

School Year: 2020-21

Captain Cooper Elementary School School Plan for Student Achievement (SPSA) Draft

School Name	County-District-School (CDS) Code	School-site Council (SSC) Approval Date	Local Board Approval Date
Captain Cooper Elementary School	27-65987-6026025	May 20, 2020	June 24, 2020

Purpose and Description

Briefly describe the purpose of this plan (School-wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

School-wide Program

Briefly describe 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.

Captain Cooper Elementary School is a Title 1 school with a School-wide Program to support students. Our school goals match the district LCAP goals in the areas of ELA, Math and Social, Emotional and Behavioral learning. The school's plan meets the ESSA requirements by advancing equity for disadvantaged and high needs students, ensuring students are taught to high academic standards, providing information to educators, families, students and communities through annual state-wide assessment, helping grow innovative practices and evidence-based interventions and developing action to effect positive change. Our SPSA and Title 1 budget provide funding for an ELD/ELA/math intervention teacher, instructional aide support in the classroom, instructional coaching by the teaching principal, afterschool enrichment staff and summer program enrichment staff. In addition, funding is focused on professional development for staff: Guided Language Acquisition Design (GLAD) for teaching English learners, math, and Social, Emotional and Behavioral workshops and trainings. Funding also supports substitute teachers for quarterly data analysis days and trainings. The SPSA and budget support a bilingual shared book program to connect home and school, as well as a student and family education nights. To grow the innovative programs and intervention programs at the school, the SPSA and budget support acquisition of supplemental materials and supplies for the intervention instructional program (ELA, math, ELD), social/emotional behavioral learning, summer enrichment program, and our innovative STEAM program. The SPSA also promotes field trips that address experiences related to the goals. Lastly, the SPSA supports the ELAC and SSC meetings to encourage parent participation in the development of the SPSA and Title 1 budget.

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

8/22/19 ELAC/SSC meeting- ELAC/SSC information and training
9/5/19 ELAC/SSC meeting- Review 2018-19 SPSA and Title 1 budget, School Needs Assessment
9/19/19 All Staff Meeting- Review of ELPAC, CAASPP and reclassification data
10/24/19 All Staff meeting- Illuminate Data Training
11/7/19 SSC/ELAC meeting- Review of ELPAC, CAASPP and reclassification data, Review Parent Engagement Policy and Plan
1/9/20 ELAC/DELAC/SSC/All Staff meeting- CA Dashboard review for LCAP
2/13/20 All Staff meeting- Title 1 budget and SPSA goals, assess needs
3/5/20 ELAC/DELAC/SSC meeting- Review SPSA goals and Title 1 budget, assess needs
3/19/20 All Staff meeting- Review SPSA goals and Title 1 budget, review advice from ELAC/SSC
4/23/20 All Staff meeting- Discuss update of Title 1 budget- cancelled due to school closure
5/7/20 ELAC/DELAC/SSC meeting- Final review and approval of SPSA and Title 1 budget- cancelled due to school closure
5/7/20 All Staff meeting (Zoom Meeting)- Final review of SPSA and Title 1 budget
5/20/20 ELAC/DELAC/SSC meeting- Final review and approval of SPSA and Title 1 budget, DELAC approves district request for federal funds

Resource Inequities

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

As a result of the needs assessment, materials were identified to supplement intervention for: ELA, math and ELD, social/emotional/behavioral learning, summer school instruction, bilingual books for shared reading at home, and STEAM for the innovative science, technology, engineering, art and math program. The personnel needs identified are instructional coaching, intervention teaching (ELD, ELA, Math), and behavioral and instructional aide support. Due to the isolated location of our school and the high percentage of students in the low socioeconomic demographic group, our students don't have the same access to experiences as the students at other district schools; therefore, field trips addressing the goal areas allow our students access to enriching experiences. Afterschool enrichment was identified as a resource to support learning and homework support. Summer enrichment was identified as a resource to support continued learning during the summer, promoting academic learning growth over the summer. Parent education was identified as a need to help parents with supporting the academic growth of their children.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

English Language Arts: By June 2021, 65% of students will score “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

On the 2019 CAASPP, 63% of students did not meet standards in ELA and 37% of students did meet or exceed the standards in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment	June 2020, 60% of 3 rd -5 th grade students met average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.	By June 2021, 65% of 3 rd -5 th grade students will meet average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.
ELA portion of the California Assessment of Student Performance and Progress (CAASPP)	37% of 3 rd -5 th grade students scored “Meets” or “Exceeds” on the ELA portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP).	By June 2021, 65% of 3 rd -5 th grade students will score “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

ELA intervention teacher
 ELA intervention materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
ELA intervention teacher (.23 FTE)	Title 1
ELA intervention materials \$800	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Action

ELA instructional coaching by teaching principal (.1 FTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
Teaching Principal (.1 FTE)	Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

Instructional Assistant support (.125 FTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
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Instructional assistant (.1 FTE)	Title 1
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

Trimester data review days

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
Roving Substitute Teacher \$500	Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

Summer Enrichment Program- 12 days (9 am-1 pm). The designated funding is above the district funding for the program to support additional staffing and additional days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
Summer Program Teacher \$1500	Title 1
Summer Program Teaching Assistant \$2500	Title 1
Summer Program Materials \$1000	Title 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

Field trips

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

Field Trips \$1000

Title 1

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Math: By June 2021, 65% of students will score “Meets” or “Exceeds” on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

On the 2018 CAASPP, 75% students did not meet standards in Math and 25% of students did meet or exceed standards in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).	25% of 3 rd -5 th grade students scored “Meets” or “Exceeds” on the math portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP).	By June 2021, 65% of 3 rd -5 th grade students will score “Meets” or “Exceeds” on the math portion of the California Assessment of Student Performance and Progress (CAASPP).

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

Math intervention teacher (.25 FTE)

Title 1

Math intervention materials \$800

Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math coaching by teaching principal (.1 FTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

Teaching Principal (.1 FTE)

Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Instructional Assistant support (.1 FTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

Instructional assistant (.1 FTE)	Title 1
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

STEAM program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

STEAM program materials \$800	Title 1
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math Professional Development for Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

Math trainings \$200	Title 1
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math Education Event for students and families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

Math Night \$1000	Title 1
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Goals, Strategies, Expenditures, & Annual Review

Goal 3

English Language Development: By June 2021, 65% of EL students will either move one level or maintain their current level for only a second year on the Summative ELPAC, and/or meet reclassification criteria.

Identified Need

On the 2019 Summative English Language Proficiency Assessment for California (ELPAC), 48.7% of students scored at level 4, 38.5% of students scored at level 3, 7.7% of students scored at level 2 and 5.1% of students scored at level 1 (51.3% of students did not meet the ELPAC standard for

Reclassified Fluent English Proficient-RFEP). During the 2019-20 school year, approximately 42% of the students were designated English Learners (EL).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	On the 2019 Summative ELPAC, 48.7% of students scored at level 4, 38.5% of students scored at level 3, 7.7% of students scored at level 2 and 5.1% of students scored at level 1 (51.3% of students did not meet the ELPAC standard for Reclassified Fluent English Proficient-RFEP). During the 2019-20 school year, approximately 42% of the students were designated as English Learners (EL).	By June 2021, 65% of EL students will either move one level or maintain their current level for only a second year on the Summative ELPAC, and/or meet reclassification criteria.
Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment	June 2020, 60% of 3 rd -5 th grade students met average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.	By June 2021, 65% of students will meet average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.
ELA portion of the California Assessment of Student Performance and Progress (CAASPP)	37% of 3 rd -5 th grade students scored "Meets" or "Exceeds" on the ELA portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP).	By June 2021, 65% of students will score "Meets" or "Exceeds" on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners and Re-designated Fluent English Proficient (RFEP) students

Strategy/Activity

ELD intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

ELD intervention teacher (.25 FTE)	Title 1
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

Home-school connection bilingual book program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

Bilingual books \$1000	Title 1
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

Guided Language Acquisition Design (GLAD) training for teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s) Source(s)

GLAD training registration \$800	Title 1
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Substitute teachers \$500	Title 1
Travel reimbursement \$500	Title 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners and Re-designated Fluent English Proficient (RFEP) students

Strategy/Activity

ELAC/SSC Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
ELAC/SSC meeting supplies \$200	Title 1
Childcare for ELAC/SSC meetings \$500	Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners and Redesignated Fluent English Proficient (RFEP) students.

Strategy/Activity

ELD coaching by teaching principal (.1 FTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
Teaching Principal (.1 FTE)	Title 1

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Social, Emotional, Behavioral: All students will be provided with positive behavior intervention supports. By June 2021, The overall suspension rates will decrease and the specific rate for any sub-group will not exceed 1.5%.

Approximately 84% of the students are socioeconomically disadvantaged according to the 2019 school Dashboard. Social, emotional and behavioral needs were identified as target areas in the needs assessment. During the 2019-20 school year, there were 3 suspensions and 14 behavior referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Suspensions	3 suspensions	2 suspensions
Number of Behavior Referrals	14 behavior referrals	22 behavior referrals

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide positive social, emotional, behavioral tiered support program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)	Source(s)
Social, emotional and behavioral workshops and trainings for all staff \$1000	Title 1

Substitute teachers \$500	Title 1
Travel reimbursement \$500	Title 1
Social, emotional and behavioral learning materials \$1000	Title 1
Behavioral/Instructional Assistant (.1 FTE)	Title 1

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 (Federal Funds)	\$ 190,060
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0.00
Total Site Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 0.00

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. **NOTE: If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title 1	\$196,060

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 (\$)
N/A	\$N/A

Subtotal of state or local funds included for this school: \$ N/A

Total of federal, state, and/or local funds for this school: \$196,060