

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Western Placer Unified School District	31-66951-0000000	October 22, 2024	November 12, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our Title I and Supplemental funds are used to support student growth and achievement in both the academic and social/emotional realms. We use these funds to help decrease the achievement gap for all students. The majority of our Title I monies are used to fund staff members. 2 Instructional Support Providers (ISP's), extra hours for a Health Clerk and a Bilingual Clerk/Aide 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. 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). Students needing additional support or enrichment are identified at grade level Professional Learning Communities (PLC). Support staff liaison's attend the PLC's and help to identify the students needing additional support and bring it to 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 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 38.4% of our school population being Hispanic and with 13.4% 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 iReady Reading and Math for universal screening, progress monitoring and ongoing instructional practice. iReady 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. We also use these funds to support our SEL (Social-Emotional Learning) with the use of Responsive Classroom and Morning Meetings, as well as Everyday Speech (an on-line tool that teachers can access for mini lessons on traits such as respect, kindness and growth mindset). For Math we used Title I funds to supplement our newly adopted Math Curriculum, Reveal, with an on-line program called Reflex/Frax Math.

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.

Educational Partner Involvement

How, when, and with whom did Western Placer Unified School District 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 2024-25 school year at our 1st Staff meeting on August 12th, we discussed our strengths, needs and areas for improvement. At our Leadership Meeting on September 5th 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 9th and

discussed these items. At a Staff Meeting on September 10th items were discussed to put into the SPSA. A newsletter went out on August 21st & 28th asking for family members to sign up for Site Council. On September 4th & 11th a newsletter went out to all families asking about wants and needs. At a Site Council meeting on September 17th these needs and wants were discussed and input was taken from Site council members to put into SPSA. At Site Council meeting on October 22nd 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 after school experiences, more community involvement and safety for students and staff.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

EL, Socioeconomically Disadvantaged and students with disabilities are in the orange for Math. Our English Learner Progress was in the Red.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the Dashboard our English Learner Progress was in the red.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We will continue to work with all students in Math and Writing.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Western Placer Unified School District. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.28%	1.01%	0.93%	5	4	4
African American	0.77%	1.01%	1.85%	3	4	8
Asian	0.26%	0.76%	0.69%	1	3	3
Filipino	1.28%	0.51%	0.69%	5	2	3
Hispanic/Latino	35.55%	38.38%	36.57%	139	152	158
Pacific Islander	%	0.25%	%	0	1	
White	56.52%	51.01%	52.08%	221	202	225
Multiple/No Response	4.35%	4.8%	5.09%	17	19	22
Total Enrollment				391	396	432

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	78	84	63
Grade 1	36	62	80
Grade 2	70	36	73
Grade3	66	77	46
Grade 4	59	67	77
Grade 5	82	70	69
Total Enrollment	391	396	432

Conclusions based on this data:

1. The trend at Coppin is changing and we are once again increasing in numbers. We increased 36 students from the 2022-23 school year to the 2023-24 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	52	53	50	11.7%	13.3%	11.6%
Fluent English Proficient (FEP)	12	10	19	4.1%	3.1%	4.4%
Reclassified Fluent English Proficient (RFEP)		2		2.1%		

Conclusions based on this data:

1. The percentage of EL's decreased 3 students from 22-23 to 23-24.
2. Our percentage of FEP has increased from 3.1% in 22-23 school year to 4.4% in 23-24 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	74	52	65	74	51	65	74	51	100.0	100.0	98.1
Grade 4	59	64	78	59	64	78	59	64	78	100.0	100.0	100
Grade 5	83	71	74	83	71	72	83	71	72	100.0	100.0	97.3
All Grades	207	209	204	207	209	201	207	209	201	100.0	100.0	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2421.	2432.	2402.	16.92	22.97	15.69	26.15	29.73	31.37	36.92	27.03	21.57	20.00	20.27	31.37
Grade 4	2452.	2469.	2448.	15.25	21.88	19.23	27.12	25.00	23.08	30.51	31.25	19.23	27.12	21.88	38.46
Grade 5	2521.	2501.	2497.	27.71	21.13	8.33	32.53	29.58	43.06	24.10	30.99	23.61	15.66	18.31	25.00
All Grades	N/A	N/A	N/A	20.77	22.01	14.43	28.99	28.23	32.34	29.95	29.67	21.39	20.29	20.10	31.84

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	18.46	22.97	17.65	66.15	63.51	66.67	15.38	13.51	15.69	
Grade 4	13.56	20.31	15.38	72.88	75.00	69.23	13.56	4.69	15.38	
Grade 5	19.28	26.76	15.28	67.47	56.34	69.44	13.25	16.90	15.28	
All Grades	17.39	23.44	15.92	68.60	64.59	68.66	14.01	11.96	15.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.77	8.11	13.73	56.92	66.22	52.94	32.31	25.68	33.33
Grade 4	3.39	6.25	12.82	69.49	67.19	51.28	27.12	26.56	35.90
Grade 5	24.10	12.68	9.72	56.63	67.61	69.44	19.28	19.72	20.83
All Grades	14.01	9.09	11.94	60.39	66.99	58.21	25.60	23.92	29.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	17.57	9.80	80.00	74.32	70.59	12.31	8.11	19.61
Grade 4	22.03	15.63	6.41	66.10	71.88	84.62	11.86	12.50	8.97
Grade 5	21.69	15.49	11.11	68.67	74.65	72.22	9.64	9.86	16.67
All Grades	17.39	16.27	8.96	71.50	73.68	76.62	11.11	10.05	14.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.85	14.86	5.88	78.46	66.22	70.59	7.69	18.92	23.53
Grade 4	10.17	14.06	5.13	72.88	73.44	80.77	16.95	12.50	14.10
Grade 5	14.46	12.68	12.50	75.90	64.79	69.44	9.64	22.54	18.06
All Grades	13.04	13.88	7.96	75.85	67.94	74.13	11.11	18.18	17.91

Conclusions based on this data:

1. The highest percentage of students above standard are in the demonstrating understanding of literary and non-fictional texts at 15.92%
2. Overall achievement: from 22/23 to 23/24 school year decreased in exceeded and met standards by 3.47%
3. Our area with highest below state standard is producing clear and purposeful writing with 29.85%. This is an area to concentrate our efforts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	74	52	65	74	51	65	74	51	100.0	100.0	98.1
Grade 4	59	64	78	59	64	78	59	64	78	100.0	100.0	100
Grade 5	83	71	74	83	71	72	83	71	72	100.0	100.0	97.3
All Grades	207	209	204	207	209	201	207	209	201	100.0	100.0	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2438.	2424.	13.85	21.62	15.69	36.92	35.14	33.33	26.15	20.27	27.45	23.08	22.97	23.53
Grade 4	2469.	2471.	2476.	16.95	10.94	20.51	27.12	29.69	30.77	37.29	37.50	30.77	18.64	21.88	17.95
Grade 5	2522.	2487.	2502.	27.71	12.68	12.50	16.87	22.54	22.22	39.76	35.21	43.06	15.66	29.58	22.22
Grade 11															
All Grades	N/A	N/A	N/A	20.29	15.31	16.42	26.09	29.19	28.36	34.78	30.62	34.33	18.84	24.88	20.90

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.38	29.73	19.61	46.15	54.05	58.82	18.46	16.22	21.57
Grade 4	23.73	18.75	23.08	50.85	54.69	50.00	25.42	26.56	26.92
Grade 5	31.33	11.27	15.28	55.42	54.93	68.06	13.25	33.80	16.67
Grade 11									
All Grades	30.43	20.10	19.40	51.21	54.55	58.71	18.36	25.36	21.89

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.38	22.97	15.69	60.00	54.05	54.90	24.62	22.97	29.41
Grade 4	16.95	14.06	19.23	59.32	62.50	55.13	23.73	23.44	25.64
Grade 5	15.66	9.86	9.72	61.45	70.42	58.33	22.89	19.72	31.94
All Grades	15.94	15.79	14.93	60.39	62.20	56.22	23.67	22.01	28.86

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.23	28.38	19.61	73.85	58.11	64.71	16.92	13.51	15.69
Grade 4	18.64	15.63	23.08	72.88	78.13	65.38	8.47	6.25	11.54
Grade 5	12.05	4.23	11.11	77.11	71.83	68.06	10.84	23.94	20.83
All Grades	13.04	16.27	17.91	74.88	68.90	66.17	12.08	14.83	15.92

Conclusions based on this data:

1. Math is still an area of concern, but we saw some improvement. From the 22-23 to the 23-24 school year the percentage of students that did not meet state standard went from 24.88% to 20.9%
2. The highest percentage of students above standard was in the Concepts and Procedures claim.
3. The lowest percentage of students above standard was in the Problem Solving & Modeling/Data Analysis claim.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1449.9	*	*	1453.1	*	*	1442.1	*	*	18	6	7
1	*	1438.2	*	*	1455.2	*	*	1420.6	*	6	13	5
2	*	*	1476.0	*	*	1481.7	*	*	1469.7	9	4	14
3	*	*	*	*	*	*	*	*	*	9	9	5
4	*	*	*	*	*	*	*	*	*	6	5	8
5	*	*	*	*	*	*	*	*	*	10	7	6
All Grades										58	44	45

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	*	*	22.22	*	*	33.33	*	*	11.11	*	*	18	*	*
1	*	0.00	*	*	30.77	*	*	46.15	*	*	23.08	*	*	13	*
2	*	*	7.14	*	*	50.00	*	*	35.71	*	*	7.14	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.31	18.18	8.89	36.21	43.18	46.67	18.97	27.27	28.89	15.52	11.36	15.56	58	44	45

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.22	*	*	33.33	*	*	33.33	*	*	11.11	*	*	18	*	*
1	*	7.69	*	*	53.85	*	*	30.77	*	*	7.69	*	*	13	*
2	*	*	35.71	*	*	28.57	*	*	35.71	*	*	0.00	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.93	45.45	33.33	32.76	34.09	33.33	17.24	15.91	17.78	12.07	4.55	15.56	58	44	45

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	0.00	*	*	15.38	*	*	38.46	*	*	46.15	*	*	13	*
2	18.18	*	7.14	36.36	*	42.86	27.27	*	28.57	18.18	*	21.43	11	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.79	6.82	6.67	34.48	29.55	26.67	27.59	34.09	40.00	24.14	29.55	26.67	58	44	45

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	27.78	*	*	61.11	*	*	11.11	*	*	18	*	*
1	*	30.77	*	*	61.54	*	*	7.69	*	*	13	*
2	*	*	28.57	*	*	57.14	*	*	14.29	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.21	36.36	33.33	50.00	56.82	53.33	13.79	6.82	13.33	58	44	45

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	27.78	*	*	61.11	*	*	11.11	*	*	18	*	*
1	*	7.69	*	*	76.92	*	*	15.38	*	*	13	*
2	*	*	28.57	*	*	71.43	*	*	0.00	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	54.55	31.82	36.21	38.64	54.55	13.79	6.82	13.64	58	44	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	*	*	66.67	*	*	16.67	*	*	18	*	*
1	*	7.69	*	*	38.46	*	*	53.85	*	*	13	*
2	*	*	0.00	*	*	78.57	*	*	21.43	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	9.09	2.22	56.90	61.36	62.22	25.86	29.55	35.56	58	44	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	55.56	*	*	16.67	*	*	27.78	*	*	18	*	*
1	*	0.00	*	*	84.62	*	*	15.38	*	*	13	*
2	*	*	21.43	*	*	57.14	*	*	21.43	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.31	15.91	13.33	46.55	61.36	64.44	24.14	22.73	22.22	58	44	45

Conclusions based on this data:

1. In Oral Language we went from a 61.54% in 2022/23 at Level 3 & 4 to a 64.28% in 2023-24.
2. In Listening Domain we went down from a 30.77% in 2022/23 in well developed to a 28.57% in 2023-24 .
3. Writing Domain went from 0% in 2022/23 in well developed to 21.43% in 2023-24.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
396	46.7	13.4	1
Total Number of Students enrolled in Western Placer Unified School District.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	13.4
Foster Youth	4	1
Homeless		
Socioeconomically Disadvantaged	185	46.7
Students with Disabilities	68	17.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1
American Indian	4	1
Asian	3	0.8
Filipino	2	0.5
Hispanic	152	38.4
Two or More Races	19	4.8
Pacific Islander	1	0.3
White	202	51

Conclusions based on this data:

1. With 46.7% Socioeconomically Disadvantaged Coppin qualifies as a Title I School.
2. Each year our EL percentage increases.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

1. Our Suspension Rate is in the Blue, which is an improvement from the previous year.
2. All other areas are of concern (yellow or red) and we will concentrate our funds and efforts towards these areas.

School and Student Performance Data

Academic Performance English Language Arts

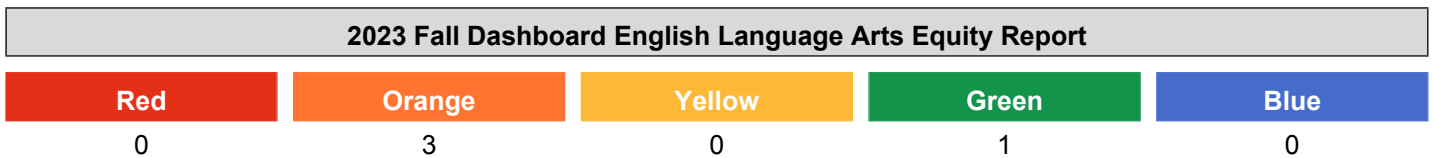
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>1 points below standard</p> <p>Maintained -2.9 points</p> <p>202 Students</p>	<p>English Learners</p> <p>38.1 points below standard</p> <p>Decreased -4.6 points</p> <p>29 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>22.6 points below standard</p> <p>Decreased -14.1 points</p> <p>94 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>63.2 points below standard</p> <p>Maintained +0.7 points</p> <p>51 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.1 points below standard Decreased Significantly - 15.3 points 79 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 16.1 points above standard Increased +12.7 points 106 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.3 points below standard Decreased -5.3 points 20 Students	Less than 11 Students 9 Students	5.9 points above standard Maintained -1.6 points 169 Students

Conclusions based on this data:

1. Overall we are in the yellow. With 1 subgroup in green and 3 in orange.
2. EL, Socioeconomically Disadvantaged and students with disabilities are in the orange.
3. We need to concentrate our efforts of the subgroups in orange.

School and Student Performance Data

Academic Performance Mathematics

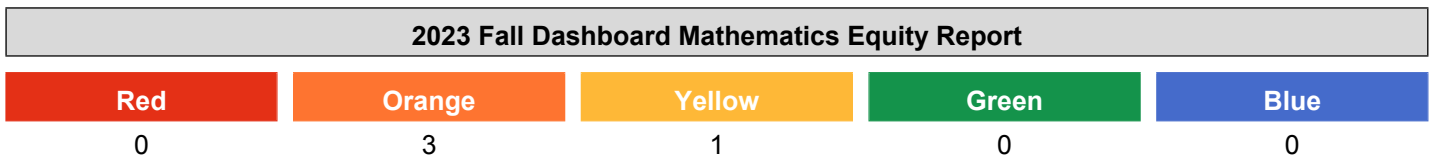
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 16.8 points below standard Decreased -10.9 points 202 Students	English Learners 33.8 points below standard Increased +4.2 points 29 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 39.7 points below standard Decreased Significantly -26.5 points 94 Students	Students with Disabilities  Orange 81.7 points below standard Decreased Significantly -16.8 points 51 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.8 points below standard Decreased Significantly - 16.6 points 79 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Yellow 4.6 points below standard Maintained -2.2 points 106 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.7 points below standard Decreased -10 points 20 Students	Less than 11 Students 9 Students	13.7 points below standard Decreased -12.9 points 169 Students

Conclusions based on this data:

1. 1 subgroup landed in the yellow, 3 landed in the orange.
2. EL, Socioeconomically Disadvantaged and students with disabilities are in the orange.
3. We need to concentrate our efforts of the subgroups in orange.

School and Student Performance Data

Academic Performance English Learner Progress

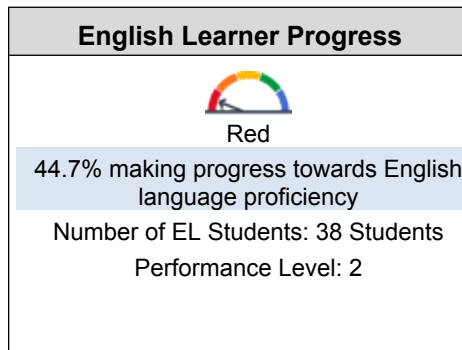
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
6	15	2	15

Conclusions based on this data:

1. 40% of Students progressed at least one level of ELPI level.
2. 15.78% decreased one level.
3. This is an area that we will concentrate using our Bilingual Clerk.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 23.6% Chronically Absent Declined Significantly -11.5 420 Students	English Learners Yellow 20% Chronically Absent Declined -13.3 55 Students	Foster Youth Less than 11 Students 7 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Yellow 25.4% Chronically Absent Declined Significantly -16.1 201 Students	Students with Disabilities Orange 30.7% Chronically Absent Declined -6.7 88 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.8% Chronically Absent Declined Significantly -8.1 161 Students	27.6% Chronically Absent Declined -17.9 29 Students	Less than 11 Students 1 Student	 Yellow 22.2% Chronically Absent Declined Significantly -13.1 212 Students

Conclusions based on this data:

1. This is a major area of concern.
2. CCC will continue to concentrate on how to lower chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

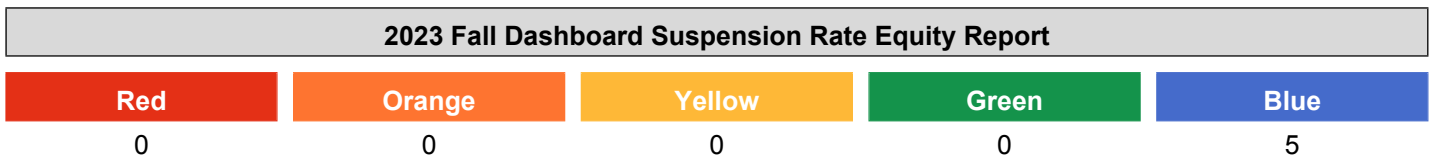
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.2% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.4 424 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.2% suspended at least one day	Declined Significantly -1.4 424 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -3.3 55 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -3.3 55 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 9 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 9 Students
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Homeless												
Less than 11 Students 7 Students												
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 Blue												
0% suspended at least one day												
Declined Significantly -1.5 205 Students												
Students with Disabilities												
 Blue												
0% suspended at least one day												
Declined -2.1 89 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Declined Significantly -2.5 161 Students	0% suspended at least one day Maintained 0 29 Students	Less than 11 Students 1 Student	 Blue 0.5% suspended at least one day Declined -0.8 216 Students

Conclusions based on this data:

1. Suspension rates went down in all areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career Readiness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.	<p>For our 2023-24 school year we want to continue our growth and our expected outcome was: Reading: 73% Green, 24% Yellow & 3% Red Math: 67% Green, 31.5% Yellow & 1.5% Red</p> <p>Our actual outcome for 2023-24 school year was: Reading: 76% Green, 20% Yellow & 4 % Red Math: 65% Green, 32% Yellow & 3% Red</p>	<p>For the 2024-25 School year we want to continue with our growth in ELA and gain back some growth in Math. Our expected outcome is: ELA 77.5% Green, 19.5% Yellow & 3% Red Math: 67% Green, 30.5% Yellow & 2.5% Red</p>
SBAC test scores	<p>Increase achievement and progress on SBAC for grades 3-5. Our expected outcome is: Reading: Exceed Standard: 24%, Met: 30%, Nearly Met: 30%, Not Met: 16% Math: Exceed Standard: 17%, Met 30%, Nearly Met: 31%, Not Met: 22%</p> <p>2023-24: Reading: Exceed Standard: 14.5%, Met: 32.5%, Nearly Met: 21.39% Not Met: 31.84% Math: Exceed Standard: 16.5%, Met: 28.5%, Nearly Met: 34.3% Not Met: 20.7%</p>	<p>For the 2024-25 School Year we want to increase the level of our growth in Reading and Math. The goal is: ELA: Exceed Standard: 14.5%, Met: 38.5%, Nearly Met: 21.39% Not Met: 25.84% Math: Exceed Standard: 16.5%, Met: 35.5%, Nearly Met: 32.3% Not Met: 15.7%</p>

Summative ELPAC test scores	Increase achievement and progress on Summative ELPAC for grades K-5. Decrease from 38.63% of students at Level 1 & 2 in 2022-23 to 36% in 2023-24. Increase from 62% of Students at Level 3 & 4 in 2022-23 to 64% in 2023-24. The 2023-24 school year: Level 1 & 2 were at 50%, Level 3 & 4 were at 50%.	We will continue to try to increase to Levels 3 & 4 in the 2024-25 school year and go above the 50% threshold.
English Learner reclassification rates	At Coppin Elementary school (2023 - 2024 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).	Continue with reclassification rates for grades K-5
Attendance	In 2023-24 School Year the students that were present: 85% of the School Days=320 90% of the School Days= 285 95% of the School Days=156 100% of the School Days= 7	Increase rate of attendance for 2024-25 School year to: 85% of the School Days=330 90% of the School Days= 295 95% of the School Days=166 100% of the School Days= 17

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>*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.</p> <p>*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.</p> <p>*Staff will participate in Professional Learning Communities.</p>	All Students	<p>12,000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Books and Supplies for AVID implementation, 10% of ink costs for teachers to run GLAD lessons for ELA.</p> <p>4,000 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 2000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies</p>

<p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*After School Tutoring/Support</p> <p>* Positive behavior recognition and incentives are utilized in conjunction with our Morning Meeting. Monthly Award Assemblies with Principal.</p> <p>*Technologies will be updated, replaced, or added as needed to provide equitable and safe access.</p> <p>*Work to update classroom technology to align with the district standard.</p> <p>*Work with district to update camera system throughout campus for safety measures.</p> <p>*Professional Development</p>		<p>Prizes/Awards for Positive Incentives</p> <p>LCFF-Supplemental (District Fund)</p> <p>None Specified</p> <p>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.</p> <p>10,000</p> <p>Expanded Learning Opportunities Program (ELOP)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>After School Tutoring Sessions</p> <p>2,059</p> <p>LCFF-Supplemental (Site Fund)</p> <p>4000-4999: Books And Supplies</p> <p>Purchase of updated technology</p> <p>10,000</p> <p>Expanded Learning Opportunities Program (ELOP)</p> <p>4000-4999: Books And Supplies</p> <p>Supplemental Curriculum for After School Tutoring</p> <p>10,000</p> <p>LCFF-Supplemental (Site Fund)</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>PD for Teachers & Sub days to observe colleagues</p> <p>5,000</p> <p>LCFF-Supplemental (Site Fund)</p> <p>4000-4999: Books And Supplies</p> <p>10% of copy costs, including lease, paper etc. to implement school wide intervention and after school tutoring.</p>
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<p>1.2</p>	<p>*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, after school tutoring, Learning Center Support 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.</p>	<p>All Students</p>	<p>26,500 Title I 2000-2999: Classified Personnel Salaries Intervention Service Provider (1 of 3) 26,500 Title I 2000-2999: Classified Personnel Salaries Intervention Service Provider (2 of 3) 8,343 Title I 5000-5999: Services And Other Operating Expenditures Reflex and Frax Math 4,000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries MTSS Coordinators 6,523 Title I 4000-4999: Books And Supplies Supplemental Curriculum for use in Spotlight 2,000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies PE curriculum & support for Recess Ranger (Leadership Program) 21,500 Title I 2000-2999: Classified Personnel Salaries 1 hour Aide for 1st grade 26,500 Title I 2000-2999: Classified Personnel Salaries ISP (3 of 3)</p>
<p>1.3</p>	<p>*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</p>	<p>All Students</p>	<p>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)</p>

	<p>student data to make informed instructional decisions.</p> <p>*Grade level and school site assessments including use of ESGI in kindergarten.</p> <p>*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.</p> <p>*Grade level and school site assessments including use of ESGI in kindergarten</p>		<p>5000-5999: Services And Other Operating Expenditures EduClimber</p> <p>LCFF-Supplemental (District Fund)</p> <p>5000-5999: Services And Other Operating Expenditures i-Ready</p> <p>LCFF-Supplemental (District Fund)</p> <p>5000-5999: Services And Other Operating Expenditures ESGI</p> <p>LCFF-Supplemental (District Fund)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>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.</p>
<p>1.4</p>	<p>*A bilingual clerk will be utilized to help support programs targeting our English Learners.</p> <p>*All teachers will work toward becoming GLAD certified</p> <p>*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.</p> <p>*All teachers will provide integrated and designated ELD to English learners.</p> <p>*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</p>	<p>English Language Learners</p>	<p>15,050</p> <p>Title I</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Bilingual Clerk</p> <p>15,050</p> <p>Title I</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Bilingual Aide</p> <p>15,050</p> <p>Title I</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Bilingual Clerk</p> <p>10,000</p> <p>LCFF-Supplemental (Site Fund)</p> <p>4000-4999: Books And Supplies</p> <p>We will be updating our library by purchasing additional non-fiction and fiction books in both Spanish and English.</p>

	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 gains in their assessments. Supplementary materials and supplies will help these students gain the skills needed to close the achievement gap.		
1.5	We will implement Attendance contests to get students to school so that they are not losing any learning. Attendance Clerk will run truancy letters and meet with Principal each month to monitor attendance. Principal will bring attendance data to MTSS meetings each Monday and discuss students that are missing a lot of school.	All Students	10,000 Title I 4000-4999: Books And Supplies Incentive prizes/ rewards for attendance. None Specified None Specified None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall our i-ready scores went up in ELA and took a slight decrease in Math. Our SBAC scores didn't reflect the growth we saw in i-ready for ELA. We still believe that many of these strategies will lead to an increase in performance, along with more unity among the grade levels with looking at Guaranteed Viable Curriculum, shared assessments and using our PLC time more effectively. We adopted a new Math Curriculum for the 2023-24 school year and trends have shown when using and learning a new curriculum scores can decrease due to the learning curve. With ELPAC though our Levels 3 and 4 decreased, we received many new students and a few newcomers. We will utilize our Bilingual Aide to help out the students that are at the Level 2 to try to increase to Level 3.

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

The intended use was done with fidelity, but one ISP position remained unfilled and not as many teachers volunteered to do after school tutoring.

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.

Moving forward we have our ISP positions filled for this year, we have much more after school tutoring and our MTSS team has increased so that we are looking at each and every kiddo with fidelity. We are adding a position for another ISP.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School & Community Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back To School Night, Parent Information Nights, Parent/Teacher Conferences, Principal Coffees, and Open House.	Current Baseline	Maintain or Increase Participation
Smore (newsletter) Coppin Connection	For the 2023-24 school year the average amount of families opening the Smore was 200.	For the 2024-25 school year Increase Opening of Letter to an average of 300 families.
Site Based Generated Morning Meeting Survey	We gave the survey 3 times in the 2023-24 school year. In Spring of 2023-24 179 responses: I like Coming to School=85.5% Agree to Strongly Agree I feel Safe at School= 90.5% Agree to Strongly Agree I feel people respect each other in class= 89.9% Agree to Strongly Agree I feel that there is at least 1 adult I can go to= 93.9% Agree to Strongly Agree.	Our goal for 2024-25 Spring Results is to increase each area. We need to keep in mind that it is a different cohort each year as we give the survey to 3rd-5th Graders. Goal to increase to: I like Coming to School=87.5% Agree to Strongly Agree I feel Safe at School= 91.5% Agree to Strongly Agree I feel people respect each other in class= 91.9% Agree to Strongly Agree I feel that there is at least 1 adult I can go to= 94.9% Agree to Strongly Agree.
District Based Youth Survey	In 2023-24 we took the survey for the 1st time and we will use as baseline. Though we may need to wait for the	

	<p>2024-25 school year as a baseline since we did not have many responses.</p> <p>We will compare data after taking it in the 2024-25 year.</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<ul style="list-style-type: none"> * 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, Popsicles at the Park, Walk and Roll to School etc. *Work with Community groups such as Kiwani's to promote leadership within the student body. * 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. *ELL meetings/classes to help our ELL families understand schools, colleges, etc. * 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. 	All Students	<p>2,500 Title I - Parent Involvement 4000-4999: Books And Supplies During parent information nights we will offer daycare for parents and food to the participants. 0 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 Student Leadership 1,000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Responsive Classroom/Morning Meeting Books and Resources and subs to observe colleagues 2,681 Title I - Parent Involvement 4000-4999: Books And Supplies Monthly Principal Coffees-supplies and refreshments, handouts 65,000 Prop 28 2000-2999: Classified Personnel Salaries Art Teacher 12,000 Title I 5000-5999: Services And Other Operating Expenditures Everyday Speech SEL curriculum</p>

	<p>* School site will utilize updated communication system provided by the district to ensure student safety and ongoing communication throughout the day.</p> <p>* Work with district to update and improve facilities, to ensure safety for all.</p> <p>*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.</p>		<p>17,500 Prop 28 4000-4999: Books And Supplies</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation went well. Principal Coffees were held, but there were not many family members attending. Principal will try various times in 2024-25 school year to see if attendance will increase.

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

No major differences.

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

Various times for Principal's Coffees. Working with PTC to add more family opportunities.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$150,783.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$353,256.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$185,016.00
Title I - Parent Involvement	\$5,181.00

Subtotal of additional federal funds included for this school: \$190,197.00

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

State or Local Programs	Allocation (\$)
Expanded Learning Opportunities Program (ELOP)	\$22,500.00
LCFF-Supplemental (Site Fund)	\$58,059.00
Prop 28	\$82,500.00

Subtotal of state or local funds included for this school: \$163,059.00

Total of federal, state, and/or local funds for this school: \$353,256.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	185,016	0.00
Title I - Parent Involvement	5,181	0.00
LCFF-Supplemental (Site Fund)	58,059	0.00
Prop 28	86,243	3,743.00

Expenditures by Funding Source

Funding Source	Amount
Expanded Learning Opportunities Program (ELOP)	22,500.00
LCFF-Supplemental (Site Fund)	58,059.00
Prop 28	82,500.00
Title I	185,016.00
Title I - Parent Involvement	5,181.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	22,500.00
2000-2999: Classified Personnel Salaries	211,150.00
4000-4999: Books And Supplies	83,263.00
5000-5999: Services And Other Operating Expenditures	26,343.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Expanded Learning Opportunities Program (ELOP)	12,500.00
4000-4999: Books And Supplies	Expanded Learning Opportunities Program (ELOP)	10,000.00

1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	8,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	34,059.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	10,000.00
2000-2999: Classified Personnel Salaries	Prop 28	65,000.00
4000-4999: Books And Supplies	Prop 28	17,500.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I	146,150.00
4000-4999: Books And Supplies	Title I	16,523.00
5000-5999: Services And Other Operating Expenditures	Title I	20,343.00
4000-4999: Books And Supplies	Title I - Parent Involvement	5,181.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	250,075.00
Goal 2	103,181.00

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

Name of Members	Role
Julie Stearn	Principal
Joanne Burke	Classroom Teacher
Lori Deschamps	Other School Staff
Laurie Smith	Parent or Community Member
Jennifer Dobbins	Parent or Community Member
Jaime Brooks	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

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 22, 2024.

Attested:



Principal, Julie Stearn on 10-31-24



SSC Chairperson, Laurie Smith on 10-31-24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

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