School Year: **2020-21**

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
Carlin C. Coppin Elementary School	31669516085252	October 8, 2020	November 3, 2020

Purpose and Description

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

Schoolwide Program

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.

With the COVID-19 Pandemic this year, significant supports will be needed to address the academic and social emotional needs of our students and families in this unprecedented time. Never before have we seen a crisis such as this in our world let alone our educational system. Ample attention will be paid to supporting our students and families during this time and our resources at school will be allocated accordingly to close the achievement gap for our significant sub groups while continuing to support all students staff and families.

Our Title I and Supplemental funds are used to support student growth and achievement in both the academic and social/emotional realms. The majority of our Title I monies are used to fund 3 staff members. 2 Instructional Support Providers (ISP) are funded by this source as well as a bilingual aide/clerk to support the needs of our English Learners and Spanish Speaking Community. Our ISPs directly support student instruction during the instructional day in what is called Spotlight. Students needing additional support or enrichment are identified through our Multi-Tiers Systems of Support process and are matched with appropriate instructional support and are monitored to ensure it is meeting their needs. Our teachers utilize Professional Learning Community (PLC) time on a regular basis to analyze data and determine student needs and plan cycles of instruction based on Response to Intervention practices (RtI) and Multi-Tiered Systems of Support (MTSS). Our Spotlight time extends upon best first instruction to meet student needs in a more individualized and differentiated format. Subject matter for Spotlight shifts throughout the year based on data and student need.

With close to 21% of our school population being Hispanic and with 11% being English Learners we continue to employ a Bilingual Clerk/Instructional Aide to support the needs of this part of our school community. Approximately 19% of our families benefit from primary language support to assist with communication and maintain involvement in their child's education. Our Bilingual Clerk/Aide provides direct support to students in the classroom with extra tutoring and/or primary language support when appropriate. She translates important school documents and interprets at conferences and IEP and SST meetings on campus. Additionally this person also serves as a communication liaison between teachers and families when language may be a barrier. She coordinates our English Learner Advisory Council and provides ongoing Parent Information Classes utilizing Latino Family Literature Curriculum and other resources. Our Spanish speaking community is actively involved in our school community and can support their child's learning because they have quick and easy access to the school and can communicate and receive information in their primary language, Spanish.

In addition to personnel we have also been able to utilize our funds to purchase technology and supplemental curriculum materials as well as training and professional development for staff. Student access to technology varies throughout our district. Over time we have been able to purchase new Chromebooks to support student learning. We are working toward a 1:1 ratio this year with the COVID-19 pandemic. The district his also helping to purchase technology to support learning. We continue to purchase new computers and replace outdated machines as needed. This allows our students to access a key component to our instructional programs, iReady. We utilize iReady Reading and Math for universal screening, progress monitoring and ongoing instructional practice. iReady recommends students work 90 minutes weekly. In order for students to meet that weekly goal we must have enough computers on campus for them to access the program. This year we will also utilize STAR reading and math assessment to further monitor progress and inform our instruction.

Carlin C. Coppin is a certified AVID Elementary School Site. We continue to use Title I and Supplemental dollars to support our program implementation. This includes supporting our Site Coordinator in the administrative tasks as well as professional development for staff as well as student materials and supplies such as binders and planners. AVID is an internationally recognized program that helps to support college and career readiness for all students. We continue to send staff members to AVID Summer Institute and work to maintain our certification.

Carlin C. Coppin is one of the oldest campuses in WPUSD. We continue to place emphasis on updating and upgrading our learning environments by purchasing new furniture to support flexible seating needs, upgrading classroom technology so teachers can have quick access to teaching tools to best meet student needs.

We also continue to utilize these funding sources to upgrade and update our school library.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The majority of parents support the school climate and believe the learning environment to be positive with staff exhibiting high expectations for student achievement. While academic instruction remains a primary focus, a balanced, holistic approach to learning is also valued by parents. They appreciate the arts, music and computer experiences their students have. While most parents express an appreciation for the various interventions we provide, comments have also been made about the need to focus on instruction for our gifted and talented students as well. Our Behavior Intervention Support program has been perceived as positive by most parents. Most parents report that they feel welcome and supported by the school community. School Site Council, Leadership and our English Learner Advisory Council all contribute to the creation of the school plan. ELAC parents were surveyed and shared that they would like to continue with current programs with an emphasis on the use of technology and how to best prepare students for success in school and beyond. Site Council and Leadership have both shared they there is a need to continue to support and upgrade access to technology, specifically teacher tools, headphones and Chromebooks. Site council has also requested an additional day of Wellness Together Services on campus to support the social/emotional needs of students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal observes teachers both formally and informally on a regular basis with a goal of a minimum of 10 informal classroom walkthroughs a week. Teachers are formally evaluated every other year; however frequent walkthroughs and informal visits are common. Classroom visits often show students actively engaged in a variety of activities, with COVID the classroom looks different than before. Students are seated in rows, cooperative learning activities are very limited due to safety, students are developing higher levels of independent work skills. Teachers are providing direct instruction in core academic areas and some classrooms are live streaming their lessons to distance learners. Students are flexible and are adapting well to the new learning environment. Teacher stress levels are high as they work to support both in-person and distance learners in the new COVID classroom environment. Our current school day is 8:20-11:50 for K and TK, 8:30-12:00 for grades 1-5. Grades 1-5 are also given additional learning activities to complete at home to meet their required instructional activity minutes. Probationary teachers are formally observed three times each year, permanent teachers are formally observed at least once every other a year. The school principal spends an average of 120-150 minutes per week in classrooms, this number may vary this year due to the COVID-19 pandemic.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At the beginning of each new school year teachers review student performance data from the past year's assessments with the intent of evaluating their instructional program from the prior year and establishing new goals and objectives for the current year. This assists in both creating classroom lessons as well as immediately identifying any at-risk students that should be brought to the school wide intervention team. School wide screening assessments are given on a regular basis to monitor progress of students in the areas of Language Arts and Math using iReady. The MTSS team meets on a weekly basis to review data, case manage and provide support and enrichment services for students and teachers. CCC utilizes iReady assessments as universal screeners to help identify and monitor student learning needs in the areas of language arts and mathematics.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers participate in weekly Professional Learning Community (PLCs) activities to collaborate and review current assessments, develop new goals, and share effective instructional practices. During these meetings teachers also use the data to create or modify their weekly intervention groups; this instructional time is called Spotlight, a significant portion of our school funding goes to employ 2 staff members that support Spotlight instruction. Students may participate in Spotlight instruction 4 days per week. Groups are dynamic and flexible and change throughout the year based on need. This year Spotlight instruction may take place both in person and through Google Meets.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified as certified by Human Resources.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately credentialed. Both the district and the county office offer ongoing professional development that teachers can take advantage of. Teachers have access to the core curriculum as well as supplementary materials needed to support instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development opportunities are aligned with the district annual goals and Professional Development Plan as well as that of the school site and the assessed needs of the student.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Four district instructional coaches are available to work with all teachers to support the district's Professional Development Plan, as are personnel from the county office and other outside agencies. Coppin is a certified AVID Elementary School and the AVID site plan has specific professional development planned this year related to Organization, Goal Setting and Progress Monitoring.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in Professional Learning Communities and collaborate regularly. With COVID-19, our instructional schedule has been adapted, PLC work takes place throughout the week based on individual grade level team schedules.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All subject areas, report cards and testing are aligned with California Common Core Content Standards. Assessments are aligned with District adopted curriculum. Classroom instruction is based on state standards and frameworks.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers develop weekly lesson plans, as well as long term plans. Plans include the recommended instructional minutes in each of the curricular areas. The instructional minutes have been adjusted in response to COVID-19, the required minutes are as follows: TK/K: 180 minutes, Grades 1-3 230 minutes, Grades 4-5: 240 minutes. Teachers create weekly instructional engagement logs that account for the required instructional minutes and activities. Parents may select between 2 Learning Platforms: In-Person Instruction on campus between the hours of 8:30-12:30 or InterCONNECT our distance learning program. Physical Education minutes have been waived due to COVID-19, but teachers still schedule and encourage physical activity throughout the day. Music and Science lessons are also provided through the Google Classroom by our district Music and Science Teachers.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level teams and teacher representatives, along with District Office personnel have developed pacing guides to guide their daily, weekly, and monthly instruction. Common assessments also are developed to guide instruction. Time is also allotted for targeted intervention four days a week, called "Spotlight".

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based textbooks and supplemental materials are available to every teacher and all students, both general education and special education.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used by district teachers meet the requirements of the California Department of Education. We have adopted Benchmark Advance for Language Arts instruction in grades K-3, grades 4-5 have adopted a district developed curriculum aligned with the Common Core State Standards. Grades 4-5 also have supplemental curriculum provided through Ready Common Core in the areas of reading and writing. Science instruction is aligned with the Next Generation Science Standards (NGSS) and all curriculum and materials utilized meet state standards. We use the adopted Envisions math curriculum. This year we are also utilizing a supplemental Math Curriculum from Curriculum and Associates called Ready Classroom Math.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

These services include: district paid aide in Kindergarten and Transitional Kindergarten to further support instruction, targeted intervention at all grade levels four days a week supported by highly trained educators, ongoing assessment and progress monitoring, regular meeting of site MTSS team, meeting of Student Success Team as needed.

Evidence-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), Sight Word Busters, Sonday Systems, Edmark, use of core novels, Read Naturally, district adopted math and language arts curriculum, and other RtI intervention activities. Teachers may also use Accelerated Reader, iReady, IXL, Saxon math, Ready Common Core and additional computer based activities to support the curriculum. Teachers are trained in Explicit Direct Instruction strategies, as well. This year our staff had opportunities to attend summer training in a wide variety of digital platforms to support distance learning due to the COVID-19 pandemic.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources include: District-wide Parent Liaisons, Bilingual aide/clerk, Instructional Support Providers, parent teacher conferences, use of instructional assistants in Kindergarten and Transitional Kindergarten and in special education classes, district provided preparation time for teachers to allow for in depth planning, and collaboration. There are also Intervention and Student Study Team meetings and various parent training and adult education classes available which include Latino Family Literature. The school district offers adult education English Learner programs. Lighthouse counseling center in Lincoln offers counseling and guidance services. Wellness Together also offers counseling and support services to students on campus.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our school leadership team, in addition to our ELAC and School Site Council, meet regularly to assist in the planning, implementation, and evaluation of our programs that utilize Title I and/or LCFF funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services include: iReady and, additional support staff, supplemental materials and resources for staff and students. Special Ed funds assist with RSP and SDC, Speech and instructional materials.

Fiscal support (EPC)

The site receives both state and federal monies.

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

School Site Council consists of 5 parent/community members and 5 staff members. The council meets periodically throughout the year to provide valuable input into the development of the site plan. A meeting was held on 9/24/2020 and 10/8/2020, with Site Council, with the site council approving the plan on 10/8/2020. The Leadership team also meets to provide input, review and update the plan throughout the year as needed.

Resource Inequities

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

Many of the resource inequities at our school site pertain to our aging facilities. Coppin is one of the oldest school sites in WPUSD and that brings its charms and challenges. The district has allocated significant resources to us over the past 7 years and has made the following improvements: HVAC system overhaul, new roof, new exterior paint, secure perimeter fencing, new phone system, bells and announcement system and blacktop overlay. However, with these necessary repairs there are still some issues that are unique to our school site that provide a barrier to certain activities and experiences that other school sites do not have.

COVID-19 support funding has delivered the following: MERV-13 air filters, masks, shields, plexi-glass partitions, portable sinks and water bottle filling stations, hand sanitizing stations, social distancing signage and markers, pop-up tents for outdoor instruction and enhanced cleaning and sanitation practices. Additional time has also been allocated to custodial staff to complete required duties and updates due to COVID-19 safety protocols.

1. We do not have a gym/multi-purpose room or space adequate for school performances/assemblies. Our cafeteria is very small, we have no stage and we have no indoor space where we can fit our entire school for an assembly. Because there is no stage or performance space, our students do not have the same access and opportunity to participate in such activities as their peers at other school sites. This limited space also makes it a challenge to bring professional performers and other assemblies to our campus. In order to hold performances we have to request to use the facilities at other sites in the district. This poses a hardship for many of our families who may not have the means to travel other places. It also limits what we can do with our students in terms of performances and assemblies here at our school site.

2. Safety is our top priority on campus. Coppin classrooms do not all have Columbine locks (the ability to lock the door from the inside). In the event of an emergency it could be a challenge to safely lock doors as some staff members would have to open their doors to lock them. Because our grounds are so extensive it is still a challenge to hear bells and announcements on the speakers when outdoors. Other schools sites do not have this challenge.

3. Inclement/Wet weather is also a challenge on our campus. There are no covered walkways or paths throughout our campus. When it is raining, students must walk across campus without shelter from the elements. Our aging facilities also pose hardships with drainage. When it rains many of our main walking paths are flooded, sometimes with several inches of water. The main path to the cafeteria and administration building is often flooded during rainstorms. Students and Staff members get very wet when walking from place to place on campus.

4. With the COVID-19 pandemic, access to reliable internet and technology has surfaced as a significant inequity for our school community. Coppin serves the downtown and rural parts of Lincoln. There are many families out in the country that do not have any access to the internet.

5. With the COVID-19 pandemic, we've also seen differences in student supports in the home. Many households do not have an adult that can remain in the home to help facilitate distance learning. In addition to many of the adults working during the school day, language and adult knowledge and comfort with technology has become a barrier for some of our students to access

online learning. While this may be outside of the control of the school, we will do our best to support the students and families that are impacted by this.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
448	**43.3**	**10.9**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	49	10.9
Foster Youth	3	0.7
Homeless	1	0.2
Socioeconomically Disadvantaged	194	43.3
Students with Disabilities	61	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.7
American Indian	7	1.6
Asian	1	0.2
Filipino	5	1.1
Hispanic	152	33.9
Two or More Races	11	2.5
Pacific Islander	1	0.2
White	258	57.6

Conclusions based on this data:

1. Socioeconomically disadvantaged students is our largest significant subgroup with approximately 45% of our students falling into this category.
2. Students with disabilities is at about 15% of our population. We would like to see this number down around 11-12%. It has continued to decline over the years as our prevention and intervention services continue to develop.
3. English learners represent about 11% of our current population. White and Hispanic are our largest ethnic sub groups.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our efforts in supporting student attendance continue to be effective with recognition for our low chronic absenteeism.
2. Our behavioral supports, prevention and intervention strategies continue to support student behavior and our low suspension rate.
3. Due to COVID-19 current comparative data is not available.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
5.1 points above standard	35.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.5 points	Increased ++4.8 points	1
194	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	7.4 points below standard	70.2 points below standard
1	Increased Significantly ++21.2 points	Increased Significantly ++18.8 points
	93	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 10.3 points below standard Increased ++13.5 points 68	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	Green 15.4 points above standard Increased ++10 points 111

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
47.7 points below standard Increased Significantly ++29.9 points 19	Less than 11 Students - Data Not Displayed for Privacy 8	10.6 points above standard Increased ++9.6 points 165

Conclusions based on this data:

1. The achievement gap is significant between our English Learners and English Only students.
2. Due to COVID-19 current comparative data is not available. It is important to note that his data set is not current.
3. Students with disabilities also have a significant achievement gap compared to general education peers.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
16 points below standard	50.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.5 points	Declined -4.8 points	1
194	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	28.8 points below standard	92.9 points below standard
1	Increased ++6.2 points	Declined -3.6 points
	93	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 32.5 points below standard Maintained ++1.4 points 68	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		Yellow 1.8 points below standard Maintained -1.5 points 111

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
59.5 points below standard Increased ++9.1 points 19	Less than 11 Students - Data Not Displayed for Privacy 8	11 points below standard Declined -3.5 points 165

Conclusions based on this data:

1. Math is a significant area of need for all students, our school has focused considerable resources in this curricular area.
2. Due to COVID-19 current comparative data is not available. This data is not current but still reflects a significant need for improvement in this area. We were disappointed that students did not get to complete the SBAC test in the spring of 2020 as we were anticipating improvement in this area based on school-wide efforts.
3. English Learners, Reclassified English Learners and our English Only students are all still below standard with English Learners more significant than the other two groups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
26.3 making progress towards English language proficiency
Number of EL Students: 38
Performance Level: VeryLow

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	23.6	2.6	23.6

Conclusions based on this data:

1. Due to COVID-19 we will not have consistent comparative data using this measure. We will use site based assessments to measure progress and support student learning.
2. This data is concerning as we are not seeing sufficient progress being made in our English Learner Population
3. 19 students decreased a level, and 9 students increased a level, 10 students stayed in the same level as measured by the ELPAC

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.5	2	Less than 11 Students - Data Not
Increased +0.6	Increased +2	5
481	50	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not	1.4	3.9
4	Maintained 0	Increased +1.3
	211	77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	7	1	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
1.3	4.8	Less than 11 Students - Data Not Displayed for Privacy	1.4
Increased +1.3	Declined -5.2	1	Increased +0.7
157	21		285

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	1.5

Conclusions based on this data:

1. Our suspension rates continue to decline as we implement preventative measures to support student behavior.
2. Alternatives to out of school suspension are used
3. Students with disabilities had the highest suspension rate at 3.9%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

1 & 3

Goal 1

All students will meet or exceed grade level standards in core academic areas

Identified Need

All students increase and improve in their academic academic achievement in math and language arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will increase their academic achievement by 1 year's/grade level growth as measured by iReady diagnostic assessment in both reading and math	Beginning of the year individual baseline data	Math: Kindergarten: 21-32 point growth First: 21-36 point growth Second: 18-29 point growth Third: 21-30 point growth Fourth: 19-24 point growth Fifth: 14-20 point growth Reading: Kindergarten: 43-49 point growth First: 37-54 point growth Second: 22-44 point growth Third: 17-36 point growth Fourth: 12-28 point growth Fifth: 7-26 point growth

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

*All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; use of GLAD and AVID strategies; and creating a positive learning environment where students are safe and actively engaged.

*School staff will collaborate in implementation of Multi-Tiered Systems of Support (MTSS) for student support services. Staff and students will utilize resources and supports so all students will have access to strategic intervention, and enrichment support.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2002.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials and supplies
500.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries sub fees

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

*Staff will participate in regular professional development meetings.

*Staff will attend workshops and professional development.

*Staff will participate in Professional Learning Communities

*Grade level teams will have the opportunity to meet on a regular basis to collaborate, plan and create common formative assessments and review student data to make informed instructional decisions.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries Professional Development, Training and Collaboration

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

*Supplemental materials, supplies and programs may be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement

*Students participate in intervention or enrichment programs as applicable; this is called Spotlight at Coppin. Instructional Support Providers are utilized to support instruction during this time.

*Additional Intervention Service Providers (ISPs) and Instructional Aides are utilized to help provide systematic, focused instruction in intervention or enrichment activities for students

*Additional instructional support provided to students to ensure proper and effective instruction in Common Core Standards

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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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18898.00	Title I 2000-2999: Classified Personnel Salaries Instructional Aide
10245.00	Title I 2000-2999: Classified Personnel Salaries Intervention Service Provider

15241.00	Title I 2000-2999: Classified Personnel Salaries Intervention Service Provider

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

*Alignment of Instruction with CA Common Core Content Standards. All instructional supplies and material purchased will be related to approved content standards and curriculum. Lesson plans are developed to align with Common Core standards. Benchmarks for achievement are developed to align with Common Core standards and are designed to be used as a gauge for measuring progress.

*Ongoing purchase of library and instructional materials to supplement instruction.

* Purchase additional equipment and materials to support distance learning needs due to COVID-19.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800.00	Title I 4000-4999: Books And Supplies purchase additional materials and programs to support student learning
2569.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies library materials

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

*School site will work to develop and administer common grade level assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards.

*Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward

meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

*School site will utilize a variety of assessments and assessment tools to monitor progress such as iReady Reading and Math in addition to curriculum embedded assessments

*Grade level and school site assessments including use of ESGI in kindergarten

*School site will utilize an Assessment coordinator to assist with progress monitoring and state assessments including SBAC, GATE, iReady and Illuminate assessments. Assessment coordinator also assists with our MTSS process and our universal screening to identify and support struggling students and those that need academic enrichment.

*School site will utilize an SST coordinator to support the MTSS process, schedule, and facilitate meetings to support student needs.

*Document tracking

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-Base (District Fund) 4000-4999: Books And Supplies supplies and materials
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Sub Fees
2444.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Renaissance Learning
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Illuminate
	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures ESGI
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Document tracking
	LCFF-Supplemental (District Fund)

	5000-5999: Services And Other Operating Expenditures iReady
2000.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Assessment coordinator
2000.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries SST coordinator

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

English Language Acquisition

LEA/LCAP Goal

2

Goal 2

All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient

Identified Need

All English Learners will gain reclassification by the time they leave 5th grade

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and SBAC test scores as well as reclassification measures	Baseline scores on ELPAC assessment, and SBAC for grades 4-5 from 2018-2019	Increase in achievement and progress on ELPAC and SBAC for grades 4-5, continue to reclassify students when appropriate
iReady Reading Diagnostic and Progress Monitoring	Baseline Scores from Fall 2020	Reading: Kindergarten: 43-49 point growth First: 37-54 point growth Second: 22-44 point growth Third: 17-36 point growth Fourth: 12-28 point growth Fifth: 7-26 point growth

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

Strategy/Activity

*A bilingual aide/clerk will be utilized to help support best first instruction for English Learners in the classroom as well as assist with other programs targeting our English Learners

*All teachers will work toward becoming GLAD certified

*All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged

*All teachers will provide integrated and designated ELD to English learners.

*Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts

*Extended Learning Time: Students participate in intervention or enrichment or after school support services as applicable

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28577.00	Title I 2000-2999: Classified Personnel Salaries Bilingual Aide/Clerk
686.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Books and Supplies for Parent Meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

*Program adoption and training for the Latino Family Literacy Project to help foster literacy and reading development for English Learners and their families

*School site will have teachers that participate in PLCs, to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

*Curriculum embedded resources will be utilized to support student's access to core curriculum through the use of research based strategies such as those identified in GLAD and the WPUSD ELD Institute

*Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4228.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies purchase supplemental materials and training to support the needs of English Learners
5000.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies technology resources and materials for instructional use

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

*Staff will attend workshops and professional development opportunities as available, specifically GLAD and the ELD Institute as well as other technology related training opportunities to support the needs of English Learners during distance learning

*Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Conference, sub fees

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

*School site will have teachers that participate in English language arts and math action teams working with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.

*Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries sub fees
300.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

*Program and Materials will be purchased to support parent education and promotion of literacy in the home through the Latino Family Literacy Project and other programs as appropriate.

*Regular ELAC meetings will be held throughout the year to support students and parents in their acquisition of English and to maintain and support parent involvement for our EL families.

*School will collaborate with outside agencies the district and other school sites to coordinate programs to further develop parent education and participation

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures program and material purchase

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

College & Career Readiness

LEA/LCAP Goal

3

Goal 3

School site will maintain AVID Certification to help promote college and career readiness. School site will work with local community agencies to expose students to a variety of college/career choices.

Identified Need

AVID Goals include:
1. All AVID students will set and monitor personal iReady growth goals and check them at the end of each trimester.
2. The AVID team, with collaboration from Administration and School Leadership Team will develop an articulation matrix by grade level for AVID binders and how they build grade level to grade level, by the end of the year in order to continue to build our school wide culture of college and career preparedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Certification Self Study and AVID Initial Self-Study Tools	Goal 1: iReady baseline scores Goal 2: Matrix is not yet created	All AVID students will participate in goal setting and progress monitoring related to iReady An articulation matrix will be created by the AVID leadership team

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

*Staff members will coordinate with local community agencies to expose students to a variety of college/career choices. Staff members will invite community organizations to campus for on-site field trips to learn about community resources such as police and fire. Staff members will organize a variety of field trip experiences to expose students to a wide variety of community, career/college options.

*Staff will organize a variety of field trip experiences that will expose students to hands-on experiences related to the common core standards

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Staff members will enlist the support of local community agencies to provide exposure to a variety of college/career options

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

*Staff will attend AVID summer institute and continue with implementation of AVID Elementary

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies purchase books and materials for AVID implementation
5297.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries attend conferences and professional development specific to AVID

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

*AVID elementary classes may utilize appropriate AVID strategies to align with programs at the middle school and high school levels to help foster college readiness.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries conference, sub fees
2000.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries AVID Site Coordinator: additional hours to support program implementation

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

*Appropriate grade levels will invite various members of the community to school to share information about their careers

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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

Culture & Climate

LEA/LCAP Goal

4

Goal 4

All students will be safe and actively engaged at school and in InterCONNECT or distance learning program. Plans are made for assisting preschool children in the successful transition to the school-wide program.

Identified Need

Continue to increase parent and community engagement. Mindfulness and Wellness Activities for Students and Staff. Referrals and Collaboration with Wellness Together School Based Therapy Program. Engage and support students in distance learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain attendance and participation rate of 94% or better for all students including distance learners	Current attendance rate is 97%	Maintain a minimum level of 94% or better
Student Participation in Mindfulness Programs with School Staff	Each class participates in a series annually with designated School Staff	Maintain or Increase student participation in Mindfulness Programs
Wellness Together Annual Report	2019-2020 Annual Report	Increase in Behavioral and Emotional Rating Scales reported as it pertains to: Interpersonal Strength School Functioning Intrapersonal Strength Affective Strength In Wellness Together Annual Report

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

*Positive behavior recognition and incentives are utilized in conjunction with our Wellness Together program. Academic and character awards are given each trimester. School-wide positive behavior recognition program elements implemented which include reward incentives, and special activities.

Additional hours support Wellness Together program as needed.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries conference, sub fees
500.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies materials and supplies
3000.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies positive behavior incentives and rewards (materials and supplies)
350.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries additional hours to support program implementation

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

*Specific programs and materials will be utilized to support student social, emotional and physical development

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

8837.00	Title I 5800: Professional/Consulting Services And Operating Expenditures additional day of Wellness Together Services or other supports for social emotional needs, including social work
1000.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies curriculum and programs to support social/emotional development

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

*Staff and parents will have the opportunity to attend training with the Love and Logic program as available. Materials may be purchased to support implementation of the 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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries conference, sub fees
200.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies books and materials

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

*Teachers, support staff, and administrators will participate in a 4-day youth development institute offered by the district as available

*School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.

*The district will utilize the services of the district resource officer to support school sites in promoting safety and a positive school environment, preventing truancy and defiant behavior. The

resource officer may conduct home visits, implement prevention programs, provide intervention supports to at-risk students and their families.

Research indicates that students that have a strong connection to school and community have better academic achievement.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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

*Weekly clearing of unverified absences

*SARB/Attandance letters generated and sent on a regular basis

*Review of students receiving letters

*Meet with families to assist in improving attendance and providing support services

* Conferences/training/professional development for Attendance Clerk

*Conduct Home visits

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies printing costs, postage and supplies
300.00	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries conference, sub fees
	None Specified review available data

	None Specified meet with appropriate staff and coordinate district and community resources

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

Learning Environment

LEA/LCAP Goal

5

Goal 5

All students will feel supported at school and will receive instruction in a safe and well-maintained environment.

Identified Need

All students have access to core curriculum and facilities are in good condition and are regularly maintained

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities Inspection Tool, Work order completion reports	current baseline	will maintain present state
California Healthy Kids Survey	overall our students feel safe and respected at school by peers and adults. There was a noted need for social/emotional support for our female students in the survey, as sadness was noted significantly by females	we expect to maintain current levels or show improvement
Daily Student Self-Report: sleep patterns, daily perception of feelings and breakfast consumption. This is a daily survey created by our school psychologist to help us identify patterns of need and identify specific students that may need support	current baseline	increase support for students in need based on data reported

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

*Technologies will be updated, replaced, or added as needed to provide equitable and safe access

*Work to update classroom technology to align with the district standard

*Work with district to update loud speaker system throughout campus for safety measures

*School site will utilize updated communication system provided by the district to ensure student safety and ongoing communication throughout the day

*Work with district to update and improve facilities

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2300.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures technology updates

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

*submit monitor work orders for completion

*frequent site safety inspections for facility issues

*monitor deferred maintenance list for future repairs

*work with district and community organizations to make improvements

*elicit feedback and provide regular communication with parents, staff and families regarding upcoming facility projects at school

*make necessary improvements to facilities as applicable for safety

*clean/repair/replace old sinks and faucets in classrooms

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified review and submit work orders
	None Specified complete site inspections
	None Specified meet with appropriate district support staff and community organizations to implement improvements
	None Specified None Specified
	Parent Teacher Association (PTA) None Specified

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

*Materials, equipment and programs may be purchased to enhance student access to to a safe and effective learning environment based on individual learning needs.

*School site will work with various community organizations such as PTC to research and find appropriate programs related to anti-bullying, respect, equity and diversity

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies purchase desks, chairs and other classroom supplies/materials and programs that will allow individual students access to a safe and effective learning environment
	Parent Teacher Association (PTA) None Specified research and select appropriate program

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

*School staff will work with district support staff in implementation of Multi-Tiered Systems of Support (MTSS). Staff will utilize all resources available so that students will have access to strategic intervention, and enrichment support that accessible to all students.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified 1000-1999: Certificated Personnel Salaries sub fees
	None Specified 2000-2999: Classified Personnel Salaries materials and supplies

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

*School site will hold Parent/Community Education nights to provide information and receive input on program implementation

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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

Parent Involvement

LEA/LCAP Goal

1, 2 & 5

Goal 6

All parents will be actively engaged in their child's learning and school community

Identified Need

Increase the number of parents that have access to communication and participation in school activities. Develop and provide resources to support families in distance learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smore (newsletter)	current baseline	Continual increase
Parent attendance at Back To School Night, Parent Information Nights and Open House	Current baseline	Increase or maintain participation
School messenger Reports	469/568 emails delivered	Increase or maintain delivery status
Utilize ParentSquare communication tool	currently unavailable, coming in November 2020	by end of school year all staff will use it as a communication tool
Translate and Create distance learning resources in Spanish	current district and site documents available	Create and Share video recordings and videos for Spanish speaking families to access

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

*Parent education will be provided through continuing education.

*School site will also provide regular opportunities for parents to receive education through a variety of school events: Parent Information night, ELAC meetings and classes, online resources

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
844.00	TItle I - Parent Involvement 5000-5999: Services And Other Operating Expenditures parent education programs

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

*School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Jupiter Ed, School Messenger, smore.com for newsletters, parent-teacher conference scheduling as well as website maintenance and the use of social media

*A bilingual aide/clerk/parent liaison will be utilized to provide translation/interpretation services for our Spanish speaking families

*Communication and information will also be shared through Parent Teacher Club, School Site Council, English Learner Advisory Council, Parent education nights, newsletters, flyers, phone calls

*School site will implement the use of AVID binders and weekly electronic news letters to consistently send home information for families on a regular basis

*School site will use Google Classroom for instructional and communication purposes

*School site will utilize an app to help facilitate communication and share information

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	2000-2999: Classified Personnel Salaries bilingual aide/clerk
	4000-4999: Books And Supplies printing costs and materials
350.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies purchase folders for regular communication

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

*School site will solicit parent and community involvement

*School site will work with local community organizations to provide financial assistance to those that need help paying for fingerprinting fees so this is not a barrier to their participation in their child's education.

*Parents and community members may attend various workshops as available

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

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

*School site will continue to develop and maintain the school's website

*School site will make use of available social media to keep parents informed of school events

*Parents and community members will have access to computers at school for communication and educational purposes

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified website maintenance
	None Specified use of available technology
	4000-4999: Books And Supplies provide parents with computer access as needed, may purchase additional technology for use, develop, create and obtain tech resources for families to support distance learning

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

*Teachers will utilize online tools to promote learning at home. Additionally, they will provide parents with resources to support learning at home.

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures make use of district provided programs and technology
	None Specified provide recommendations and materials for at home learning
	4000-4999: Books And Supplies materials and supplies for at home learning (i.e. paper and printing costs)

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

*School site will actively seek out parents to participate on collaborative decision making committees, such as ELAC, SSC, PTC, etc

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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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 Fund)	53,326.00	0.00
Title I	83,598.00	0.00
TItle I - Parent Involvement	844.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	53,326.00
Title I	83,598.00
TItle I - Parent Involvement	844.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,447.00
2000-2999: Classified Personnel Salaries	73,261.00
4000-4999: Books And Supplies	32,635.00
5000-5999: Services And Other Operating Expenditures	6,588.00
5800: Professional/Consulting Services And Operating Expenditures	8,837.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	15,447.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	300.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	31,835.00

5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	5,744.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I	72,961.00
4000-4999: Books And Supplies	Title I	800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,837.00
5000-5999: Services And Other Operating Expenditures	TItle I - Parent Involvement	844.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,199.00
Goal 2	41,291.00
Goal 3	15,797.00
Goal 4	16,487.00
Goal 5	5,800.00
Goal 6	1,194.00

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
Shamryn Coyle	Principal
Lauren Brown	Parent or Community Member
Ardalan Ganjouee	Parent or Community Member
Luke Ebinger	Parent or Community Member
Tiffany McGuire	Classroom Teacher
Lori Deschamps	Other School Staff
Brandon Lopez	Classroom Teacher
Michelle Boccoleri	Other School Staff Parent or Community Member
Joanne Burke	Classroom Teacher
DJ Ritz	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/8/2020.

Attested:

	Principal, Shamryn Coyle on 10/8/2020
	SSC Chairperson, Rochelle Boccoleri on 10/13/2020