School Year: **2022-23**

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 12, 2022	November 1, 2022

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 affects of COVID for the past couple years, significant supports will be needed to address the academic and social emotional needs of our students and families in this unprecedented time. 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 3.5 staff members. 3 Instructional Support Providers (ISP) are funded by this source as well as a .5 bilingual 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 36% of our school population being Hispanic and with 12% being English Learners we continue to employ a Bilingual Clerk to support the needs of this part of our school community. Approximately 18% of our families benefit from primary language support to assist with communication and maintain involvement in their child's education. Our Bilingual Clerk

provides direct support to our Spanish Speaking Families. He/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. This person coordinates our English Learner Advisory Council. 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. After school tutoring is also supported with these funds. Certificated teachers tutor after school to meet the different needs of our students.

In addition to personnel we have also been able to utilize our funds for training and professional development for staff. We utilize i-Ready Reading and Math for universal screening, progress monitoring and ongoing instructional practice. i-Ready recommends students work 90 minutes weekly. 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 are also updating our playground equipment for TK-5th. 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).

At the beginning of the 2022-23 school year at our 1st Staff meeting on August 15th, we discussed our strengths, needs and areas for improvement. At a Staff Meeting on September 13th items were discussed to put into the SPSA. A newsletter went out on August 31st asking for family members to sign up for Site Council. On September 7th
a newsletter went out to all families asking about wants and needs. At a Site Council meeting on September 20th these needs and wants were discussed and input was taken from Site council members to put into SPSA. At Site Council meeting on October 12th these items were discussed and SPSA was approved. From the input from initial surveys the biggest needs/wants are to improve Coppin's facilities, more support for students that have academic and social/emotional needs, more community involvement and safety for students and staff.

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. Additionally this year the Principal is working with one grade level per trimester to observe and participate in Morning Meetings (our SEL tool that all Staff is using). 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. Teachers are providing direct instruction in core academic areas and in social-emotional curriculum. Probationary teachers are formally observed three times each year, permanent teachers are formally observed at least once every other year. The school principal spends an average of 200 minutes per week in classrooms.

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 i-Ready assessments as universal screeners to help identify and monitor student learning needs in the areas of language arts and mathematics. CCC utilizes SBAC and ELPAC as summative data that allows us to assess yearly progress.

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 3 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.

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. Many teachers also take Professional Development courses and conferences to enhance their learning.

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. Due to lack of subs Professional Development has been put on a bit of a hold, but we are coming up with creative ways to still offer some PD.

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

3 Ed Services Specialists 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, Self-Motivation 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.

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.

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. This year is a pilot year for Math. We are piloting i-Ready Math, HMH and Reveal.

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 1st Grade, 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, implementation of AVID Elementary program, implementation of a SEL Curriculum (Morning Meeting) in all classes from 8:15-8:45 a.m., regular meeting of site MTSS team, meeting of Student Success Team (SST) as needed.

Evidence-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), SightWord 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, i-Ready, IXL, Saxon math, Ready Common Core and additional computer based activities to support the curriculum. Teachers are trained in Explicit Direct Instruction, GLAD and AVID strategies, as well.

Parental Engagement

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

Resources include: District-wide Parent Liaisons, Bilingual clerk, Instructional Support Providers, parent teacher conferences, use of instructional assistants in 1st Grade, 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.

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 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, including Title I and LCAP Supplemental funds.

Educational Partner 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

At the beginning of the 2022-23 school year at our 1st Staff meeting on August 15th, we discussed our strengths, needs and areas for improvement. At our Leadership Meeting on September 1st we went into more detail about what is working, what is not, and what can we do to improve. Leadership brought it back to their PLC's on September 12th and discussed these items. At a Staff Meeting on September 13th items were discussed to put into the SPSA. A newsletter went out on August 31st asking for family members to sign up for Site Council. On September 7th a newsletter went out to all families asking about wants and needs. At a Site Council meeting on September 20th these needs and wants were discussed and input was taken from Site council members to put into SPSA. At Site Council meeting on October 12th these items were discussed and SPSA was approved. From the input from initial surveys the biggest needs/wants are to improve Coppin's facilities, more support for students that have academic and social/emotional needs, more community involvement and safety for students and staff.

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 both charms and challenges. The district has allocated significant resources to us over the past 8 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, new flooring and a/c in Staff Lunchroom, 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.

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 award 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. And due to small MPR there is no where for students to all go before school starts.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.13%	1.0%	1.28%	5	4	5
African American	0.91%	1.2%	0.77%	4	5	3
Asian	0%	%	0.26%	0		1
Filipino	0.91%	0.7%	1.28%	4	3	5
Hispanic/Latino	33.11%	35.0%	35.55%	146	144	139
Pacific Islander	0.23%	%	%	1		
White	58.73%	57.8%	56.52%	259	238	221
Multiple/No Response	3.4%	3.2%	4.35%	15	13	17
			Total Enrollment	441	412	391

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	89	54	78
Grade 1	75	71	36
Grade 2	73	66	70
Grade3	73	72	66
Grade 4	66	79	59
Grade 5	65	70	82
Total Enrollment	441	412	391

Conclusions based on this data:

1. The trend at Coppin is lower enrollment each year. Our conclusion is that enrollment is lowering due to less and less families with school aged children in our area, no new housing until next year and many families choosing to homeschool or go to private schools.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	45	48	52	10.2%	11.70%	13.3%
Fluent English Proficient (FEP)	18	17	12	4.1%	4.10%	3.1%
Reclassified Fluent English Proficient (RFEP)	10	1		20.4%	0.20%	

Conclusions based on this data:

1. Due to the lack of ELPAC/SBAC testing during COVID this could be why our numbers are reflecting a negative classification percentage.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	69		71	66		71	66		100	95.7	
Grade 4	63	79		62	79		62	79		98.4	100.0	
Grade 5	68	69		68	69		68	69		100	100.0	
All Grades	202	217		201	214		201	214		99.5	98.6	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2459.	2441.		35.21	30.30		32.39	28.79		19.72	21.21		12.68	19.70	
Grade 4	2451.	2455.		16.13	13.92		27.42	27.85		22.58	30.38		33.87	27.85	
Grade 5	2512.	2500.		20.59	20.29		36.76	28.99		27.94	26.09		14.71	24.64	
All Grades	N/A	N/A	N/A	24.38	21.03		32.34	28.50		23.38	26.17		19.90	24.30	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.62	28.79		49.30	60.61		14.08	10.61	
Grade 4	19.35	18.99		54.84	67.09		25.81	13.92	
Grade 5	27.94	15.94		58.82	65.22		13.24	18.84	
All Grades	28.36	21.03		54.23	64.49		17.41	14.49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.72	13.64		66.20	59.09		14.08	27.27	
Grade 4	14.52	6.33		50.00	60.76		35.48	32.91	
Grade 5	17.65	24.64		61.76	50.72		20.59	24.64	
All Grades	17.41	14.49		59.70	57.01		22.89	28.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.99	12.12		61.97	71.21		7.04	16.67	
Grade 4	12.90	6.33		72.58	74.68		14.52	18.99	
Grade 5	13.24	10.14		73.53	78.26		13.24	11.59	
All Grades	19.40	9.35		69.15	74.77		11.44	15.89	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.99	30.30		53.52	56.06		15.49	13.64	
Grade 4	12.90	15.19		59.68	79.75		27.42	5.06	
Grade 5	25.00	17.39		54.41	69.57		20.59	13.04	
All Grades	23.38	20.56		55.72	69.16		20.90	10.28	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In comparing the 18-19 to 20-21 school years ELA overall scores for exceeding or meeting standards went down from 56.72% to 49.53%. With COVID in mind and students not taking SBAC in 19-20 this is not as huge of a downfall one might expect. The positive side is that in Reading the percentage of students that were below grade level standards dropped in 20-21 to 14.49% from 17.41% in 18-19.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	69		71	66		71	66		100	95.7	
Grade 4	63	79		62	79		62	79		98.4	100.0	
Grade 5	68	69		68	69		68	69		100	100.0	
All Grades	202	217		201	214		201	214		99.5	98.6	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2457.	2426.		30.99	13.64		30.99	33.33		25.35	28.79		12.68	24.24	
Grade 4	2454.	2468.		9.68	13.92		24.19	21.52		41.94	46.84		24.19	17.72	
Grade 5	2490.	2490.		11.76	17.39		16.18	14.49		45.59	34.78		26.47	33.33	
All Grades	N/A	N/A	N/A	17.91	14.95		23.88	22.90		37.31	37.38		20.90	24.77	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.66	21.21		39.44	59.09		16.90	19.70	
Grade 4	17.74	17.72		35.48	56.96		46.77	25.32	
Grade 5	16.18	17.39		39.71	47.83		44.12	34.78	
All Grades	26.37	18.69		38.31	54.67		35.32	26.64	

2019-20 Data:
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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	35.21	16.67		47.89	57.58		16.90	25.76	
Grade 4	16.13	13.92		51.61	60.76		32.26	25.32	
Grade 5	14.71	14.49		48.53	59.42		36.76	26.09	
All Grades	22.39	14.95		49.25	59.35		28.36	25.70	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	42.25	22.73		46.48	63.64		11.27	13.64	
Grade 4	17.74	10.13		46.77	69.62		35.48	20.25	
Grade 5	10.29	14.49		63.24	57.97		26.47	27.54	
All Grades	23.88	15.42		52.24	64.02		23.88	20.56	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The data shows that in 18-19 41.79% of the students exceeded or met grade level standards in Overall Scores compared to 37.85% in the 20-21 school year. We will continue to utilize our ISP's for math support in the 2nd and 3rd trimester for 3-5th grade. We will also utilize one of our after-school tutors to work with Math students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1388.3	*		1392.7	*		1378.0	*		12	9	
1	*	*		*	*		*	*		8	8	
2	1494.5	1467.1		1487.1	1480.9		1501.4	1452.7		11	11	
3	*	*		*	*		*	*		6	7	
4	*	*		*	*		*	*		8	9	
5	*	*		*	*		*	*		5	5	
All Grades										50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*		25.00	*		50.00	*		16.67	*		12	*	
1	*	*		*	*		*	*		*	*		*	*	
2	27.27	18.18		45.45	54.55		18.18	9.09		9.09	18.18		11	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	12.00	12.24		34.00	36.73		42.00	30.61		12.00	20.41		50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*		41.67	*		25.00	*		25.00	*		12	*	
1	*	*		*	*		*	*		*	*		*	*	
2	27.27	45.45		45.45	27.27		18.18	9.09		9.09	18.18		11	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	22.00	28.57		42.00	38.78		24.00	18.37		12.00	14.29		50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	16.67	*		16.67	*		41.67	*		25.00	*		12	*	
1	*	*		*	*		*	*		*	*		*	*	
2	9.09	18.18		54.55	36.36		18.18	27.27		18.18	18.18		11	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	8.00	10.20		24.00	18.37		46.00	38.78		22.00	32.65		50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*		58.33	*		33.33	*		12	*	
1	*	*		*	*		*	*		*	*	
2	36.36	36.36		63.64	45.45		0.00	18.18		11	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	22.00	28.57		62.00	57.14		16.00	14.29		50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	*		66.67	*		25.00	*		12	*	
1	*	*		*	*		*	*		*	*	
2	18.18	36.36		63.64	54.55		18.18	9.09		11	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	26.00	30.61		56.00	55.10		18.00	14.29		50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*		83.33	*		16.67	*		12	*	
1	*	*		*	*		*	*		*	*	
2	9.09	27.27		72.73	54.55		18.18	18.18		11	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	4.00	14.29		74.00	46.94		22.00	38.78		50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	41.67	*		33.33	*		25.00	*		12	*	
1	*	*		*	*		*	*		*	*	
2	18.18	18.18		72.73	54.55		9.09	27.27		11	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	16.00	6.12		66.00	65.31		18.00	28.57		50	49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID-19 current comparative data analysis is not possible.

2. Any grade level that had fewer that 10 students test was not statistically significant.

3. We will look at individual results for students to plan and implement support as needed.

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

All students will graduate from high school college and career ready.

Goal 1

All students will graduate from high school college and career ready.

Identified Need

All students with a focus on at risk students and/or low achieving students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will increase and improve in their academic achievement in math and language arts as measured by iReady diagnostic tests.	2021-22 end of school year i-ready diagnostic growth: In Reading 62% of the Students were in the Green (Exceeded or Met Grade Level Standards), 28% were in the Yellow (Approaching Grade Level-1 grade below) & 10% were in the Red (Below Grade Level-2 or more grades). In Math 58% in the Green, 33% in the Yellow & 9% in the Red.	For our 2022-23 school year our expected outcome is: Reading: 70% Green, 22% Yellow & 8% Red Math: 65% Green, 27% Yellow & 8% Red
SBAC test scores	For 3rd - 5th graders in ELA, 21.1% of students exceeded state standards, 28.6% met state standards, 25.8% nearly met state standards, and 24.4% of students scored not met state standards.

For 3rd - 5th graders in math, 15% of students exceeded state standards, 23% met state standards, 37.1% nearly met state standards, and 24.9% of | Increase achievement and progress on SBAC for grades 3-5. Due to timing of the release of SBAC scores, we are unable to update for this years SPSA. |

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students scored not met state standards.	
Summative ELPAC test scores	For all grade levels ELPAC scores; went from 20% at a level 1 in 2021-22 to 18% at level 1, 31% at a level 2 to 18%, 37% at a level 3 to 37%, and 12% at a level 4 to 27%.	Increase achievement and progress on Summative ELPAC for grades K-5. Decreased from 51% of students at Level 1 & 2 in 2021-22 to 36% in Level 1 &2 in 2022-23. Increased from 49% of Students at Level 3 &4 in 2021-22 to 64% at Level 3 & 4 in 2022-23.
English Learner reclassification rates	At Coppin Elementary school (2021 - 2022 school year),12.5% of all students were designated as English Learners. From this, 1.01% of all students were considered Fluent-English-Proficient. 1.5% of all students were re-designated (R-FEP).	Increase reclassification rates for grades K-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

*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.
*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.
*Staff will participate in Professional Learning Communities.

*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. 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.
*Ongoing purchase of library and instructional materials to supplement instruction, ie-myON for all students to access books on the computer from school and home.
*After School Tutoring/Support
* Positive behavior recognition and incentives are utilized in conjunction with our Morning Meeting. Monthly Award Assemblies with Principal.
*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 camera system throughout campus for safety measures.
*Professional 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)
8,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Books and Supplies for AVID implementation
2,000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries AVID Site Coordinator
6,000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures myOn
6,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Prizes/Awards for Positive Incentives
	LCFF-Supplemental (District Fund) None Specified Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students 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.
15,000	Expanded Learning Opportunities Program (ELOP) 1000-1999: Certificated Personnel Salaries After School Tutoring Sessions
5,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Purchase of updated technology and/or cameras
10,000	Expanded Learning Opportunities Program (ELOP) 4000-4999: Books And Supplies Supplemental Curriculum for After School Tutoring
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures PD for Teachers

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 staff will collaborate in implementation of Multi-Tiered Systems of Support (MTSS) for student support services. At PLC time each grade level is assigned a MTSS lead, where it is discussed the needs of the different students, especially at risk students. Every Monday the MTSS committee discusses the students that are in need of more support. It is then decided how we can get what the student needs ie...Spotlight intervention, Wellness Together Counseling, and/or an SST with family members. * Staff and students will utilize resources and supports so all students will have access to strategic intervention, and enrichment support through Spotlight time.   The use of Intervention Support Providers to offer targeted intervention and/or enrichment at the Spotlight time. *Supplemental materials, supplies and programs may be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement. *Additional Intervention Service Providers (ISPs) and Instructional Aides are utilized to help provide systematic, focused instruction in intervention or enrichment activities for students *School site will utilize MTSS coordinators to support the MTSS process, schedule, and facilitate meetings to support student needs.

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)
16,100	Title I 2000-2999: Classified Personnel Salaries Intervention Service Provider (1 of 2)
16,100	Title I 2000-2999: Classified Personnel Salaries Intervention Service Provider (2 of 2)
16,100	Title I 2000-2999: Classified Personnel Salaries Instructional Aides
3,000	Title I 1000-1999: Certificated Personnel Salaries MTSS Coordinators
30,075	Title I 4000-4999: Books And Supplies Supplemental Curriculum for use in Spotlight
4,607	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies PE curriculum & support for Recess Ranger (Leadership Program)

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 work to develop and administer common grade level assessments (at least two per grade level) 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.
*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 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.
*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.
*Grade level and school site assessments including use of ESGI in kindergarten

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)
2,000	Title I 1000-1999: Certificated Personnel Salaries Assessment Coordinator
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Illuminate
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures EduClimber
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures i-Ready
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures ESGI
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Grade level PLCs will continue their work with the district educational services department to develop curriculum unit maps and instructional guides for English language arts that are aligned with CCSS and SBAC assessment targets. Additionally. they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

*A bilingual clerk will be utilized to help support 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.
* Low income and English Learner students struggle with academic language and lack the vocabulary necessary to make grains in their assessments. Supplementary materials and supplies will help these students gain the skills needed to close the achievement gap.

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)
5,800	Title I 2000-2999: Classified Personnel Salaries Bilingual Clerk
	None Specified 2000-2999: Classified Personnel Salaries
5,800	Title I 2000-2999: Classified Personnel Salaries Bilingual Clerk
10,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books in both Spanish and English.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

	None Specified None Specified

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of our strategies helped to improve our i-ready scores from the 2020-21 to the 2021-22 school years by jumping from 60% in the Green to 62% in the Green for reading and decreasing the Red from 12% to 10%. In Math the Green stayed the same, but the Red decreased from 10% to 9%. With the addition of after school tutoring for one session and 2 dedicated ISP's help to effectively implement our Goals. Being back in person full-time, unless quarantined, helped Students to reach our Goal as well.

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

All of the strategies and activities were effective and there were not any major differences.

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

A few changes to the goal is that there is allocation for 3 ISP's, unfortunately we are starting the year off with only 1 as no one else is applying. This is outlined in Goal 1. We have also implemented our new SEL curriculum: Morning Meeting (seen in Goal 1 &2).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

All students and families will be actively engaged in learning and in their school communities.

Identified Need

Increasing positive parent involvement at school events, creating relationships to support student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back To School Night, Parent Information Nights, Parent/Teacher Conferences, and Open House.	Current Baseline	Maintain or Increase Participation
Smore (newsletter) Coppin Connection	Current Baseline	Maintain or Increase Opening of Letter
District Generated Morning Meeting Survey	The 2022-23 school year will be our Baseline as it will be given for the 1st time this year.	At the end of the 2022-23 school year we will re-administer the survey to all 3-5th graders to see if there is any growth with their feeling of connectivity to peers and school.

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 input at Principal's Coffees and Site council meetings about needs of our community.
* School site will also provide regular opportunities for parents to receive education through a variety of school events: parent information nights, ELAC meetings and classes and other online resources.
* School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Parent Square by all Staff, Smore for weekly Coppin Connection newsletters, parent-teacher conference scheduling as well as website maintenance and the use of social media.
* A Bilingual liaison will be utilized to provide translation/interpretation services for our Spanish speaking families, she will reach out to all Spanish Speaking families at the beginning of the year and many times throughout the year.
* 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 and bulletin board.
*More Family Events such as Bingo Night, Fall Festival, Winter Whiteout, etc.
*Work with Community groups such as Kiwani's to promote leadership within the student body-KKids program.
*Use of Power of Being Seen (where staff members will fill out a spreadsheet where at least one staff member will know the student's name, know a personal story about the student, know a family story and know their academic standing).
*Through KKids (leadership with Kiwani's) bring events out to the Lincoln Community ie...Thanksgiving Baskets, Cards for the elderly, volunteer work, etc.
* School site will implement the use of AVID binders and weekly electronic newsletters to consistently send home information for families on a regular basis.
* Parents and community members will have access to computers at school for communication and educational purposes. 1:1 chromebooks.
* School site will actively seek out parents to participate on collaborative decision-making committees, such as ELAC, SSC, PTC, etc.
* 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.
* 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.
* 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, such as cameras, to ensure safety for all.
*District Generated Survey to 3-5th grade students asking about Morning Meeting, how to improve, what they like and their connection to peers and school.

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)
801	TItle I - Parent Involvement 4000-4999: Books And Supplies

	During parent information nights we will offer daycare for parents and food to the participants.
	Title I 2000-2999: Classified Personnel Salaries Bilingual Liaison/Clerk: See Goal 1
2,500	Expanded Learning Opportunities Program (ELOP) 1000-1999: Certificated Personnel Salaries KKIDS Stipend-Student Leadership
10,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Responsive Classroom/Morning Meeting Books and Resources
400	TItle I - Parent Involvement 4000-4999: Books And Supplies Monthly Principal Coffees-supplies and refreshments, handouts

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to COVID/Mask restrictions the face to face meetings did not occur. We continued with Google Meets to have our Site Council Meeting, ELAC meeting, etc. Face to Face seminars did not occur. We did have PTC meetings in person and started some community events such as Bingo Night, Fall Festival, Winter Whiteout and APEX run. We had wonderful success with our KKIDS program that helps students shine as leaders with the community. This program is run by a certificated teacher and our local Kiwani's organization. They created committees that made well wish baskets for children in the hospital, they sang Christmas Carols at an Assisted Living Facility, they had the First Coppin Shark Tank where community members came in and listened to the students present their ideas for community events and the community members donated money to make it happen. One area that could not achieve the articulated goal was the use of CHKS (California Healthy Kids Survey). Families were able to opt out and unfortunately we did not receive enough data from our 5th graders to be able to compare to the 2019-20 school year.

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

The major difference was that we wanted to hold more meetings face to face, rather than virtually, to create the community feel.

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

As we move into 2022-23 school year and the lowering of COVID restrictions, we will be reaching out more to community to get their input on our needs and wants. We will reach out to community members to have informational nights that are important to families. We will also be changing our survey from the California Healthy Kids Survey to a District generated survey about Morning Meeting and connectivity to peers and school. We will start Principal's Coffees where family members are invited to have coffee and treats with the Principal with a variety of discussion topics from SEL curriculum to needs of family members to updates about our school.

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
Title I	97,975.00	0.00
TItle I - Parent Involvement	1,201.00	0.00
LCFF-Supplemental (Site Fund)	51,607.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Expanded Learning Opportunities Program (ELOP)	27,500.00
LCFF-Supplemental (Site Fund)	51,607.00
Title I	97,975.00
TItle I - Parent Involvement	1,201.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,500.00
2000-2999: Classified Personnel Salaries	59,900.00
4000-4999: Books And Supplies	84,883.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Expanded Learning Opportunities Program (ELOP)	17,500.00
4000-4999: Books And Supplies	Expanded Learning Opportunities Program (ELOP)	10,000.00

1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	2,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	43,607.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	59,900.00
4000-4999: Books And Supplies	Title I	30,075.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
4000-4999: Books And Supplies	TItle I - Parent Involvement	1,201.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	164,582.00
Goal 2	13,701.00

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
Julie Stearn	Principal
Joanne Burke	Classroom Teacher
Brandon Lopez	Classroom Teacher
Tiffany McGuire	Classroom Teacher
Lori Deschamps	Other School Staff
Laurie Smith	Parent or Community Member
Amanda Thompson	Parent or Community Member
Danielle Lawrence	Parent or Community Member
Stacy Ramsey	Parent or Community Member
Alisha DeNoyer	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 October 12, 2022.

Attested:

	Principal, Julie Stearn on 10-12-2022
	SSC Chairperson, Danielle Lawrence on 10-12-2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan
II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019