

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------------|-----------------------------------|--|---------------------------|
| Carlin C. Coppin Elementary School | 31669516085252 | November 10, 2021 | December 21, 2021 |

Purpose and Description

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

Schoolwide Program

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

With the affects of COVID for the past couple years, significant supports will be needed to address the academic and social emotional needs of our students and families in this unprecedented time. Ample attention will be paid to supporting our students and families during this time and our resources at school will be allocated accordingly to close the achievement gap for our significant sub groups while continuing to support all students staff and families.

Our Title I and Supplemental funds are used to support student growth and achievement in both the academic and social/emotional realms. The majority of our Title I monies are used to fund 3 staff members. 2 Instructional Support Providers (ISP) are funded by this source as well as a bilingual aide/clerk to support the needs of our English Learners and Spanish-speaking community. Our ISPs directly support student instruction during the instructional day in what is called Spotlight. Students needing additional support or enrichment are identified through our Multi-Tiers Systems of Support process and are matched with appropriate instructional support and are monitored to ensure it is meeting their needs. Our teachers utilize Professional Learning Community (PLC) time on a regular basis to analyze data and determine student needs and plan cycles of instruction based on Response to Intervention practices (Rtl) and Multi-Tiered Systems of Support (MTSS). Our Spotlight time extends upon best first instruction to meet student needs in a more individualized and differentiated format. Subject matter for Spotlight shifts throughout the year based on data and student need. With close to 35% of our school population being Hispanic and with 12% being English Learners we continue to employ a Bilingual Clerk/Instructional Aide to support the needs of this part of our school community. Approximately 19% of our families benefit from primary language support to assist with communication and maintain involvement in their child's education. Our

Bilingual Clerk/Aide provides direct support to students in the classroom with extra tutoring and/or primary language support when appropriate. She translates important school documents and interprets at conferences and IEP and SST meetings on campus. Additionally, this person also serves as a communication liaison between teachers and families when language may be a barrier. She coordinates our English Learner Advisory Council and provides ongoing Parent Information Classes utilizing Latino Family Literature Curriculum and other resources. Our Spanish speaking community is actively involved in our school community and can support their child's learning because they have quick and easy access to the school and can communicate and receive information in their primary language, Spanish.

In addition to personnel we have also been able to utilize our funds for training and professional development for staff. We utilize i-Ready Reading and Math for universal screening, progress monitoring and ongoing instructional practice. i-Ready recommends students work 90 minutes weekly. Carlin C. Coppin is a certified AVID Elementary School Site. We continue to use Title I and Supplemental dollars to support our program implementation. This includes supporting our Site Coordinator in the administrative tasks as well as professional development for staff as well as student materials and supplies such as binders and planners. AVID is an internationally recognized program that helps to support college and career readiness for all students. We continue to send staff members to AVID Summer Institute and work to maintain our certification.

Carlin C. Coppin is one of the oldest campuses in WPUSD. We continue to place emphasis on updating and upgrading our learning environments by purchasing new furniture to support flexible seating needs, upgrading classroom technology so teachers can have quick access to teaching tools to best meet student needs. We are also updating our playground equipment for TK-5th. We also continue to utilize these funding sources to upgrade and update our school library.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At the beginning of the 2021-22 school year a survey went out to staff about wants, needs, etc. The Principal met one on one with staff members to discuss these needs and wants. At a Staff Meeting on October 12th items were discussed to put into the SPSA. A newsletter went out on September 15th to all families asking about wants and needs. At a Site Council meeting on September 28th these needs and wants were discussed and input was taken from Site council members to put into SPSA. At Site Council meeting on November 10th these items were discussed and SPSA was approved. From the input from initial surveys the biggest needs/wants are to improve Coppin's facilities, more support for students that have academic and social/emotional needs, more community involvement and safety for students and staff.

Classroom Observations

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

The school principal observes teachers both formally and informally on a regular basis with a goal of a minimum of 10 informal classroom walkthroughs a week. Teachers are formally evaluated every other year; however frequent walkthroughs and informal visits are common. Classroom visits often show students actively engaged in a variety of activities. Teachers are providing direct instruction in core academic areas and in social-emotional curriculum. Probationary teachers are formally observed three times each year, permanent teachers are formally observed at least once every other year. The school principal spends an average of 150 minutes per week in classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified as certified by Human Resources.

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

All teachers are appropriately credentialed. Both the district and the county office offer ongoing professional development that teachers can take advantage of. Teachers have access to the core curriculum as well as supplementary materials needed to support instruction. Many teachers also take Professional Development courses and conferences to enhance their learning.

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

All staff development opportunities are aligned with the district annual goals and Professional Development Plan as well as that of the school site and the assessed needs of the student. Due to lack of subs Professional Development has been put on a bit of a hold, but we are coming up with creative ways to still offer some PD.

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

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

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

All teachers participate in Professional Learning Communities and collaborate regularly.

Teaching and Learning

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

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

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

Teachers develop weekly lesson plans, as well as long term plans. Plans include the recommended instructional minutes in each of the curricular areas.

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

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

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

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

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

All materials adopted and used by district teachers meet the requirements of the California Department of Education. We have adopted Benchmark Advance for Language Arts instruction in grades K-3, grades 4-5 have adopted a district developed curriculum aligned with the Common Core State Standards. Grades 4-5 also have supplemental curriculum provided through Ready Common Core in the areas of reading and writing. Science instruction is aligned with the Next Generation Science Standards (NGSS) and all curriculum and materials utilized meet state standards. 1st Grade is also piloting two Science curricula. We use the adopted Envisions math curriculum. This year we are also utilizing a supplemental Math Curriculum from Curriculum and Associates called Ready Classroom Math.

Opportunity and Equal Educational Access

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

These services include: district paid aide in 1st Grade, Kindergarten and Transitional Kindergarten to further support instruction, targeted intervention at all grade levels four days a week supported by highly trained educators, ongoing assessment and progress monitoring, implementation of AVID Elementary program, regular meeting of site MTSS team, meeting of Student Success Team (SST) as needed.

Evidence-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), SightWord Busters, Sonday Systems, Edmark, use of core novels, Read Naturally, district adopted math and language arts curriculum, and other RtI intervention activities. Teachers may also use Accelerated Reader, i-Ready, IXL, Saxon math, Ready Common Core and additional computer based activities to support the curriculum. Teachers are trained in Explicit Direct Instruction, GLAD and AVID strategies, as well.

Parental Engagement

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

Resources include: District-wide Parent Liaisons, Bilingual aide/clerk, Instructional Support Providers, parent teacher conferences, use of instructional assistants in 1st Grade, Kindergarten and Transitional Kindergarten and in special education classes, district provided preparation time for teachers to allow for in depth planning, and collaboration. There are also Intervention and Student Study Team meetings and various parent training and adult education classes available which include Latino Family Literature. The school district offers adult education English Learner programs. Lighthouse counseling center in Lincoln offers counseling and guidance services. Wellness Together also offers counseling and support services to students on campus.

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

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

Funding

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

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

Fiscal support (EPC)

The site receives both state and federal monies, including Title I and LCAP Supplemental funds.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

It was discussed at a Leadership Meeting on September 16, 2021. Input was received on the two goals. Leadership brought it back to their grade levels for further discussion and any additional input. On September 28, 2021 plan was presented to Site Council. More input was taken and applied to the plan. At Staff Meeting on October 12, 2021 all input was recorded, discussed and incorporated into the plan. Site Council met again to approve the plan on November 10, 2021. Some of the ideas that were discussed and brought to fruition within the plan was improvement to facilities, more support for students with academic and social/emotional needs, addition to the library with an emphasis on STEM and/or STEAM items, safety for staff and students and more community involvement.

Resource Inequities

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

Many of the resource inequities at our school site pertain to our aging facilities. Coppin is one of the oldest school sites in WPUSD, and that brings both charms and challenges. The district has allocated significant resources to us over the past 8 years and has made the following improvements: HVAC system overhaul, new roof, new exterior paint, secure perimeter fencing, new phone system, bells and announcement system, new flooring and a/c in Staff Lunchroom, and blacktop overlay. However, with these necessary repairs there are still some issues that are unique to our school site that provide a barrier to certain activities and experiences that other school sites do not have.

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

2. Safety is our top priority on campus. Coppin classrooms do not all have Columbine locks (the ability to lock the door from the inside). In the event of an emergency it could be a challenge to safely lock doors as some staff members would have to open their doors to lock them. Because our grounds are so extensive it is still a challenge to hear bells and announcements on the speakers when outdoors. Other schools sites do not have this challenge.
3. Inclement/Wet weather is also a challenge on our campus. There are no covered walkways or paths throughout our campus. When it is raining, students must walk across campus without shelter from the elements. Our aging facilities also pose hardships with drainage. When it rains many of our main walking paths are flooded, sometimes with several inches of water. The main path to the cafeteria and administration building is often flooded during rainstorms. Students and Staff members get very wet when walking from place to place on campus.
4. With the COVID-19 pandemic, access to reliable internet and technology has surfaced as a significant inequity for our school community. Coppin serves the downtown and rural parts of Lincoln. There are many families out in the country that do not have any access to the internet.
5. With the COVID-19 pandemic, we've also seen differences in student supports in the home. Many households do not have an adult that can remain in the home to help facilitate if we have to return to distance learning and/or if a student is quarantined. In addition to many of the adults working during the school day, language and adult knowledge and comfort with technology has become a barrier for some of our students to access online learning. While this may be outside of the control of the school, we will do our best to support the students and families that are impacted by this.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 1.12% | 1.13% | 1.0% | 5 | 5 | 4 |
| African American | 0.67% | 0.91% | 1.2% | 3 | 4 | 5 |
| Asian | 0.00% | 0% | % | 0 | 0 | |
| Filipino | 0.90% | 0.91% | 0.7% | 4 | 4 | 3 |
| Hispanic/Latino | 33% | 33.11% | 35.0% | 147 | 146 | 144 |
| Pacific Islander | 0% | 0.23% | % | 0 | 1 | |
| White | 59% | 58.73% | 57.8% | 263 | 259 | 238 |
| Multiple/No Response | % | 1.59% | 3.2% | | 15 | 13 |
| Total Enrollment | | | | 446 | 441 | 412 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | 93 | 89 | 54 |
| Grade 1 | 76 | 75 | 71 |
| Grade 2 | 73 | 73 | 66 |
| Grade3 | 74 | 73 | 72 |
| Grade 4 | 65 | 66 | 79 |
| Grade 5 | 65 | 65 | 70 |
| Total Enrollment | 446 | 441 | 412 |

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Students will increase and improve in their academic achievement in math and language arts as measured by iReady diagnostic tests. | iReady diagnostic test 1 will serve as baseline data. | For Math: Move from 15% in Green, 62% in Yellow and 22% in Red at beginning of the year to 60% in Green 30% in Yellow and 10% in Red. For Reading: Move from 23% in Green, 48% in Yellow and 29% in Red to 70% in Green, 20% in Yellow and 10% in Red. |
| SBAC test scores | <p>For 3rd - 5th graders in ELA, 21.1% of students exceeded state standards, 28.6% met state standards, 25.8% nearly met state standards, and 24.4% of students scored not met state standards.</p> <p>For 3rd - 5th graders in math, 15% of students exceeded state standards, 23% met state standards, 37.1% nearly met state standards, and 24.9% of students scored not met state standards.</p> | Increase achievement and progress on SBAC for grades 3-5 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Summative ELPAC test scores | For all grade levels ELPAC scores; 20% score at a level 1, 31% score at a level 2, 37% score at a level 3, and 12% score at a level 4. | Increase achievement and progress on Summative ELPAC for grades K-5 |
| English Learner reclassification rates | At Coppin Elementary school (2020 - 2021 school year), 11.7% of all students were designated as English Learners. From this, 4.1% of all students were considered Fluent-English-Proficient. 2.2% of all students were redesignated (R-FEP). | Increase reclassification rates for grades K-5 |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

*Staff will participate in Professional Learning Communities.

*The AVID team, with collaboration from Administration and School Leadership Team, will develop an articulation matrix by grade level for AVID binders and how they build grade level to grade level, by the end of the year in order to continue to build our school wide culture of college and career preparedness. Staff members will coordinate with local community agencies to expose students to a variety of college/career choices.

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

*Ongoing purchase of library and instructional materials to supplement instruction, ie-myON for all students to access books on the computer from school and home.

*After School Tutoring/Support

* Positive behavior recognition and incentives are utilized in conjunction with our PurposeFull People Program. Monthly Award Assemblies with Principal.

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

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

*Work with district to update camera system throughout campus for safety measures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 6,000 | LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Books and Supplies for AVID implementation |
| 2,000 | LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries AVID Site Coordinator |
| 6,000 | LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures myOn |
| 3,000 | LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Prizes/Awards for Positive Incentives |
| | LCFF-Supplemental (District Fund) None Specified Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes and other relevant artifacts. |
| | None Specified None Specified |
| 10,000 | LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Purchase of updated technology and/or cameras |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*School staff will collaborate in implementation of Multi-Tiered Systems of Support (MTSS) for student support services. At PLC time each grade level is assigned a MTSS lead, where it is discussed the needs of the different students, especially at risk students. Every Monday the MTSS committee discusses the students that are in need of more support. It is then decided how we can get what the student needs ie...Spotlight intervention, Wellness Together Counseling, and/or an SST with family members.

* Staff and students will utilize resources and supports so all students will have access to strategic intervention, and enrichment support through Spotlight time. The use of Intervention Support Providers to offer targeted intervention and/or enrichment at the Spotlight time.

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

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

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

16,100

Title I
2000-2999: Classified Personnel Salaries
Intervention Service Provider (1 of 2)

13,500

Title I
2000-2999: Classified Personnel Salaries
Intervention Service Provider (2 of 2)

22,000

Title I
2000-2999: Classified Personnel Salaries
Instructional Aides

2,000

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
SST Coordinator

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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

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

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

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

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

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 2,000 | LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Assessment Coordinator |
| | LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Illuminate |
| | LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures EduClimber |
| | LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures i-Ready |
| | LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures ESGI |
| | LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Grade level PLCs will continue their work with the district educational services department to |

develop curriculum unit maps and instructional guides for English language arts that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

- *A bilingual aide/clerk will be utilized to help support best first instruction for English Learners in the classroom as well as assist with other programs targeting our English Learners
- *All teachers will work toward becoming GLAD certified
- *All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged.
- *All teachers will provide integrated and designated ELD to English learners.
- *Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.
- * 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 5,800 | LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Bilingual Clerk |
| 20,000 | LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Bilingual Aide |
| 5,800 | Title I |

| | |
|-------|---|
| | 2000-2999: Classified Personnel Salaries Bilingual Clerk |
| 5,000 | LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books in both Spanish and English. |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| | |
|--|----------------------------------|
| | None Specified None Specified |
| | None Specified None Specified |
| | None Specified None Specified |
| | None Specified None Specified |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Parent attendance at Back To School Night, Parent Information Nights, Parent/Teacher Conferences, and Open House. | Current Baseline | Maintain or Increase Participation |
| Smore (newsletter) Coppin Connection | Current Baseline | Maintain or Increase Opening of Letter |
| California Healthy Kids Survey (CHKS) | <p>In Spring of 2020 the CHKS was administered to 5th graders, it indicated:</p> <p>~76% of the Students feel connected to the school ~78% of the Students feel there was a caring adult at the school ~32% of the Students feel that had meaningful participation in their day ~37% of the Students feel that their peers are well-behaved ~74% of the Students feel that the campus has an Anti-bullying climate</p> | <p>In the Spring of 2022 CHKS will be administered to all 5th graders. Through the continued use of MTSS, Award assemblies, the Power of Being Seen and a Disciplinary Referral Program in place we expect to see:</p> <p>~90% of the Students feel connected to the school ~90% of the Students feel there was a caring adult at the school ~60% of the Students feel that had meaningful participation in their day</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|---|
| | | ~75% of the Students feel that their peers are well-behaved ~90% of the Students feel that the campus has an Anti-bullying climate |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- * Parent education will be provided through continuing education (once COVID-19 health restrictions are lifted).
- * School site will also provide regular opportunities for parents to receive education through a variety of school events: parent information nights, ELAC meetings and classes and other online resources.
- * School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Parent Square by all Staff, Smore for weekly Coppin Connection newsletters, parent-teacher conference scheduling as well as website maintenance and the use of social media.
- * A Bilingual liaison will be utilized to provide translation/interpretation services for our Spanish speaking families, she will reach out to all Spanish Speaking families at the beginning of the year and many times throughout the year.
- * Communication and information will also be shared through Parent Teacher Club, School Site Council, English Learner Advisory Council, Parent education nights, newsletters, flyers, phone calls and bulletin board.
- * More Family Events such as Bingo Night, Fall Festival, Winter Whiteout, etc.
- * Work with Community groups such as Kiwani's to promote leadership within the student body.
- * Use of Power of Being Seen (where staff members will fill out a spreadsheet where at least one staff member will know the student's name, know a personal story about the student, know a family story and know their academic standing.
- * Through KKids (leadership with Kiwani's) bring events out to the Lincoln Community ie... Thanksgiving Baskets, Cards for the elderly, volunteer work, etc.
- * School site will implement the use of AVID binders and weekly electronic newsletters to consistently send home information for families on a regular basis.
- * School site will use Google Classroom for instructional and communication purposes, especially for students on quarantine.
- * Parents and community members will have access to computers at school for communication and educational purposes.
- * School site will actively seek out parents to participate on collaborative decision-making committees, such as ELAC, SSC, PTC, etc.
- * Regular ELAC meetings will be held throughout the year to support students and parents in their acquisition of English and to maintain and support parent involvement for our EL families.

- * Technologies will be updated, replaced, or added as needed to provide equitable and safe access.
- * Work to update classroom technology to align with the district standard.
- * School site will utilize updated communication system provided by the district to ensure student safety and ongoing communication throughout the day.
- * Work with district to update and improve facilities, such as cameras, to ensure safety for all.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|---|
| 1,090 | Title I - Parent Involvement 4000-4999: Books And Supplies During parent information nights we will offer daycare for parents and food to the participants. |
| | Title I 2000-2999: Classified Personnel Salaries Bilingual Liaison/Clerk: See Goal 1 |
| 2,000 | LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries KKIDS Stipend-Student Leadership |
| | None Specified None Specified |

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 | 81,655 | 24,255.00 |
| Title I - Parent Involvement | 1,090 | 0.00 |
| LCFF-Supplemental (Site Fund) | 53,354 | -10,446.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-------------------------------|-----------|
| LCFF-Supplemental (Site Fund) | 63,800.00 |
| Title I | 57,400.00 |
| Title I - Parent Involvement | 1,090.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 8,000.00 |
| 2000-2999: Classified Personnel Salaries | 83,200.00 |
| 4000-4999: Books And Supplies | 25,090.00 |
| 5000-5999: Services And Other Operating Expenditures | 6,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF-Supplemental (Site Fund) | 8,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-Supplemental (Site Fund) | 25,800.00 |
| 4000-4999: Books And Supplies | LCFF-Supplemental (Site Fund) | 24,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF-Supplemental (Site Fund) | 6,000.00 |

| | | |
|--|------------------------------|-----------|
| 2000-2999: Classified Personnel Salaries | Title I | 57,400.00 |
| 4000-4999: Books And Supplies | Title I - Parent Involvement | 1,090.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 119,200.00 |
| Goal 2 | 3,090.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

| Name of Members | Role |
|------------------|----------------------------|
| Julie Stearn | Principal |
| Joanne Burke | Classroom Teacher |
| Brandon Lopez | Classroom Teacher |
| Megan Colombo | Classroom Teacher |
| Lori Deschamps | Other School Staff |
| Laura Sanchez | Parent or Community Member |
| Lindsey Graves | Parent or Community Member |
| Jessica McMillen | Parent or Community Member |
| Flora Isidro | Parent or Community Member |
| Kari Tirado | 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



State Compensatory Education Advisory Committee

English Learner Advisory Committee

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

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

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

Attested:



Principal, Julie Stearn on 11-10-21

SSC Chairperson, Lindsey Graves on 11-10-21