

Captain Cooper Elementary School

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School-site Council (SSC) Approval Date	Local Board Approval Date
Captain Cooper Elementary School	27-65987-6026025	5-14-19	6-5-19

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)

Title I 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 I 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 statewide assessment, helping grow innovative practices and evidence-based interventions and developing action to effect positive change.

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

- 8/21/18 ELAC meeting- ELAC information and training
- 9/4/18 ELAC meeting- Review of ELPAC and CAASPP data
- 10/18/18 All Staff meeting- Review 2018-19 SPSA and Title I budget
- 11/8/18 All Staff meeting- Fidelity Integrity Assessment for MTSS
- 12/4/18 SSC/ELAC meeting- Review of 2018-19 SPSA and Title I budget
- 1/10/19 All Staff meeting- CA Dashboard review for LCAP
- 2/12/19 SSC meeting- Title I budget and SPSA goals, assess needs
- 2/14/19 All Staff meeting- Title I budget and SPSA goals, assess needs
- 2/28/19 DELAC meeting- CA Dashboard review for LCAP

3/19/19 ELAC meeting- Review SPSA goals and Title I budget, assess needs, prepare advice for SSC
 3/21/19 All Staff meeting- Review SPSA goals and Title I budget, review advice from ELAC
 4/2/19 SSC meeting- Review SPSA and Title I budget
 4/11/19 All Staff meeting- Discuss update of Title I budget
 5/2/19 DELAC meeting- CA Dashboard review for LCAP
 5/10/19 All Staff meeting- Final review of SPSA and Title I budget
 5/14/19 SSC meeting- Final review and approval of SPSA and Title I budget

Goals, Strategies, Expenditures, & Annual Review

Goal 1

English Language Arts: By June 2020, 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 2018 California School Dashboard, the Captain Cooper School performance indicator for English Language Arts was in the yellow zone, scoring 13.5 points below the standard. On the 2018 CAASPP, 59% of students did not meet standards in ELA and 41% 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 2019, 50% 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 2020, 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)	41% of 3 rd -5 th grade students scored “Meets” or “Exceeds” on the ELA portion of the 2017-18 California Assessment of Student Performance and Progress (CAASPP).	By June 2020, 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

Strategy/Activity

Provide supplemental ELA intervention services and materials for students in phonics, phonemic awareness, reading and writing.

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) \$34,667	Title I
ELA intervention materials \$800	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Action

Additional ELA instructional coaching will be provided by the teaching principal (.1 FTE), working with teachers to further develop strategies for teaching reading fluency, reading comprehension and writer's workshop.

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) \$18,666	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Instructional Assistant support (.125 FTE) to assist students with reading and writing. Instructional assistant will provide support to individual students or small groups in class during ELA instructional time, helping with reading fluency, reading comprehension and writing.

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) \$3,033	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

During trimester data review days, the principal, intervention teacher, school counselor and classroom teachers meet and review academic, social, emotional, and behavioral data, identifying tiers of support, services and accommodations needed. Students are also identified for the Student Success Team (SST) process.

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 I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a Title I funded summer school opportunity for students to continue growth in reading, writing and math through art and gardening. This integrated approach will make learning fun and meaningful

for the students, with real-world application. Summer school was identified as an activity to promote academic learning growth over the summer.

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 School Teacher \$2500	Title I
Summer School Teaching Assistant \$1500	Title I
Summer School Materials \$1000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Field trips: 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. After the field trips to historical sites, natural science sites and cultural sites, the students read, write and present about their experiences. The experiential learning opportunities will help students improve their reading, writing, listening and speaking skills, as well as their knowledge of history/social studies and science.

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 I

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Math: By June 2020, 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 California School Dashboard, the Captain Cooper School performance indicator for Math was in the orange zone, scoring 32.7 points below the standard. On the 2018 CAASPP, 62% students did not meet standards in Math; 38% 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).	38% of 3 rd -5 th grade students scored “Meets” or “Exceeds” on the math portion of the 2017-18 California Assessment of Student Performance and Progress (CAASPP).	By June 2020, 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

Strategy/Activity

Provide supplemental math intervention services and materials to promote improved math fact fluency and math conceptual understanding.

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) \$34,667	Title I
Math intervention materials \$800	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional math coaching provided by the teaching principal (.1 FTE) to support teachers' professional development in math instruction.

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) \$18,666	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Instructional Assistant support (.1 FTE) to assist students with math skills. Instructional assistant will provide support to individual students or small groups in class during math instructional time.

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) \$3033	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STEAM program activities to teach science, technology, engineering, art and math need materials for implementing experiments and labs, designing and engineering to solve problems, showing learning through art and integrating math skills.

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 I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school has been allocated 20 hours for access to a math consultant. Working with the math consultant for an additional 2 days at \$60/hr is over and above the District's allocation for this work. Teachers will meet individually and as a group with the math consultant to improve math instruction for students to increase student math learning.

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 consultant \$960	Title I
Math consultant \$1200	Local Low-Performing Students Grant

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To bring a hands-on math experience to students and families, we will hold a student math festival and a family math festival on the same day. The California Math Festival brings a dozen hands-on math activities to students and families to explore. We want to make learning math accessible and fun for students and families, encouraging parents to engage in math with their children and help improve math learning.

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 Festivals \$2200	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementing universal math supports for all students through the use of supplemental technology programs.

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)
ST Math \$1326	Funded by Local Low-Performing Students Grant
Imagine Learning Math \$1026	Funded by general fund

Goals, Strategies, Expenditures, & Annual Review

Goal 3

English Language Development: By June 2019, 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 2018 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 2018-19 school year, approximately 42% of the students were designated English Learners (EL).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Summative ELPAC	On the 2018 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 2018-19 school year, approximately 42% of the students were designated as English Learners (EL).	By June 2019, 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 2019, 50% 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 2020, 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)	41% of 3 rd -5 th grade students scored "Meets" or "Exceeds" on the ELA portion of the 2017-18 California Assessment of Student Performance and Progress (CAASPP).	By June 2020, 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 Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

Provide supplemental ELD intervention services and materials to promote improved English language fluency in speaking, listening, reading and writing.

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) \$34,667	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish a home-school connection bilingual literacy program, by sending home dual language English-Spanish books home in book bags, along with family phonics workbooks for the younger students. The librarian will have a check out system for the book bags. This program will promote reading fluency in both English and Spanish, while encouraging parents to read with their children.

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 and book bags \$1000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will participate in Guided Language Acquisition Design (GLAD) training to learn strategies to teach English Language (EL) students. The training involves two days of instruction and four days of observation in schools implementing GLAD. Teachers will apply these strategies across curricular areas to make learning content in all areas more accessible to ELs.

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 \$3200	Title I
Substitute teachers \$2000	Title I
Travel reimbursement \$3000	Title I

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 Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

To increase access to ELAC/SSC meetings, we will provide meeting supplies, refreshments and childcare. This will bring in more families to the 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 I
Childcare for ELAC/SSC meetings \$300	Title I

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

The teaching principal will provide additional ELD coaching to support teachers' professional development in ELD instruction.

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) \$18,666	Title I

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Social, Emotional, Behavioral: All students will be provided with positive behavior intervention supports. By June 2020, the overall behavior referrals, suspensions and suspension rates will decrease and the specific rate for any sub-group will not exceed 1.5%.

Approximately 82% of the students are socioeconomically disadvantaged according to the 2018 school Dashboard. Social, emotional and behavioral needs were identified as target areas in the needs assessment. During the 2018-19 school year, there were 5 suspensions and 32 behavior referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Suspensions	5 suspensions	3 suspensions
Number of Behavior Referrals	32 behavior referrals	22 behavior referrals
Suspension Rate	0%	Less than 1.5%

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

Engage in a selfreflective study that will inform the development and alignment of academic and behavioral resources, programs, supports, and services utilizing a coherent Multi-Tiered Systems of Support (MTSS) framework that engages all systems leading to improved student outcomes.

Our school will establish an MTSS leadership team to continue the work of developing & aligning academic, behavioral, & social-emotional support systems. This will include acknowledgement systems and identification criteria that is data-based and formalized (tiered-intervention matrices). Data drivers will be identified and trained.

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)
Self-reflective study utilizing the MTSS framework	CA SUMS Grant and General Fund
Establish an MTSS leadership team	CA SUMS Grant and General Fund
Identify and train data drivers	CA SUMS Grant and General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A school-wide positive social, emotional, behavioral tiered support program will be developed through professional development in SEL and behavior trainings and the use of SEL and behavior learning materials. A Multi-Tiered Systems of Support (MTSS) team will engage in a self-reflective study that will inform the development of the program to improve student outcomes. The programs, activities and behavioral support services will be focused on social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

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 I
Substitute teachers	Title I
Travel reimbursement	Title I
Social, emotional and behavioral learning materials \$1000	Title I

Behavioral/Instructional Assistant (.1 FTE)
\$3034

Title I

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**)

\$ 196,060 (estimated)

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

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 I (anticipated)	\$196,060

