level reading instruction at student's identified level.
3. Continued professional learning at the site level has not occurred at the rate we'd like due to the extreme shortage of DIA's available to sites. We can get subs, but not the DIA's.
4. Relationships between students and between students and teachers continues to be a concern and needs to be bolstered and improved upon.

5. Teachers continue to identify the need for time to collaborate together in order to research and implement best practices in identified essential standard areas.

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

2020-21

Identified Need

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. As a site many things like the "Houses program", family nights/events, the Cougar Chronicles (weekly newsletter), the website, phone calls, and emails have been implemented. Parents and teachers identified the "Houses" program, Cougar Chronicles, phone calls, emails, and events were really helpful in creating a caring environment. We will continue to provide these opportunities and look for more ways to add events like reading nights, APTT, online events, and resources to help maintain and build a positive, welcoming climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Parent Survey: Meaning Full Participation Section	87.4%	90.4%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Family Engagement like but not limited to: Activities, Events, Listening Session, and Resources	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement	1,400 1,226	August 2020 - June 2021

				5000-5999: Services And Other Operating Expenditur es		
1.2	Weekly newsletter Cougar Chronicles, regularly updating school website, parent teacher conferences, phone calls, emails, and etc.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff, School Secretary, Principal			August 2020 - June 2021
1.3	Input from families in forms like but not limited to surveys, listening session, principal open conversation times, SSC, etc.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff			August 2020 - June 2021
1.4		All Students English Learners Low-Income Students Foster Youth Other				August - June

1.5		All Students English Learners Low-Income Students Foster Youth Other	school staff			August - June
1.6		All Students English Learners Low-Income Students Foster Youth Other	School Staff			August - June
1.7		All Students English Learners Low-Income Students Foster Youth Other	School Staff			August - June
1.8		All Students English Learners Low-Income Students Foster Youth Other	School Staff			August - June

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Having an attendance clerk for additional hours to support families and students, attendance plan with incentives built in, student and classroom recognition, mindfulness practices, a campus rep to support students and families, APTT meetings, and beginning Restorative Practices all had positive effects on our outcomes.

Our overall enrollment dropped 29 students

Overall our attendance rate dropped from 93.5 to 93.2 this year.

Our low SES attendance rate dropped .6%

Our chronic absenteeism went up 2.8% for all students and 4.5% for our low SES students.

Overall, students felt better this year than last at school:

In the area of high expectations and caring relationships, we grew 18.4%

In the area of meaningful participation we grew 15%
 In the area of safety, we grew 4%
 In the area of school culture we grew 14.9%
 Overall, parents and families felt better this year than last year at school:
 In the area of high expectations and caring relationships, we grew 1.7%
 In the area of meaningful participation we grew 13.8%
 In the area of safety, we grew 1.6%
 In the area of school culture we grew 5.5%

The Coyle team will continue to engage in Restorative Practices, work to improve attendance, implement mindfulness practices, increase campus safety, and engage parents with an academic mindset. These action items have shown to be effective for our students, and families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The 2018-2019 SPSA budgeted 10,200 for the additional clerk hours, but it cost approximately 15,000.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue most of this goal and expand on it in the 2019-2020 year.

2020-21

Identified Need

We continue to struggle with low parent involvement, students struggling with their social emotional learning, and overall connectedness to the school and caring adults.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Overall attendance rate	93.2%	95%
Chronic Absenteeism Rate	20.4%	18%
School Culture Section of the Annual Staff, Student, Parent Survey	Staff: 88.9% Parent: 85.1% Student: 68.1%	Staff: 92% Parent: 88.1% Student: 71.1%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Local Student Climate Survey	This year will be the baseline	TBD

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Add hours to our attendance clerk to support relationship building with families to increase attendance rates.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Clerk	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	9,954	August 2020 - June 2021
2.2	Utilize a strategic attendance plan to recognize and incentivize students and families to attend school.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Clerk	LCFF Supplemental Site Allocation	500	School year 2020-2021
2.3	.	All Students English Learners Low-Income Students Foster Youth Other				

2.4	<p>We will utilize a house system to further connect students and staff across the wider school community. All staff and students will be sorted into houses. This is a proved method that will create and maintain a positive school culture in which all students and staff feel a sense of belonging. Research shows when students and staff are connected to their school community academic scores rise. Materials and resources will be purchased to support the launch and sustainment of the system.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	School Staff	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	3,000	August 2020 - June 2021
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2.5	Campus Representative will be hired to support students with behavior choices by providing additional supervision, feedback and support.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	16,166 13,834	School year 2020-21
2.6	Pay additional hours to Rec. Aides as needed to increase school-wide safety measures and support a positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	LCFF Supplemental Centralized Services (District Only)	2,972	School year 2020-21

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions that were effective in improving students outcomes: Intervention Teachers using using systematic RTL data driven system that correlates with PLC work, IA's supporting PLC & RTL work in kindergarten and first grades, access to quality literacy materials for Intervention team, collaboration time for staff around interventions/extensions, ELD teacher, PLC Conferences for teachers and intervention staff, and Mindfulness PD.

Actions or services that were not effective in improving student outcomes: Safe Schools Ambassadors.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based upon information gathered from the Comprehensive Needs Assessment, we will discontinue the following actions:
 K-2 Reading teacher and coaching support.
 Trauma Sensitive Classroom training.
 RTI @ Work Conference.

We will be continuing, refining, and expanding upon the remaining actions.

2020-21

Identified Need

Student performance in ELA as measured by local and state assessments overall is making growth, but is still much lower than we'd like to see.
 Climate and culture as measured by suspension rates, attendance rates, office referrals continues to remain an area of need, especially for our low SES and special education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
iReady Math	10.6% at Grade Level	15.6% at Grade Level
Text Levels	48.8% of students at or above grade level expectations	53.8% of students at or above grade level expectations
iReady Reading	22.4% at Grade Level	27.4% at Grade Level
ELPAC - Overall	45.59% at levels 3 & 4	50.59% at levels 3 & 4
Local Climate and Culture Survey Data	1st year implementing	TBD

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	0.8 Intervention Teacher will be supporting students through a systematic RTL data driven system that correlates with our PLC work and essential standards.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	84,578	August 2020- June 2021
3.2	Instructional Assistants will be hired to support grades Kinder through 1st grade intervention with a focus on intentional interventions tied to essential standards.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	25,000	August 2020- June 2021
3.3	Provide collaboration time analyze student data and plan for instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,288	August 2020- June 2021

3.4	Additional materials to support literacy may be purchased. This could include classroom library books, supplemental assessment materials, or intervention materials.	X All Students English Learners Low-Income Students Foster Youth Other	School staff, Principal, and Intervention Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	August 2020 - June 2021
3.5	Technology to support instruction such as Apple TV systems and printers will be purchased.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Carryover	14,700	August 2020- June 2021
3.6	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. .5 FTE ELD	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	63,789	August 2021

3.7	Additional supplies may be purchased to enrich English Learners learning experiences in their intervention groups.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	Ongoing
3.8	Translators will be available upon request for events at Coyle such as parent conferences, APTT, etc.	All Students X English Learners Low-Income Students Foster Youth Other	School Staff			Ongoing
3.9	Supplemental library/classroom library books including diverse texts.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,400	Ongoing
3.10	Support and nurture improved instructional processes resulting in improved	X All Students English Learners Low-Income Students Foster Youth Other	Teacher with Intervention Responsibilities	Title I Part A Centralized Services (District Only)	85,390	August 2020 - June 2021

	student achievement through the systematic implementation of PLC and RTL data driven systems. 1.0 FTE Intervention Resp.			1000-1999: Certificated Personnel Salaries		
3.11		All Students English Learners Low-Income Students Foster Youth Other				
3.12	Purchase copier contract to provide appropriate work to support student need.	All Students X English Learners X Low-Income Students X Foster Youth X Other to support intervention	School staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,600	School Year 2020-2021

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

2020-21

Identified Need

Students need support with learning skills that will help them solve problems, collaborate with others, and maintain a positive growth mindset.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Annual Survey Student: Growth Mindset Section Overall	80% agree/strongly agree	85% agree/strongly agree

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide mindfulness and restorative practices resources to support the skills needed to help navigate college, career and beyond.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	August 2020 - June 2021

4.2	Provide assemblies to support enrichment in all content areas.	X All Students English Learners Low-Income Students Foster Youth Other	School Staff and Principal	LCFF Supplemental Site Allocation	1000	August 2020 - June 2021
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$331,797.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$2,972.00
LCFF Supplemental English Learner Central	\$63,789.00
LCFF Supplemental Site Allocation	\$36,576.00
Title I Part A Carryover	\$14,700.00
Title I Part A Centralized Services (District Only)	\$85,390.00
Title I Part A Parent Involvement	\$2,626.00
Title I Part A Site Allocation	\$125,744.00

Subtotal of state or local funds included for this school: \$331,797.00

Total of federal, state, and/or local funds for this school: \$331,797.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	36,576	0.00
LCFF Supplemental English Learner Central	63,789	0.00
LCFF Supplemental Centralized Services (District Only)	2,972	0.00
Title I Part A Site Allocation	125,744	0.00
Title I Part A Parent Involvement	2,626	0.00
Title I Part A Centralized Services (District Only)	85,390	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	2,972.00
LCFF Supplemental English Learner Central	63,789.00
LCFF Supplemental Site Allocation	36,576.00
Title I Part A Carryover	14,700.00
Title I Part A Centralized Services (District Only)	85,390.00
Title I Part A Parent Involvement	2,626.00
Title I Part A Site Allocation	125,744.00

Expenditures by Budget Reference

Budget Reference	Amount
	18,172.00
1000-1999: Certificated Personnel Salaries	235,045.00
2000-2999: Classified Personnel Salaries	51,120.00
4000-4999: Books And Supplies	9,800.00
5000-5999: Services And Other Operating Expenditures	2,826.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	2,972.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	63,789.00
	LCFF Supplemental Site Allocation	14,834.00
	LCFF Supplemental Site Allocation	500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,288.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,954.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,600.00
	Title I Part A Carryover	14,700.00
1000-1999: Certificated Personnel Salaries	Title I Part A Centralized Services (District Only)	85,390.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	1,226.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	84,578.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	41,166.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,626.00
Goal 2	46,426.00
Goal 3	281,245.00
Goal 4	1,500.00

School Site Council Membership

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

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

Name of Members	Role
James Reinhard	Principal
Janel Hedrick	Classroom Teacher
Lori Brigham	Classroom Teacher
Daniel Rule	Classroom Teacher
Mikayla Salser	Parent or Community Member
Stephanie Daniels	Parent or Community Member
Callie DePaul	Parent or Community Member
Venessa Marin	Parent or Community Member
Elisha Santoyo	Parent or Community Member
Taryn Dyke	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

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 October 16, 2018.

Attested:



Principal, James Reinhard on 10/29/2020

SSC Chairperson, Janel Hedrick on 10/29/2020

Budget By Expenditures

Coyle Avenue Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$2,972.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay additional hours to Rec. Aides as needed to increase school-wide safety measures and support a positive school climate.		\$2,972.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$2,972.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$63,789.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. .5 FTE ELD	1000-1999: Certificated Personnel Salaries	\$63,789.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$63,789.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$36,576.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional supplies may be purchased to enrich English Learners learning experiences in their intervention groups.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	

Coyle Avenue Elementary School

Supplemental library/classroom library books including diverse texts.	4000-4999: Books And Supplies	\$1,400.00	Engaging Academic Programs
Provide collaboration time analyze student data and plan for instruction.	1000-1999: Certificated Personnel Salaries	\$1,288.00	Engaging Academic Programs
Additional materials to support literacy may be purchased. This could include classroom library books, supplemental assessment materials, or intervention materials.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
		\$13,834.00	Healthy Environments for Social-Emotional Growth
Add hours to our attendance clerk to support relationship building with families to increase attendance rates.	2000-2999: Classified Personnel Salaries	\$9,954.00	Healthy Environments for Social-Emotional Growth
Utilize a strategic attendance plan to recognize and incentivize students and families to attend school.		\$500.00	Healthy Environments for Social-Emotional Growth
We will utilize a house system to further connect students and staff across the wider school community. All staff and students will be sorted into houses. This is a proved method that will create and maintain a positive school culture in which all students and staff feel a sense of belonging. Research shows when students and staff are connected to their school community academic scores rise. Materials and resources will be purchased to support the launch and sustainment of the system.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth
Purchase copier contract to provide appropriate work to support student need.	5000-5999: Services And Other Operating Expenditures	\$1,600.00	Engaging Academic Programs
Provide mindfulness and restorative practices resources to support the skills needed to help navigate college, career and beyond.	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures

Coyle Avenue Elementary School

Provide assemblies to support enrichment in all content areas.

\$1,000.00 Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$36,576.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Carryover

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology to support instruction such as Apple TV systems and printers will be purchased.		\$14,700.00	Engaging Academic Programs	

Title I Part A Carryover Total Expenditures: \$14,700.00

Title I Part A Carryover Allocation Balance: \$0.00

Funding Source: Title I Part A Centralized Services (District Only)

\$85,390.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support and nurture improved instructional processes resulting in improved student achievement through the systematic implementation of PLC and RTL data driven systems. 1.0 FTE Intervention Resp.	1000-1999: Certificated Personnel Salaries	\$85,390.00	Engaging Academic Programs	

Title I Part A Centralized Services (District Only) Total Expenditures: \$85,390.00

Title I Part A Centralized Services (District Only) Allocation Balance: \$0.00

Coyle Avenue Elementary School

Funding Source: Title I Part A Parent Involvement **\$2,626.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Engagement like but not limited to: Activities, Events, Listening Session, and Resources	4000-4999: Books And Supplies	\$1,400.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$1,226.00	Connected School Communities	
Title I Part A Parent Involvement Total Expenditures:		\$2,626.00		
Title I Part A Parent Involvement Allocation Balance:		\$0.00		

Funding Source: Title I Part A Site Allocation **\$125,744.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Campus Representative will be hired to support students with behavior choices by providing additional supervision, feedback and support.	2000-2999: Classified Personnel Salaries	\$16,166.00	Healthy Environments for Social-Emotional Growth	
0.8 Intervention Teacher will be supporting students through a systematic RTL data driven system that correlates with our PLC work and essential standards.	1000-1999: Certificated Personnel Salaries	\$84,578.00	Engaging Academic Programs	
Instructional Assistants will be hired to support grades Kinder through 1st grade intervention with a focus on intentional interventions tied to essential standards.	2000-2999: Classified Personnel Salaries	\$25,000.00	Engaging Academic Programs	
Title I Part A Site Allocation Total Expenditures:		\$125,744.00		
Title I Part A Site Allocation Allocation Balance:		\$0.00		

Coyle Avenue Elementary School

Coyle Avenue Elementary School Total Expenditures: \$331,797.00