

# 2016-17 Single Plan for Student Achievement

**School:** Carlin C. Coppin Elementary School  
**CDS Code:** 31669516085252  
**District:** Western Placer Unified School District  
**Principal:** Shamryn Coyle  
**Revision Date:** 10/27/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Carlin C. Coppin Elementary School's Vision and Mission Statements**

**MISSION STATEMENT:** As a school community, we will develop, encourage, inspire and challenge students to learn and become productive and honorable members of society. Through positive relationships and personal interactions we will meet the needs of the whole child in a fun, loving and joyful environment.

**VISION STATEMENT:**All students, upon graduation from high school, will be college and career ready capable of being economically self-sufficient, having healthy family and social relationships, and contributing positively to their community.

## **Community and School Profile**

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the the city of Lincoln. The school serves Transitional Kindergarten through fifth grades; the enrollment is currently 443 , with two to three classes at each grade level. The ethnic makeup is as follows: 56% Caucasian, 30% Hispanic/Latino, .03% African American, .03% Asian , .02% Pacific Islander 13% other, mixed races and unclassified. The Principal is Shamryn Coyle. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin thorough their active participation and involvement in School Site Council (SSC), English Learner Advisory Council (ELAC), Parent Teachers Club (PTC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies and purchases of new equipment and rewards. Parents also fully implement a monthly art docent program. Carlin C. Coppin is increasingly a focal point and source of pride for students and their parents.

### **SCHOOL FACILITIES**

Carlin C. Coppin Elementary School is located at 150 E. 12th Street, Lincoln, CA. The school is in the Western Placer Unified School District. Carlin C. Coppin was built in 1972 and is named for former District Superintendent Carlin C. Coppin. The school was originally built with three learning pods, but has since been updated to include separate classrooms within each building. In addition to the original pods, the school also has a number of modular classrooms to address increased enrollment. Coppin also has a library, computer lab, art room, music room, science lab, yoga room and main office.

### **SCHOOL LEADERSHIP**

Shamryn Coyle has been the principal at Carlin C. Coppin Elementary since July 1, 2014. She holds a Bachelor of Arts Degree in Psychology and a Master of Arts Degree in Education as well as a Clear Administrative Credential and a Multiple Subject Teaching Credential. In addition to serving as a classroom teacher in elementary school, she has also served as an English Language Development Specialist and has served as a school site administrator for the past seven years. With the collaboration and participation of all staff members, PTC, School Site Council, English Learner Advisory Council, Leadership, Intervention and Youth Development teams the school continues to progress toward meeting school goals which are monitored through the analysis of data and effective instructional practices.

### **SCHOOL INSTRUCTION**

Carlin C. Coppin uses state and district approved curriculum and is in the ongoing process of fully aligning curriculum and instruction to the Common Core State Standards to assure that effective instructional materials and techniques are being provided to students. Because of the unique population of our students, teachers and staff provide differentiated instruction to meet those student needs. This instruction is provided through on-going analysis of student achievement data that clarifies what each student needs. Teachers collaborate regularly to determine the best way to help students achieve as much as possible. Additional support services for helping students include two Special Day Classes, a Resource Program, Speech and Language services, Occupational Therapy, Adaptive Physical Education, a Bilingual Clerk/Instructional Aide, two Title I Intervention Service Providers, a Science teacher, and a Music teacher. A part-time psychologist provides limited support services in counseling and social skills training. Through community resources, counseling through Lighthouse Counseling Services is available to help students and families problem solve to meet student needs.

### **SCHOOL PROGRAMS & PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT**

Carlin C. Coppin staff has implemented a program called Positive Behavior Intervention Support. This program promotes character traits of responsibility, respect, safety, and unity. The training clarifies student behavior expectations and creates a positive approach through reinforcement to help students make good behavior choices. It also creates consistency on the part of the staff and how to deal with students that do not follow expectations. Additionally many staff members have been trained in the Love and Logic behavior strategies, which helps adults to deal with students through empathy, building positive relationships and teaching responsibility for one's actions. Parents show their involvement in assisting with the School Site Council, Parent Teacher Club (PTC), annual events, and regularly volunteering with classroom activities. Parents support the PTC activities such as educational/enrichment assemblies, purchasing of supplies/materials/equipment, rewards for positive behavior, and various fundraisers to assist CCC. Many parents play an active role in the Art Docent program that benefits our students. CCC also has a very active volunteer program supported by various community organizations such as Lion's Club, Rotary and Kiwanis and SCHOOLS (Sun City Helping Our Outstanding Schools). CCC also has an after school music program which includes band and chorus as well as Academic Support for English Learners

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

The majority of parents support the school climate and believe the learning environment to be positive with staff exhibiting high expectations for student achievement. While academic instruction remains a primary focus, a holistic approach to learning is also valued by parents. They appreciate the arts, music and computer experiences their students have. While most parents express an appreciation for the various interventions we provide, comments have also been made about the need to focus on instruction for our gifted and talented students as well. Most parents support the Accelerated Reader program used at Carlin C. Coppin and appreciate the home school connection. Our Positive Behavior Intervention Support (PBIS) program has been perceived as very positive by most parents. Most parents report that they feel welcome and supported by the school community.

### **Classroom Observations**

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

The school principal observes teachers both formally and informally on a regular basis. Teachers are formally evaluated every other year; however frequent walk throughs and informal visits are common. New teachers are formally observed three times each year.

### Analysis of Current Instructional Program

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

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

### Standards, Assessment, and Accountability

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

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

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

Teachers participate in weekly Professional Learning Community (PLCs) activities to collaborate and review current assessments, develop new goals, and share effective instructional practices. During these meetings teachers also use the data to create or modify their weekly intervention groups; this instructional time is call Spotlight. Each grade level has 30 minutes of leveled, differentiated instruction in their greatest area of need as identified through the use of formal and informal assessments.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified as certified by Human Resources.

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

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

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

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

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

Four district instructional coaches are available to work with all teachers to support the district's Professional Development Plan, as are personnel from the county office.

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

All teachers participate in Professional Learning Communities and collaborate regularly on early release days. Early release days occur every Monday as well as additional days throughout the year.

### Teaching and Learning

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

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

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

Teachers develop weekly lesson plans, as well as some long term plans. Plans include the recommended instructional minutes in each of the curricular areas. Grades 1-3 allot 2 1/2 hours a day, grades 4-5, 2 hours for Language Arts and an hour a day for Math for all grade levels. Additionally, time is allotted for enrichment activities.

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

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

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

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

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

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

### Opportunity and Equal Educational Access

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

These services include: retired adults volunteering in classrooms, parent volunteers assisting in classrooms, district paid aide in Kindergarten to further support instruction, targeted intervention at all grade levels four days a week, mainstream and inclusion classes for special education students, cross age tutors, ongoing assessment and progress monitoring, regular meeting of site intervention team, regular meeting of Student Success Team as needed.

14. Research-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), use of core novels, Read Naturally, district adopted math curriculum, and other RtI intervention activities. Teachers also use Accelerated Reader, Lexia, Saxon math, Ready Common Core and additional computer based activities to support the curriculum. Teachers are trained in Explicit Direct Instruction strategies, as well.

## Parental Involvement

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

Resources include: District-wide Parent Liaisons, parent teacher conferences, parent volunteers in classroom, after school tutoring, use of instructional assistants in Kindergarten, combination classes and special education classes, District provided prep time for teachers to allow for in depth planning, and collaboration time for teachers. There are also Intervention and Student Study Team meetings, Parent Teacher Conferences. The school district offers adult education English Learner programs. Lighthouse counseling center in Lincoln offers counseling and guidance services.

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

N/A

## Funding

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

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

### 18. Fiscal support (EPC)

The site receives both state and federal monies.

## **IV. Description of Barriers and Related School Goals**

Several issues traditionally impede student achievement:

- \*school funding
- \*facility issues
- \*access to technology
- \*language barriers
- \*inadequate or poor study skills
- \* poor attendance patterns
- \*families unable to assist their students at home due to academic or scheduling issues
- \*communication

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	74	63	73	62	73	62	98.6	98.4
Grade 4	65	70	64	69	64	69	98.5	98.6
Grade 5	61	68	60	67	60	67	98.4	98.5
All Grades	200	201	197	198	197	198	98.5	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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2443.3	2414.4	30	21	30	26	22	21	18	32
Grade 4	2468.1	2478.1	20	26	27	32	28	22	25	20
Grade 5	2479.7	2503.8	8	18	32	40	28	18	32	24
All Grades	N/A	N/A	20	22	29	33	26	20	24	25

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	15	49	60	25	26
Grade 4	19	19	59	64	22	17
Grade 5	15	30	43	45	40	25
All Grades	20	21	51	56	28	23

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	21	49	47	19	32
Grade 4	27	23	48	54	25	23
Grade 5	18	18	52	54	28	28
All Grades	26	21	50	52	24	28



Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	11	70	71	7	18
Grade 4	22	23	61	67	17	10
Grade 5	10	12	55	70	33	18
All Grades	19	16	62	69	18	15

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	19	56	53	16	27
Grade 4	17	25	48	62	16	13
Grade 5	20	25	63	51	17	24
All Grades	22	23	56	56	16	21

**Conclusions based on this data:**

1. This is our second year of data and we have the opportunity to make comparisons: Overall scores indicate that the number of students meeting or exceeding standard increased from 49% to 55%
2. Approximately 75% students tested met, nearly met, or exceeded the standards for ELA/Literacy
3. Writing and Research and Inquiry are areas of concern as the number of students not meeting standard increased. These will be focus areas for support and intervention in certain grade levels

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	74	63	73	61	61	61	98.6	96.8
Grade 4	65	70	64	69	63	69	98.5	98.6
Grade 5	61	68	60	67	60	67	98.4	98.5
All Grades	200	201	197	197	184	197	98.5	98

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2452.9	2430.1	18	20	33	34	22	26	11	20
Grade 4	2477.0	2482.0	11	19	47	29	25	36	16	16
Grade 5	2469.5	2495.9	5	12	15	25	42	37	38	25
All Grades	N/A	N/A	12	17	32	29	29	34	21	20

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	38	36	48	38	15	26	
Grade 4	32	30	40	41	29	29	
Grade 5	8	18	33	45	58	37	
All Grades	26	28	40	41	34	31	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	23	44	56	25	21
Grade 4	24	29	51	49	25	22
Grade 5	5	15	55	51	40	34
All Grades	20	22	50	52	30	26

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	25	57	49	11	26
Grade 4	24	25	52	54	24	22
Grade 5	3	12	60	60	37	28
All Grades	20	20	57	54	24	25

**Conclusions based on this data:**

1. This is our second year of data and we have the opportunity to make comparisons: Overall scores indicate that the number of students meeting, nearly meeting, or exceeding standard standard is approximately 80%. The number of students not meeting standard decreased overall
2. Approximately half of students tested met or exceeded the standards for Mathematics
3. Although growth was seen in the area of Concepts and Procedures: Applying Mathematical concepts and procedures, this is still our greatest area of need.

## V. School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K								***	***				***		
1			13	25	44	38	25	22	50	50	33				
2	11			22	33	25	33	33	25	22	33	33	11		17
3		14	13	43	43	25	43	29	13		14	38	14		13
4					75	20	60	25	40	20		20	20		20
5		14		60	14	50	40	71				25			25
<b>Total</b>	3	6	5	29	37	28	39	40	31	16	17	23	13		13

#### Conclusions based on this data by levels:

1. 46% of our English Learners fall within the Early Intermediate and Beginning ranges. Implications for this include the need for targeted EL instruction in these grade levels.
2. Targeted instruction in ELD will ensure that students continue to grow one level each year with reclassification to follow.

## V. School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	31	35	39
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	31	35	39
Number Met	16	23	19
Percent Met	51.6%	65.7%	48.7%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	35	5	40	6	45	6
Number Met	7	--	12	--	10	--
Percent Met	20.0%	--	30.0%	--	22.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	Yes
Met Percent Proficient or Above		--	--
<b>Mathematics</b>			
Met Participation Rate		--	Yes
Met Percent Proficient or Above		--	--

#### Conclusions based on this data by AMAO level:

1. The need for structured EL instruction remains high.

## VI. Planned Improvements in Student Performance

### Student Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP GOAL:</b>
All students will meet or exceed grade level standards in core academic areas
<b>LEA GOAL:</b>
1 & 3
<b>Data Used to Form this Goal:</b>
SBAC data for grades 3-5 in Language Arts and Mathematics, classroom, school site and district assessment data,
<b>Identified Needs (findings from the analysis of data):</b>
Significant attention needs to be paid to the development of a viable, standards based language arts curriculum; our SBAC data shows that 75% of our students met, nearly met or exceeded standards. In 3rd grade reading and writing are the greatest areas of need. In 4th and 5th grade writing is the greatest areas of need. Our SBAC data shows that 60% of our students met or exceeded standards in mathematics. In 3rd grade communicating reasoning is the greatest area of need and in 4th and 5th grade, applying mathematical concepts and procedures. Strategic attention will be focused on greatest areas of need while maintaining areas of strength.
<b>Expected Annual Measureable Objectives (how the school will measure progress toward this goal):</b>
<ol style="list-style-type: none"><li>1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 3-5) will increase 6% annually until 100% is obtained.</li><li>2. The percentage of all students (and significant subgroups) proficient or advanced, as measured by CST/CMA, in Science (grade 5) will increase 6% annually until 100% is obtained.</li><li>3. Common district benchmark assessments (2-4 per year) will be developed and implemented for English language arts and mathematics (grades 1-5) and baseline data established.</li><li>4. The percentage of all students (and significant subgroups) meeting or exceeding standard as measured by semester (grades K-5) report card grades, in all core areas will increase 6% annually until 100% is obtained.</li><li>5. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained.</li><li>6. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).</li></ol>
<b>First Interim Analysis:</b>

**Second Interim Analysis:**

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Best First Instruction</p> <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 &amp; 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.</p> <p>*School staff will work with district support staff in developing implementation plan for a transition to a Learning Center Model for student support services. Staff will begin to transition Special Education and General Education services to a Learning Center Model where all students will have access to strategic intervention, and</p>	2015/2016 School Year	Appropriate Staff	<p>professional development conference fees</p> <p>sub fees</p> <p>materials and supplies</p> <p>sub fees</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	<p></p> <p></p> <p>2987.00</p> <p>500.00</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
enrichment support.						
Professional Development & Collaboration  *Staff will participate in monthly professional development meetings.  *Staff will attend workshops and professional development.  *Staff will participate in Professional Learning Communities  *Grade level teams will have the opportunity to meet on a regular basis to collaborate, plan and create common formative assessments	2015/2016 School Year	Appropriate Staff	Professional Development, Training and Collaboration  Conference and Sub Fees	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (District Fund)  LCFF-Supplemental (Site Fund)	2000.00
Interventions  *Supplemental materials, supplies and programs will be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement  *Students participate in intervention or enrichment programs as applicable; this is called Spotlight at Coppin. Instructional Support Providers are utilized to support instruction	2015/2016 School Year	Appropriate Staff	Lexia reading program  Supplemental materials as needed for program implementation  additional technology and upgrades as needed  Instructional Aide  Intervention Service Provider	4000-4999: Books And Supplies  4000-4999: Books And Supplies  4000-4999: Books And Supplies  2000-2999: Classified Personnel Salaries  2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)  LCFF-Supplemental (Site Fund)  LCFF-Supplemental (Site Fund)  Title I  Title I	2350.00  5000.00  1000.00  7692.96  18017.04

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>during this time.</p> <p>*Additional Intervention Service Providers (ISPs) and Instructional Aides are utilized to help provide systematic, focused instruction in intervention or enrichment activities for students</p> <p>*Additional instructional support provided to students to ensure proper and effective instruction in Common Core Standards</p>			Intervention Service Provider	2000-2999: Classified Personnel Salaries	Title I	15000.00
<p>Core Curriculum &amp; Resources</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>*Ongoing purchase of library and instructional materials to supplement instruction</p>	2015/2016 School Year	Appropriate Staff	supplemental materials as needed for program implementation	4000-4999: Books And Supplies	LCFF-Base (Site Fund)	5000.00
			library materials	4000-4999: Books And Supplies	None Specified	6000.00
<p>Progress Monitoring</p> <p>*School site will have teachers that participate in English language arts and math action teams that will work with educational services to develop and administer common</p>	2015/2016 School Year	Appropriate Staff	supplies and materials	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	1000.00
			Sub Fees	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (District Fund)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards.</p> <p>*Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.</p> <p>*School site will utilize a variety of assessments and assessment tools to monitor progress</p> <p>*Grade level and school site assessments including use of ESGI in kindergarten</p> <p>*Document tracking</p>			<p>Renaissance Learning</p> <p>Illuminate</p> <p>ESGI</p> <p>Document tracking</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Base (District Fund)</p> <p>LCFF-Base (District Fund)</p> <p>LCFF-Base (District Fund)</p>	<p>4220.00</p>

## VI. Planned Improvements in Student Performance

### English Language Acquisition

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP GOAL:</b>
All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.
<b>LEA GOAL:</b>
2
<b>Data Used to Form this Goal:</b>
CELDT scores and school site and district assessments, report cards, observations
<b>Identified Needs (findings from the analysis of data):</b>
Our English Learner population continues to grow at Coppin. Overall our population continues to make movement towards proficiency with all of our students making one or more levels of progress or staying the same with no movement or loss. However, a greater number of students continue to stay within the intermediate range for more than one year. We hope to see one level of growth per year with our EL students. According to CELDT data, reading and writing are the greatest area of need.
<b>Expected Annual Measureable Objectives (how the school will measure progress toward this goal):</b>
<ol style="list-style-type: none"><li>1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained.</li><li>2. The percentage of English learners reclassified as fluent English proficient in 2016-2017 will meet or exceed 20%.</li><li>3. 100% of the students reclassified as fluent English proficient in 2014-2015 and 2015-2016 will earn a "C" or better, or perform at or above grade level as measured by school site assessments and report card data in all core area classes in 2016-2017.</li><li>4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.</li></ol>
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Best First Instruction</p> <p>*A bilingual aide/clerk will be utilized to help support best first instruction for English Learners in the classroom as well as assist with an after school program targeting our English Learners</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 &amp; 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>	2016-2017 School Year	Appropriate Staff	<p>Bilingual Aide/Clerk</p> <p>supplementary material as needed</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>LCFF-Supplemental (Site Fund)</p>	<p>18603.00</p> <p>1000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 documented through PLC agendas and minutes, and other relevant artifacts</p> <p>*Extended Learning Time: Students participate in intervention or enrichment or after school support services as applicable</p>						
<p>Core Curriculum &amp; Resources</p> <p>*Program adoption and training for the Latino Family Literacy Project to help foster literacy and reading development for English Learners and their families</p> <p>*School site will have teachers that participate in English language arts action teams working with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for</p>	2016-2017 School Year	Appropriate Staff	<p>instructional materials and supplies</p> <p>technology resources and materials for instructional use</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supporting English learners in meeting or exceeding grade level standards.</p> <p>*Supplemental resources for providing integrated and designated ELD to English learners in core areas will be researched and decisions regarding best options will be made and materials and supplies will be purchased.</p> <p>*Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts</p>						
<p>Professional Development &amp; Collaboration</p> <p>*Staff will attend workshops and professional development opportunities as available</p> <p>*Teachers, supported by administrators and</p>	2016-2017 School Year	Appropriate Staff	Conference, sub fees  materials and supplies	1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies	LCFF-Supplemental (District Fund)  LCFF-Supplemental (Site Fund)	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.						
<p>Progress Monitoring</p> <p>*School site will have teachers that participate in English language arts and math action teams working with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.</p> <p>*Teachers, supported by administrators, will participate in weekly, collaborative</p>	2016-2017 School Year	Appropriate Staff	sub fees	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (District Fund)	
			materials and supplies	4000-4999: Books And Supplies	Title I	300.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLCs to develop common formative assessments (at least one per month) to assess student (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.						
<p>Parent Education</p> <p>*Program and Materials will be purchased to support parent education and promotion of literacy in the home through the Latino Family Literacy Project and other programs such as Parent Involvement for Quality Education (PIQE)</p> <p>*Regular ELAC meetings will be held throughout the year to support students and parents in their acquisition of English</p> <p>*School will collaborate with outside agencies the district and other school sites to coordinate programs to further develop parent education and participation</p>	2016-2017 School Year	Appropriate Staff	<p>program and material purchase</p> <p>materials and supplies</p> <p>child care for meetings</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p> <p>Title I - Parent Involvement</p>	

## VI. Planned Improvements in Student Performance

### College & Career Readiness

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP GOAL:</b>
All students will graduate from high school college and career ready
<b>LEA GOAL:</b>
5
<b>Data Used to Form this Goal:</b>
school site and district assessments
<b>Identified Needs (findings from the analysis of data):</b>
students will reach high levels of academic achievement and have access and exposure to colleges, universities and careers
<b>Expected Annual Measureable Objectives (how the school will measure progress toward this goal):</b>
*see goal #1
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Community Involvement</p> <p>*Staff members will coordinate with local community agencies to expose students to a variety of college/career choices. Staff members will invite community organizations to campus for on-site field trips to learn about community resources such as police and fire. Staff members will organize a variety of field trip experiences to expose students to a wide variety of community, career/college options.</p> <p>*Staff will organize a variety of field trip experiences that will expose students to hands-on experiences related to the common core standards</p>	2016-2017 School Year	Appropriate Staff	<p>Staff members will enlist the support of local community agencies to provide exposure to a variety of college/career options</p> <p>field trip fees</p>	<p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures</p>	None Specified	
<p>Core Curriculum &amp; Resources</p> <p>*School will purchase books and materials specific to college and career options for students that are appropriate for elementary age students</p>	2016-2017 School Year	Appropriate Staff	purchase books and materials	4000-4999: Books And Supplies	None Specified	
<p>College Readiness</p> <p>*5th grade classes may utilize appropriate AVID strategies to align with programs at the middle school and high school levels to help foster college readiness.</p>	2016-2017 School Year	Appropriate Staff	conference, sub fees	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (District Fund)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Career Readiness  *Appropriate grade levels will invite various members of the community to school to share information about their careers	2016-2017 School Year	Appropriate Staff				

## VI. Planned Improvements in Student Performance

### Culture & Climate

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP GOAL:</b>
All students will be safe and actively engaged at school.
<b>LEA GOAL:</b>
4
<b>Data Used to Form this Goal:</b>
Daily attendance tracking and student discipline data from SWIS
<b>Identified Needs (findings from the analysis of data):</b>
Our suspensions decreased dramatically from 24 total incidents in 2014-2015 to 13 total incidents in 2015-2016. Our suspension data remains lower than that of the state and the district as a whole. We will continue to focus on positive behavior and intervention support and student leadership. We will continue to focus attention on school attendance until 98% is attained. A community service and leadership club called K-Kids has been developed in conjunction with the local Kiwanis of Lincoln Foothills. They do a wide variety of projects to benefit the school and the surrounding community.
<b>Expected Annual Measureable Objectives (how the school will measure progress toward this goal):</b>
<ol style="list-style-type: none"><li>1. The school's average daily attendance will increase by 0.2% annually until average daily attendance reaches 98%.</li><li>2. Total suspensions will continue to decrease annually.</li><li>3. Total number of students with 0-1 documented behavior referrals will increase annually.</li><li>4. Baseline data regarding students' hope, engagement and well-being, as measured by Gallup Student Poll, will be established.</li></ol>
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PBIS</p> <p>*Positive behavior recognition and incentives are utilized in conjunction with our PBIS program. Perfect attendance recognition as well as academic and character awards are given each trimester. New school-wide positive behavior recognition program elements implemented which include reward incentives, student store, and special activities</p>	2016-2017 School Year	Appropriate Staff	<p>conference, sub fees</p> <p>materials and supplies</p> <p>positive behavior incentives and rewards (materials and supplies)</p> <p>SWIS data system</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-Supplemental (Site Fund)</p> <p>None Specified</p> <p>LCFF-Supplemental (District Fund)</p>	<p>200.00</p> <p>500.00</p> <p>400.00</p>
<p>Interventions</p> <p>*Specific programs and materials my be purchased and utilized to support student social and emotional development</p>	2016-2017 School Year	Appropriate Staff	<p>curriculum and programs to support social/emotional development</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (Site Fund)</p>	<p>250.00</p>
<p>Love &amp; Logic</p> <p>*Staff and parents will have the opportunity to attend training with the Love and Logic program as available. Materials may be purchased to support implementation of the program</p>	2016-2017 School Year	Appropriate Staff	<p>conference, sub fees</p> <p>books and materials</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	
<p>Youth Development</p> <p>*Teachers, support staff, and administrators will participate in a 4-day youth development institute.</p> <p>*School sites will develop a plan</p>	2016-2017 School Year	Appropriate Staff	<p>conference and sub fees</p> <p>materials and supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.</p> <p>*School site will develop after school Leadership/Service oriented program in conjunction with the local Kiwanis Club to implement K-Kids.</p> <p>*School site will implement after school choir/music program</p> <p>*The school will utilize the services of the district resource officer to support school sites in promoting safety and a positive school environment, preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs, provide intervention supports to at-risk students and their families.</p>			extra hours for choir program	1000-1999: Certificated Personnel Salaries	None Specified	700.00
<p>Community Involvement</p> <p>*Weekly clearing of unverified absences</p> <p>*SARB/Attendance letters generated and sent on a regular basis</p>	2016-2017 School Year	Appropriate Staff	<p>printing costs, postage and supplies</p> <p>review available data</p> <p>meet with appropriate staff and coordinate district and community resources</p>	<p>4000-4999: Books And Supplies</p> <p>None Specified</p> <p>None Specified</p>	None Specified	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*Review of students receiving letters  *Meet with families to assist in improving attendance and providing support services						



## VI. Planned Improvements in Student Performance

### Learning Environment

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP GOAL:</b>
All students will receive instruction in up-to-date and well-maintained environments.
<b>LEA GOAL:</b>
4
<b>Data Used to Form this Goal:</b>
work order completion reports, report from county safety audit, technology help desk reports, FIT reports
<b>Identified Needs (findings from the analysis of data):</b>
School facilities and student safety continue to be an area of concern from the community. Continual attention and resources need to be allocated toward upgrading technology and modernizing the facilities to meet appropriate safety standards and create and maintain effective learning environments. Additional findings are available from our participation in the safety audit in conjunction with the Placer County Office of Education.
<b>Expected Annual Measureable Objectives (how the school will measure progress toward this goal):</b>
<ol style="list-style-type: none"><li>1. All students will have access to standards-aligned instructional materials.</li><li>2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.</li><li>3. A district standard for technology in schools and classrooms will be developed.</li><li>4. A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed.</li></ol>
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology</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 loud speaker system throughout campus for safety measures</p> <p>*School site will utilize updated communication system provided by the district to ensure student safety and ongoing communication throughout the day</p>	2016-2017 School Year	Appropriate Staff	<p>technology updates</p> <p>technology updates</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Base (District Fund)</p>	2000.00
<p>Maintenance</p> <p>*submit monitor work orders for completion</p> <p>*frequent site safety inspections for facility issues</p> <p>*monitor deferred maintenance list for future repairs</p> <p>*work with district and community organizations to make improvements</p>	2016-2017 School Year	Appropriate Staff	<p>review and submit work orders</p> <p>complete site inspections</p> <p>meet with appropriate district support staff and community organizations to implement improvements</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*elicit feedback and provide regular communication with parents, staff and families regarding upcoming facility projects at school</p> <p>implement recommendations from safety audit in conjunction with the Placer County Office of Education to improve safety and facility conditions</p> <p>*make necessary improvements to facilities as applicable for safety</p>						
<p>Youth Development</p> <p>*Materials, equipment and programs may be purchased to enhance student access to a safe and effective learning environment based on individual learning needs.</p> <p>*School site will work with various community organizations such as PTC to research and find an appropriate program related to anti-bullying, respect, equity and diversity</p>	2016-2017 School Year	Appropriate Staff	<p>purchase desks, chairs and other classroom supplies/materials and programs that will allow individual students access to a safe and effective learning environment</p> <p>research and select appropriate program</p>	<p>4000-4999: Books And Supplies</p> <p>None Specified</p>	<p>LCFF-Supplemental (Site Fund)</p> <p>Parent Teacher Association (PTA)</p>	200.00
<p>Best First Instruction</p> <p>*School staff will work with district support staff in developing implementation plan for a transition to a Learning Center</p>	2016-2017 School Year	Appropriate Staff	<p>sub fees</p> <p>materials and supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Model for student services. Staff will begin to transition Special Education and General Education services to a Learning Center Model where all students will have access to strategic intervention, and enrichment support that accessible to all students.						
Parent Education  *School site will hold Parent/Community Education nights to provide information and receive input on program implementation	2016-2017 School Year	Appropriate Staff				

## VI. Planned Improvements in Student Performance

### Parent Involvement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP GOAL:</b>
All parents will be actively engaged in their child's learning and school community
<b>LEA GOAL:</b>
1, 2 & 5
<b>Data Used to Form this Goal:</b>
School Messenger reports show that the school has significantly increased outgoing communication through the use of electronic and phone communication. Direct parent and community involvement is high at Coppin as evidenced by our large volunteer base that is actively involved on campus on a regular basis. In addition to that our Parent Teacher Club added several new board members this year due to an increase in active involvement. We are also making use of a School App for smart phones to increase communication.
<b>Identified Needs (findings from the analysis of data):</b>
Parents have indicated they would like to have more immediate access to their child's progress in school through the use of technology and ongoing communication. The school will utilize Jupiter Ed for grades 1-5 to help facilitate communication and information as well as social media, School Messenger, news letters, School App and other media.
<b>Expected Annual Measureable Objectives (how the school will measure progress toward this goal):</b>
<ol style="list-style-type: none"><li>1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed.</li><li>2. A system for collecting data regarding parent involvement will be developed for each of the 6 types of parent involvement.</li><li>3. Baseline data for parent usage of Schoology and JupiterEd will be collected.</li></ol>
<b>First Interim Analysis:</b>
<b>Second Interim Analysis:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Parent Education</p> <p>*Parent education will be provided through continuing education.</p> <p>*School site will also provide regular opportunities for parents to receive education through a variety of school events: Parent Information night, ELAC meetings and classes, online resources</p>	2016-2017 School Year	Appropriate Staff	<p>parent education programs</p> <p>supplies for parent involvement activities</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	Title I - Parent Involvement	1292.00
<p>Two-way Communication</p> <p>*School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Jupiter Ed, School Messenger, Canyon Creek Software for parent-teacher conference scheduling as well as website maintenance and the use of social media</p> <p>*A bilingual aide/clerk/parent liaison will be utilized to provide translation/interpretation services for our Spanish speaking families</p> <p>*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</p> <p>*School site will implement the use of Wednesday folders to consistently send home</p>	2016-2017 School Year	Appropriate Staff	<p>bilingual aide/clerk</p> <p>printing costs and materials</p> <p>purchase folders for regular communication</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	Title I - Parent Involvement	350.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
information for families on a weekly basis						
<p>Community Involvement</p> <p>*School site will solicit parent and community involvement</p> <p>*School site will work with local community organizations to provide financial assistance to those that need help paying for fingerprinting fees so this is not a barrier to their participation in their child's education.</p> <p>*School site will hold special events involving the community in conjunction with our Parent Teacher Club and other organizations. Events should be inclusive of all community members.</p> <p>*Parents and community members may attend various workshops as available</p>	2016-2017 School Year	Appropriate Staff	<p>materials and supplies</p> <p>set up purchase order account with local agency to provide fingerprinting</p> <p>supplies for community events</p> <p>fees for workshops for parents to attend</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>		
<p>Technology</p> <p>*School site will continue to develop and maintain the school's website</p> <p>*School site will make use of available social media to keep</p>	2016-2017 School Year	Appropriate Staff	<p>website maintenance</p> <p>use of available technology</p>	<p>None Specified</p> <p>None Specified</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>parents informed of school events</p> <p>*Parents and community members will have access to computers at school for communication and educational purposes</p>			<p>provide parents with computer access as needed, may purchase additional technology for use</p>	<p>4000-4999: Books And Supplies</p>		
<p>Learning at Home</p> <p>*Teachers will utilize Jupiter Ed. to promote learning at home. Additionally, they will provide parents with resources to support learning at home.</p>	2016-2017 School Year	Appropriate Staff	<p>make use of district provided programs and technology</p> <p>provide recommendations and materials for at home learning</p> <p>materials and supplies for at home learning (i.e. paper and printing costs)</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>None Specified</p> <p>4000-4999: Books And Supplies</p>	LCFF-Base (District Fund)	
<p>Collaborative Decision Making</p> <p>*School site will actively seek out parents to participate on collaborative decision making committees, such as ELAC, SSC, PTC, etc</p>	2016-2017 School Year	Appropriate Staff				



### VIII. Summary of Expenditures in this Plan

#### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-Supplemental (Site Fund)	\$18,987	0.00
Title I	\$59,613	0.00
Title I - Parent Involvement	\$1,642	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-Base (Site Fund)	5,000.00
LCFF-Supplemental (District Fund)	4,620.00
LCFF-Supplemental (Site Fund)	18,987.00
None Specified	7,700.00
Title I	59,613.00
Title I - Parent Involvement	1,642.00

## VIII. Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1A: English Language Arts</b>	70,767.00
<b>Goal 1B: Mathematics</b>	20,403.00
<b>Goal 2: Disproportionality</b>	
<b>Goal 3: English Language Development</b>	2,550.00
<b>Goal 4: Physical Fitness/Health &amp; Wellness</b>	2,200.00
<b>Goal 5: School Climate</b>	1,642.00
<b>Goal 6: Parent Involvement</b>	
<b>Goal 10:</b>	
<b>Goal 11:</b>	

## IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

The Student Pledge:

I know school is important to me. I want to learn and grow. I understand that my parent/caregiver(s) want(s) to help me do my very best in school. I am responsible for my own success, and I must work hard to do well. I agree to carry out the following responsibilities to the best of my ability:

- Follow directions and always try to do my best in my work and behavior.
- Follow all classroom and school rules.
- Complete my classwork and homework and turn in my assignments on time.
- Come to school prepared to work with all necessary materials.
- Be in school each day and on time.
- Show respect for myself, my school, and other people.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Parents Pledge:**

The Parent/Guardian's Pledge:

I realize that my child's school years are very important and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child is at school on time every day.
- Provide a quiet place for my child to study, and be sure any necessary materials are available.
- Assist my child in being healthy, neat and clean.
- Maintain up-to-date home, work, and emergency numbers at the school including health care forms.
- Attend school functions such as Back to School, individual conferences, and Open House.
- Talk with my child about his/her activities each day.
- Make sure my child gets a good night's sleep.
- Monitor my child's homework and promptly sign and return all notes.

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Staff Pledge:**

The Staff Pledge:

I understand the importance of the school experience to every student, and my roles as the teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide a comfortable, safe, orderly and supportive environment that facilitates high academic achievement.
- Enforce the Carlin C. Coppin rules in the classroom and throughout the school in a fair and consistent manner.
- Provide intervention and enrichment opportunities for students.
- Facilitate parent/guardian involvement by providing information regarding student progress and goals, basic skill acquisition, and support strategies.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

## X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shamryn Coyle			X				
Daphne Van Stavern						X	
Rosabel Ortiz						X	
Jennifer VanSant						X	
Tiffany McGuire					X		
Rosanne Johnson						X	
Brandon Lopez				X			
Teresa Avelar					X		
Joanne Burke				X			
Jennifer Bowden					X		
Felix Sanchez						X	
Dulce Rosales						X	
Lori Deschamps					X		
<b>Numbers of members of each category:</b>			<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	

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.

## XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Shamryn Coyle

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Daphne Van Stavern

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date