

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
Johnston Cooper Elementary School	48705816051395	10/12/2021	

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

Comprehensive Support and Improvement

The purpose of the SPSA is to coordinate all educational services at the school.

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.

At Cooper:

- We embrace and support the mission, vision, values, and goals of the district.
- Every person on campus feels that Cooper is a safe place.
- All adults and students recognize that school encompasses more than academic learning, but understands the value of collaboration and problem solving.
- Technology is embraced by teachers and students as a way to access, augment, and display learning.
- Educators (every member of our staff) and Cooper families model the respect and high level of communication that we expect from students.
- Individual and group identities are valued and respected at all times.
- There is a strong bond between the school and the Cooper community. There is constant communication between the school and home about how children are doing in school.
- Parents, family members, guardians, and community members will actively play a role in shaping the future of the school.

Johnston Cooper Elementary School serves a diverse community of learners in grades Transitional Kindergarten (TK) through five. Currently, it is home to 371 students in grades TK-5. In addition, the Cooper Childcare Center on campus provides both before and after school childcare for our enrolled students. Cooper has four Special Education preschool classes and one Special Day classes for grades 3-5. The teaching staff is a group of dedicated, NCLB qualified educators. We are a professional learning community, where weekly collaboration meetings focus on data analysis and

best instructional practices. Johnston Cooper is fortunate to have a variety of resources that allow the school staff to constantly grow as educators with the goal of improving academic achievement for all students.

Cooper has a library that houses well over 5,000 books that supports the Accelerated Reader program used by all students in grades 1-5. Students in Grades 1-5 are 1:1 with Chromebooks in every classroom . They are used to supplement student learning during the school day with district-wide programs like Imagine Learning and Imagine Math. Cooper's outstanding after school ENCORE! program provides both academic support and enrichment activities for 100 students.

Cooper Elementary also supports our students and families through the Vallejo MTSS model. We partner with local business, medical, social service, higher education and faith-based communities and leaders in order to meet the academic, social and emotional needs of our students as we prepare our students to become college and career ready.

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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).

SURVEY CONTENT: Depending on the time of year, surveys and input are requested from stakeholders to address a variety of issues regarding student success at Cooper Elementary aligned to address the three site goals and related areas of need as indicated by the California Dashboard for Cooper Elementary . **STUDENT INPUT:** While in school, each month, students meet in grade level span assemblies with teachers, teacher leader, academic support provider, and principal to go over key outcomes for school year. Staff gets support from students to identify strategies to address challenges as well as celebrate successes. **PARENT INPUT:** Parents provide input through a variety of opportunities including paper surveys sent home, input sessions at family nights, and participation at family events, School Site Council and English Learner Advisory Council meetings. **TEACHERS/STAFF INPUT:** Teachers review data monthly at staff meetings to monitor and develop actions for Dashboard areas of focus: attendance, ELA and Math achievement. **SUMMARY OF FINDINGS:** Survey results have identified a large priority to continue to address social emotional learning, communication and positive relationships building. A second priority was surfaced regarding meeting the needs of all students to continue to ensure all students are meeting or developing towards grade level standards. All stakeholders agree this is a shared responsibility between students, school staff and parents. Parents requested additional support to best help their students' academic needs. A third priority that has been reinforced in all stakeholder groups, but in particular the parent group is school safety, not just within/on school grounds but also outside/around school grounds, before and after school.

Classroom Observations

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

Classroom observations are mainly done by the Principal and Teacher Leader. Emphasis is determined by focus areas as well as areas of growth identified by the Design Team. Peer observations have provided additional input and will continue to build in frequency over the 2021-2022 school year. Trends have surfaced in a couple of key areas. One, students must feel that they are learning in a community of care which is evident through the student to teacher and student to student communication as well as tiers of procedures, protocols, and support to help students problem-solve situations as they arise. Two, teachers needs to create student-centered classrooms where rigorous learning is evident through student talk, student writing, and other student work. These, students will rise to rigorous grade level expectations when provided with clear learning goals and actions as well as scaffolds and collaborative structures to help in areas of challenge.

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)

Cooper utilizes state assessments (CAASPP), District benchmark assessments to inform, revise and refine actions of SPSA to ensure improvement in student achievement. Teachers are held accountable for ensuring students take all required assessments. Given the impact of over a year of distance learning, using curriculum-based, formative assessments throughout school year has been prioritized.

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

Cooper teachers utilize assessments available from the curriculum to monitor student progress with lessons and skills taught. Data conversations occur at staff meetings following district assessments and as part of collaboration and weekly professional development to analyze on-going common formative assessments/ tasks.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Cooper Elementary currently has as a staff of 20 teachers. While most meet the high qualified staff requirements, two teachers have Intern status.

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

Teachers receive training both through the school site and the district. VCUSD ensures that all teachers have received training in our core instructional programs (ELA-Houghton Mifflin; Math and Social Studies - Pearson; Science - TWIG). District-wide training is available for district-wide expectations including English Language Development, intervention programs with strategies for use, and best practices for Math and ELA.

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

Staff development is focused on district and site priorities to ensure teachers have skills to instruct using the common core state standards. Meeting and professional development agendas are planned with stated alignment to the LCAP and site-level goals.

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

Cooper has a full-time teacher leader (TL)/ coach who works with teachers around instructional practice, and data analysis. District staff provide on-going support working with the TL and Principal. Feedback is shared through debrief and follow-up sessions that lead to time-bound agreements and action steps for future work. Cooper also has an Academic Support Provider (ASP) and a Mental Health Support Provider (MHSP) to assist students who need interventions to best access and engage with their learning.

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

Cooper Elementary teachers voted to request an exception to the contract for an additional hour on minimum days to ensure grade level collaboration takes place across all grade levels. Teacher use the time to plan for upcoming instruction, review recent data to plan for next steps, and/or discuss student needs and actions to support their learning. Minutes documenting grade level meetings are submitted to the Principal following collaboration for Design Team review.

Teaching and Learning

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

Every classroom has adequate materials of each of our core programs for teachers and students to work with throughout the day.

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

Teachers have submitted instructional schedules that adhere to the recommended minutes for ELA and Math instruction. Schedules are revised as needed to ensure time is prioritized on students' greatest needs.

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

VCUSD provides a planning guide for ELA and Math for teachers to use. Within the core programs are resources to re-teach and intervene for whole class, small group and individual support.

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

VCUSD provides all schools with access to standards-based materials for core instruction as well as intervention programs for ELA and Math.

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

ELA, Math, and Social Studies instructional programs have all been selected from the State adopted materials list. This year a district-wide Science curriculum has been purchased. Training will take place throughout the school year.

Opportunity and Equal Educational Access

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

Within each core program are strategies for scaffolding and supplemental materials that provide for re-teaching opportunities in order for students below grade level to access grade level standards. Supplemental programs provide teachers with tools to further assess, provide differentiated support and measure progress.

Evidence-based educational practices to raise student achievement

Through school and District priorities, professional development in areas of reading comprehension, developing student writing within a performance-based task, and differentiated learning is provided throughout the school year. Cooper has set school-wide expectations around key strategies for English Language Arts

Parental Engagement

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

Outside tutoring is available through a state-approved vendor for students who are not meeting grade level standards. Workshops to assist parents in working with their children at home are available at the school and by grade level. Teachers are accessible via email, phone and ParentSquare.

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)

As mentioned in a previous section, input from all stakeholders is critical in the development of the School Plan for Student Achievement. All parents are provided surveys throughout the school year. Teachers provide input at Staff Meetings and Design Team meetings. This input is shared with the English Learners Advisory Committee and the School Site Council for determination on actions to prioritize and fund as needed.

Funding

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

Categorical funds support supplemental programming including: Teacher Leader services for teacher coaching, content intervention for students during and beyond the school day, resources for materials to support, enhance, and extend learning, technology to provide students with 21st Century Learning, support services to assist students and families who need assistance to meet grade level standards. Last year Cooper Elementary received funds to provide Weekend Meal Bags through a Kaiser Community Benefit grant. Resources are available for 2021-22 support.

Fiscal support (EPC)

Funds are allocated to Cooper Elementary through the following resources: General, LCAP, Low-Performing School, ASES, and Title I.

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

Surveys have been sent out for stakeholder input throughout the 2020-2021 school year. Parents also provide input at family events (i.e. Back to School Night, Winter Program, Friday Parent Coffee time), ELAC, and SSC meetings. Each staff meeting provides time for Hot Topics to ensure calibration across the staff and time for staff input and problem-solving. Staff and parent input is taken into consideration for site decisions through the Design Team, ELAC and the SSC.

Resource Inequities

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

Until Cooper Elementary increases student achievement for all learners, our site is committed to analyzing, refining and revising how we utilize resources to support students.

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	0.62%	0.23%	%	3	1	
African American	38.17%	36.36%	36.6%	184	160	157
Asian	2.07%	1.82%	2.1%	10	8	9
Filipino	13.9%	12.73%	11.2%	67	56	48
Hispanic/Latino	36.72%	39.09%	39.4%	177	172	169
Pacific Islander	2.28%	1.82%	1.9%	11	8	8
White	5.81%	6.82%	5.8%	28	30	25
Multiple/No Response	%	0.23%	2.3%		4	10
Total Enrollment				482	440	429

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	98	86	77
Grade 1	72	70	68
Grade 2	79	70	68
Grade 3	67	65	83
Grade 4	89	65	67
Grade 5	77	84	66
Total Enrollment	482	440	429

Conclusions based on this data:

- Overall student enrollment has decreased in from 2018-2019 to 2020-2021.
- Percentages of student ethnicity have remained relatively consistent over the three years.
- In 2018-2019 and 2019-2020, percentages of Hispanic/Latino students has increased slightly each year while percentages of African American students have slightly decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	117	102	89	24.3%	23.2%	20.7%
Fluent English Proficient (FEP)	19	40	30	3.9%	9.1%	7.0%
Reclassified Fluent English Proficient	0	25	0	0.0%	21.4%	0.0%

Conclusions based on this data:

1. The number of English Learners compared to English Only students decreased from 2018-2019 to 2020-2021.
2. The percentage of Fluent English Proficient students has fluctuated between 2018-2019 and 2019-2020 and 2019-2020 and 2020-2021.
3. The percentage of Reclassified Fluent English Proficient students was impacted by distance learning in 2020-2021.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	97	72	67	96	70	65	96	70	97.1	99	97.2
Grade 4	74	81	93	73	79	93	73	77	93	98.6	97.5	100
Grade 5	93	73	78	90	71	76	89	71	76	96.8	97.3	97.4
All Grades	236	251	243	230	246	239	227	244	239	97.5	98	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2346.	2376.	2392.	3.08	11.46	20.00	9.23	22.92	17.14	23.08	17.71	20.00	64.62	47.92	42.86
Grade 4	2382.	2325.	2396.	5.48	1.30	9.68	9.59	1.30	12.90	21.92	5.19	20.43	63.01	92.21	56.99
Grade 5	2438.	2400.	2386.	4.49	2.82	1.32	24.72	8.45	5.26	19.10	16.90	14.47	51.69	71.83	78.95
All Grades	N/A	N/A	N/A	4.41	5.74	10.04	15.42	11.89	11.72	21.15	13.52	18.41	59.03	68.85	59.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.15	15.63	18.57	23.08	39.58	42.86	70.77	44.79	38.57
Grade 4	5.48	1.32	11.83	38.36	22.37	35.48	56.16	76.32	52.69
Grade 5	8.99	2.82	3.95	44.94	33.80	31.58	46.07	63.38	64.47
All Grades	7.05	7.41	11.30	36.56	32.51	36.40	56.39	60.08	52.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.54	15.79	14.29	27.69	31.58	40.00	70.77	52.63	45.71
Grade 4	4.11	1.33	8.60	38.36	4.00	33.33	57.53	94.67	58.06
Grade 5	11.36	4.29	1.32	35.23	27.14	17.11	53.41	68.57	81.58
All Grades	6.19	7.92	7.95	34.07	21.67	30.13	59.73	70.42	61.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.54	8.33	14.29	64.62	63.54	60.00	33.85	28.13	25.71
Grade 4	2.74	0.00	7.53	42.47	42.11	52.69	54.79	57.89	39.78
Grade 5	5.62	4.29	0.00	60.67	41.43	39.47	33.71	54.29	60.53
All Grades	3.52	4.55	7.11	55.95	50.41	50.63	40.53	45.04	42.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.15	14.58	21.43	38.46	45.83	40.00	55.38	39.58	38.57
Grade 4	12.33	1.32	13.98	35.62	21.05	27.96	52.05	77.63	58.06
Grade 5	11.24	7.14	2.63	43.82	30.00	25.00	44.94	62.86	72.37
All Grades	10.13	8.26	12.55	39.65	33.47	30.54	50.22	58.26	56.90

Conclusions based on this data:

1. Cooper Elementary has assessed over 95% of the students eligible for the CAASPP tests each year over the period of three years of assessment.
2. Third grade students' mean scaled score for ELA has increased over the three years while fourth and fifth grade mean scaled scored have decreased during that same time period.
3. Due to Covid-19 there is no new data reported on this data set.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	97	72	67	96	70	65	96	70	97.1	99	97.2
Grade 4	74	81	92	72	78	92	72	76	92	97.3	96.3	100
Grade 5	93	73	78	92	71	77	91	71	77	98.9	97.3	98.7
All Grades	236	251	242	231	245	239	228	243	239	97.9	97.6	98.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2357.	2366.	2390.	3.08	2.08	7.14	12.31	22.92	25.71	26.15	19.79	25.71	58.46	55.21	41.43
Grade 4	2394.	2345.	2401.	2.78	1.32	3.26	6.94	1.32	13.04	31.94	13.16	27.17	58.33	84.21	56.52
Grade 5	2421.	2400.	2372.	1.10	1.41	0.00	7.69	2.82	1.30	26.37	19.72	12.99	64.84	76.06	85.71
All Grades	N/A	N/A	N/A	2.19	1.65	3.35	8.77	10.29	12.97	28.07	17.70	22.18	60.96	70.37	61.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.08	9.38	12.86	29.23	27.08	34.29	67.69	63.54	52.86
Grade 4	8.33	2.63	8.70	16.67	6.58	17.39	75.00	90.79	73.91
Grade 5	5.49	1.41	0.00	19.78	15.49	9.09	74.73	83.10	90.91
All Grades	5.70	4.94	7.11	21.49	17.28	19.67	72.81	77.78	73.22

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	10.42	11.43	40.00	33.33	45.71	52.31	56.25	42.86
Grade 4	4.17	1.32	3.26	30.56	15.79	41.30	65.28	82.89	55.43
Grade 5	1.10	1.41	0.00	34.07	18.31	18.18	64.84	80.28	81.82
All Grades	3.95	4.94	4.60	34.65	23.46	35.15	61.40	71.60	60.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	11.46	18.57	41.54	44.79	44.29	50.77	43.75	37.14
Grade 4	5.56	1.32	5.43	29.17	18.42	31.52	65.28	80.26	63.04
Grade 5	1.10	2.82	0.00	37.36	22.54	15.58	61.54	74.65	84.42
All Grades	4.39	5.76	7.53	35.96	30.04	30.13	59.65	64.20	62.34

Conclusions based on this data:

1. Cooper Elementary has assessed over 95% of the students eligible for the CAASPP tests over the period of three years.
2. Based on the three years of data, third grade students had the highest number of students performing above as well as at or near standard in each area of math.
3. Due to Covid-19 there is no new data reported on this data set.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1403.3	1410.1	1413.7	1411.8	1379.0	1405.9	43	32
Grade 1	1448.1	1442.6	1436.5	1448.4	1459.3	1436.3	23	25
Grade 2	1474.7	1468.5	1471.5	1466.5	1477.5	1469.8	21	26
Grade 3	1470.2	1468.2	1464.8	1467.4	1475.0	1468.7	23	12
Grade 4	1480.7	1471.2	1463.2	1491.0	1497.8	1451.0	22	20
Grade 5	1499.7	1488.4	1491.3	1493.5	1507.7	1482.8	14	13
All Grades							146	128

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	21.88	27.91	46.88	32.56	18.75	43	32
1	*	8.00	*	28.00	*	40.00	*	24.00	23	25
2	*	7.69	*	38.46	*	46.15	*	7.69	21	26
3		8.33	*	8.33	*	58.33	*	25.00	23	12
4	*	10.00	*	25.00	*	45.00	*	20.00	22	20
5	*	15.38	*	7.69	*	23.08	*	53.85	14	13
All Grades	16.44	10.16	26.71	24.22	34.25	43.75	22.60	21.88	146	128

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.63	*	21.88	25.58	40.63	30.23	21.88	43	32
1	*	16.00	*	40.00	*	16.00	*	28.00	23	25
2	*	23.08	*	26.92	*	38.46		11.54	21	26
3	*	8.33	*	41.67	*	16.67	*	33.33	23	12
4	*	30.00	*	40.00	*	15.00	*	15.00	22	20
5	*	23.08	*	15.38	*	23.08	*	38.46	14	13
All Grades	21.23	19.53	34.93	30.47	21.92	27.34	21.92	22.66	146	128

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	31.25	44.19	43.75	32.56	12.50	43	32
1	*	4.00	*	24.00	*	40.00	*	32.00	23	25
2	*	3.85	*	26.92	*	57.69	*	11.54	21	26
3		0.00	*	8.33	*	66.67	60.87	25.00	23	12
4	*	0.00	*	15.00	*	30.00	*	55.00	22	20
5	*	7.69	*	0.00	*	30.77	*	61.54	14	13
All Grades	11.64	5.47	26.71	21.09	28.77	44.53	32.88	28.91	146	128

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.86	6.25	37.21	65.63	*	28.13	43	32
1	52.17	24.00	*	64.00	*	12.00	23	25
2	61.90	15.38	*	80.77		3.85	21	26
3	*	8.33	60.87	75.00	*	16.67	23	12
4	*	15.00	72.73	70.00	*	15.00	22	20
5	*	15.38	*	38.46	*	46.15	14	13
All Grades	36.99	14.06	50.00	67.19	13.01	18.75	146	128

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.63	34.88	56.25	44.19	28.13	43	32
1	*	20.00	*	48.00	47.83	32.00	23	25
2	*	23.08	61.90	57.69	*	19.23	21	26
3	*	50.00	47.83	16.67	*	33.33	23	12
4	*	45.00	59.09	30.00	*	25.00	22	20
5	*	38.46	*	38.46	*	23.08	14	13
All Grades	21.92	28.13	45.21	45.31	32.88	26.56	146	128

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.25	74.42	90.63	*	3.13	43	32
1	47.83	4.00	*	68.00	*	28.00	23	25
2	*	3.85	*	73.08	*	23.08	21	26
3		0.00	*	25.00	73.91	75.00	23	12
4	*	5.00	*	30.00	*	65.00	22	20
5	*	7.69	*	23.08	*	69.23	14	13
All Grades	15.75	4.69	51.37	60.16	32.88	35.16	146	128

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.58	43.75	34.88	31.25	39.53	25.00	43	32
1	*	8.00	69.57	60.00	*	32.00	23	25
2	*	7.69	61.90	84.62	*	7.69	21	26
3		0.00	65.22	75.00	*	25.00	23	12
4	*	0.00	50.00	75.00	*	25.00	22	20
5	*	15.38	*	61.54	*	23.08	14	13
All Grades	21.23	15.63	54.11	61.72	24.66	22.66	146	128

Conclusions based on this data:

1. Based on the 2017-2018 ELPAC data, the majority of students performed at the Somewhat/Moderately level in each of the domains.
2. Due to Covid-19 there is no new data reported on this data set.
3. Initial ELPAC in 2020-2021 was implemented to identify EL students that were new to VCUSD.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
440	80.2	23.2	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	23.2
Foster Youth	4	0.9
Homeless	7	1.6
Socioeconomically Disadvantaged	353	80.2
Students with Disabilities	57	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	160	36.4
American Indian	1	0.2
Asian	8	1.8
Filipino	56	12.7
Hispanic	172	39.1
Two or More Races	4	0.9
Pacific Islander	8	1.8
White	30	6.8

Conclusions based on this data:

1. Based on the Enrollment by Race/Ethnicity data, in the 2019-2020 school year, Cooper had more Hispanic and African American students than any other ethnicity.
2. Socioeconomically disadvantaged students comprised over 80% of the student population in 2019-2020.





3. Students with disabilities comprised 13% of the student population in 2019-2020.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Red
Mathematics  Orange		

Conclusions based on this data:

1. Cooper Elementary has demonstrated progress over the prior two years in English Language Arts, Mathematics, and Chronic Absenteeism as indicated by the red levels on the California Dashboard.
2. Based on number of incidents, the dashboard for Suspensions changed from orange to red which is a concern and area for Cooper Elementary to establish actions to positively impact change.
3. Due to Covid-19 there is no new data reported on this data set.

School and Student Performance Data

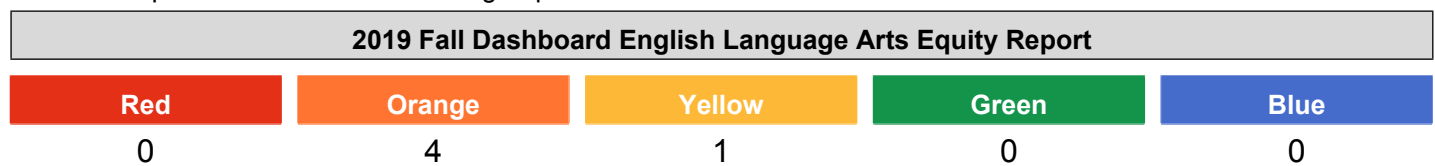
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
78.4 points below standard		74.5 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased Significantly ++21.2 points 214		Increased Significantly ++27.8 points 68		3	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Orange	
Less than 11 Students - Data Not Displayed for Privacy		80.5 points below standard		153.9 points below standard	
4		Increased Significantly ++19 points 187		Increased ++10 points	
				46	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 111.6 points below standard Increased ++4.1 points 86	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color 21.6 points below standard Increased Significantly ++50.1 points 29
Hispanic  Yellow 62.4 points below standard Increased Significantly ++28.4 points 74	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  No Performance Color 103.3 points below standard 13

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 124.6 points below standard Increased ++4.6 points 40	Reclassified English Learners 2.9 points below standard Maintained ++2.8 points 28	English Only 84.3 points below standard Increased Significantly ++15.8 points 141
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Conclusions based on this data:

- Cooper saw an increase from 2018-2019 to 2019 -2020 in English Language Arts (ELA) performance as indicated on the California Dashboard based on CAASPP performance. Filipino and Hispanic students saw a higher point increase (50.1 and 28.4 point increase respectively) compared to the overall Cooper student performance (21.2 point increase).
- English Learners saw the greatest increase in ELA Academic Performance from 2018-2019 to 2019-2020 increasing 27.8 points than the previous year while the Overall Student performance saw an increase of 21.2 points. Meanwhile, Reclassified English Learners maintained level of progress per the California Dashboard summary.
- Due to Covid-19 there is no new data reported on this data set.

School and Student Performance Data

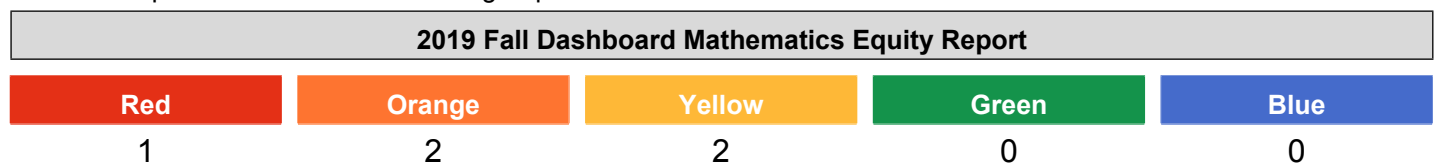
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 96.4 points below standard Increased ++12.5 points 214	English Learners  Yellow 93.7 points below standard Increased ++13.2 points 68	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Orange 99.5 points below standard Increased ++9.9 points 186	Students with Disabilities  Orange 145.6 points below standard Increased Significantly ++21.8 points 47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Red 122.2 points below standard Maintained ++2.8 points 86	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color 54.3 points below standard Increased Significantly ++32.7 points 30
Hispanic  Yellow 85.5 points below standard Increased ++14.4 points 73	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  No Performance Color 105.5 points below standard 13

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 126.9 points below standard Declined -3.4 points 41	Reclassified English Learners 43.3 points below standard Increased ++4 points 27	English Only 101.2 points below standard Increased ++9.9 points 141
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Conclusions based on this data:

- Cooper saw an increase from 2018-2019 to 2019 -2020 in Mathematics performance as indicated on the California Dashboard based on CAASPP performance. Filipino and Hispanic students saw a higher point increase (32.7 and 14.4 point increase respectively) compared to the overall Cooper student performance (12.5 point increase). African American Math performance remained as the only Red indicator for Math with a small increase of 2.8 points.
- Students with Disabilities saw the greatest increase in Math Performance from 2018-2019 to 2019-2020 scoring 21.8 points higher than the previous year while Overall Student performance saw an increase of 12.5 points. Socioeconomically disadvantaged students earned a 9.9 point increase.
- Due to Covid-19 there is no new data reported on this data set.

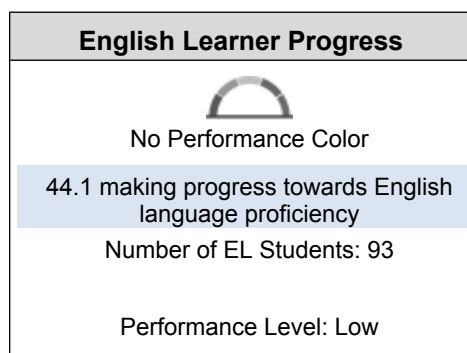
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.5	33.3		44.0

Conclusions based on this data:

1. While 44.1 percent of Cooper students were making progress towards English language proficiency, the overall performance level per the 2019 Fall Dashboard was low.
2. 41 percent of students progressed at least one ELPI Level and 31 percent maintained their prior year level.
3. 21 percent decreased on ELPI level which equates to about 19 students.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

School and Student Performance Data

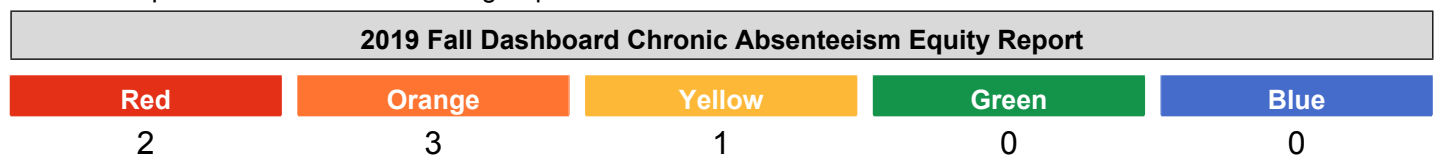
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 30.7 Declined -0.9 531	English Learners  Orange 25 Declined -2.3 148	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Orange 32.5 Declined -1.5 455	Students with Disabilities  Red 45.3 Increased +3.3 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 35.4 Increased Significantly +4.2 212	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 8.3 Declined -13.1 12	Filipino  Yellow 16.9 Declined -1.3 71
Hispanic  Orange 33 Declined -2.2 188	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color 9.1 11	White  No Performance Color 34.4 Increased +10.4 32

Conclusions based on this data:

1. Cooper had an decrease of 0.9% in Chronic Absenteeism from 2018-2019 to 2019-2020 as indicated by the California Dashboard.
2. Socioeconomically Disadvantaged Students (32.5%) as well as Students with Disabilities (45.3%) exceeded the rate of Chronic Absenteeism for All Students(30.7%)
3. The rate of chronic absenteeism increased for African American and White groups of students with both groups' rates exceeding the overall chronic absenteeism rate. While Hispanic students decreased in chronic absenteeism, their percentage still exceeds the overall student rate at Cooper.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. N/A

School and Student Performance Data

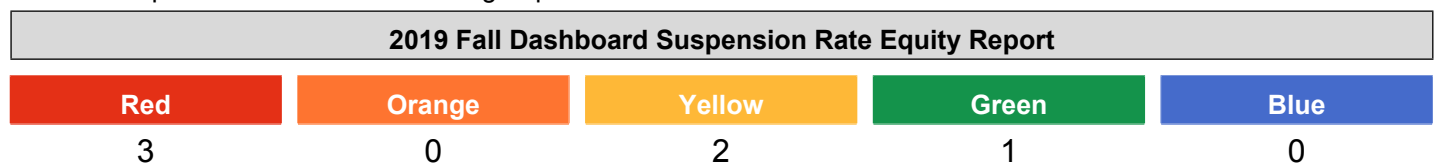
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Red 7.6 Increased Significantly +2.3 580		 Yellow 1.9 Maintained 0 158		 No Performance Color 0 Maintained 0 11	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 7.1 Maintained +0.2 14		 Red 8.1 Increased Significantly +2.4 491		 Red 19 Increased +9.2 84	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 14.4 Increased Significantly +5.8 229	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 8.3 Increased +1.2 12	 Green 1.4 Declined -0.4 73
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.9 Maintained +0.1 206	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 13	 No Performance Color 5.4 Increased +5.4 37

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.3	7.6

Conclusions based on this data:

1. Cooper Elementary saw a significant increase in the percentage of students suspended per the California Dashboard.
2. African American, Asian and White students showed an increase in suspension rates. Between 2018 and 2019, the rate of suspensions increased by 2.3 percent.
3. Due to Covid-19 there is no new data reported on this data set.

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

LEA/LCAP Goal

Increase Parent and Community Engagement in improving student outcomes

Goal 1

Increase Parent and Community Engagement in improving student outcomes

Identified Need

Cooper Elementary needs to increase the number of parents participating in stakeholder activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 percentage points or more annual increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings	67%	72%
5 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings	26%	31%
Ensure parent representation for English Learners, low socioeconomic and students with exceptional needs student groups at each site council meeting including SSC and ELAC	TBD	100%
Parent and student use in grades 3-5 of the AERIES gradebook will increase by at least 5 percentage annually	N/A	N/A

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

Parents will actively participate at ELAC and SSC meetings to provide input and monitor the school's SPSA.

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)

General Fund

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

2021-2022: Parent involvement and voice will be solicited at Back to School Night, through weekly principal communications, classroom newsletters, through the website, and through personal principal or teacher contact.

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)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners and their Families

Strategy/Activity

Ensure the site has DELAC participation and training

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)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase communication between principal, SSC and ELAC parents and staff through the sharing of information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will receive PD in online communication options including ParentSquare. Teachers will inform their parents how to access ParentSquare and other online communication tools.

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)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Design Team will collaborate with CARE team, SSC and ELAC to develop actions to review and meet the needs of the Cooper school families and provide workshops, activities and resources

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will develop community partnerships that will benefit the school community.

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)

In Kind

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will solicit donations in the form of time and monies from community partners as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Donations None Specified
	Donations

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Develop and implement parent academic and social events such as Family Math or Science Nights, Common Core Standards, movie nights, home help for parents, using ParentSquare, technology, game nights, data review, and Literacy nights. Outside consultants may be used as money becomes available. Provided events virtually if conditions do not allow in-person events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Funds to provide extra hours for certificated staff to facilitate parent and family workshops
600.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Funds to provide materials and resources for parent and family workshops

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2020-2021: Provide support for parent education meetings including childcare, food, reproduction of materials, and translation and interpreters.

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)

400.00

Source(s)

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Funds to provide childcare for parent and family workshops

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2021-2022: Recruit parents to rebuild parent organization to provide membership and activities.

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)

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2021-2022: Site will provide resources that parents can use at home to help their child. These resources include, but not limited to, websites, book titles, articles, and other pertinent resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

549.00

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Funds to provide resources for families

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement school-wide guidelines for regularly scheduled Home School communication including grade level and individual student plans using progress reports, report cards, email, and ParentSquare communications. Principal and teachers will share individual student quarterly data reports with parents.

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)

General Fund

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

On the day before the first day of school, teachers will have an hour where they are available to families and introduce themselves, provide a school tour and answer questions.

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)

General Fund

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a school tour and a welcome packet that includes the Parent Student Handbook to new parents and students who enroll after the first day of school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Principal will use ParentSquare as a way of keeping communication open. Parents may also use phone and school email as well as other platforms to communicate with their child's teacher. Principal and Teachers will respond to all communication within 24 hours.

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)

General Fund

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Implement a volunteer training session that provides parents and community members with information about the ways they can volunteer and what is required to do the jobs and be a volunteer.

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)

General Fund

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students, specifically students with chronic absenteeism

Strategy/Activity

School and District Staff will provide home visits as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Cooper was able to utilize Title I Parent Involvement and LCAP resources to provide one family after school workshops as well as materials to assist parents in working with their children at home. The second workshop was postponed due to school closure in March 2020.

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

In 2018-2019, PTA provided additional funding and sponsored activities beyond the scope of what the Design Team and School Site Council planned. This group disbanded in 2019-2020. Cooper continues to work to build strong ELAC and School Site Council committees with meetings that are well-attended by members and stakeholders.

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

Cooper will be focusing on improving number and quality of family events and stakeholder meetings.

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

LEA/LCAP Goal

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Goal 2

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Identified Need

Cooper Elementary needs to improve school culture to ensure that students are engaged in their learning, including following Cooper Elementary school-wide and classroom expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students	Suspension rate for Cooper Elementary is 28% based on percentages of suspensions for every 100 students in 2018-2019	The suspension rate will decrease to at least 26% based on the percentage of suspension for every 100 students in 2021-2022
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	N/A	N/A
Increase average daily attendance 1 percentage point or more annually	Cooper Elementary had an apportionment of 91.86 in the 2018-2019 school year	Cooper Elementary will increase the apportionment by at least 1 percentage point to 92.86
Decrease chronic absenteeism by 2 percentage points or more annually	Cooper Elementary had a chronic absenteeism rate for 2017-2018 of 27.4%.	Cooper Elementary will decrease chronic absenteeism by at least 2 percentage points (25.4%) in 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will implement and monitor school-wide common rules, expectations, rewards and consequences for students and adults; implement and monitor school-wide lesson plan schedule.

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)

General Fund

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

Tools to provide students with feedback including goal setting, classroom challenges, and Class Dojo will be used inside the classroom. Cougar Paws, Kindness stickers as well as other school wide recognitions will be used on the playground, in common areas, and in virtual classrooms as a way of rewarding positive behavior.

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)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2021-2022: Schedule Design team meetings (monthly), CARE team meetings (weekly), yard duty meetings (monthly), and staff meetings to discuss and review the effectiveness of SEL programming, PBIS strategies, Culturally Responsive Classroom Management and provide any PD necessary for effective implementation of PBIS and Culturally Responsive Classroom Management strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries
District Funded -Goal 1758: Funds for Design
Team Meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Weekly reminders of SEL focus, PBIS lessons of the week (when in-person school resumes) and a Culturally Responsive strategy will be included in staff updates/email.

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)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Principal to conduct classroom walkthroughs with focus on SEL, PBIS and Culturally Responsive strategies implementation and data collection.

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)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Principal will provide additional monitoring and support for classrooms with high referral rates.

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)

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Cooper will hold monthly rules review assemblies, recess rules review stations, and Hall of Fame awards assemblies highlighting positive behavior as well as weekly Caught Being Good rewards used to reinforce PBIS. Strategies to provide similar activities during distance learning will be investigated and implemented.

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)

General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Principal, SSC, and site Safety Committee will update and implement the site Safety Plan.

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)
	General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will conduct monthly emergency safety drills.

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)
	General Fund

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will provide all students functional knowledge of healthy eating and the benefits of exercise using programs including Power Play and STEAM lessons.

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)
	General Fund

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will create and maintain promotions to celebrate healthy living, including but not limited to the Wellness Center strategy across the school site.

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)

3000.00

Source(s)

LCAP
4000-4999: Books And Supplies
GOAL 1777 - Funds to provide wellness activities for students during the day.

1000.00

LCAP
5000-5999: Services And Other Operating Expenditures
GOAL 1777 - Funds to provide wellness activities for students during the day including but not limited to yoga.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote healthy lifestyle through events like FSCS Family Nights, Walk or Bike to School Day, and drink water promotion day.

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)

1000.00

Source(s)

LCAP
4000-4999: Books And Supplies
GOAL 1777- Funds to provide wellness activities for students and families during and outside of the school day including but not limited to yoga (as VCUSD allows)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In conjunction with Human Resources, site will assign only Highly Qualified teachers to core instructional programs

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)

General Fund

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development to individual teachers and grade level teams through coaching by Principal and TL, collaboration, peer coaching release, peer observations, teacher institute, and differentiated teacher evaluations to monitor and support teachers. Professional Development may be differentiated according to the needs of Cooper teachers.

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)

125706.00

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Salary and benefits for 1.0 Teacher Leader

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Principal and TL will provide support and assistance for beginning teachers and teachers new to the school. Support will include meeting regularly with new teachers. Support for all teachers will include daily monitoring of classes with low summative assessment scores to determine and provide support as needed. Buddy Teachers will be chosen for all new teachers coming to Cooper. These teachers will meet regularly to provide support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries Principal Support
	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher Leader Support
	District Funded 1000-1999: Certificated Personnel Salaries Funds for Mentor Support

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Principal will participate in Principal Professional Learning Community (PLC) meetings.

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)
	District Funded Principal Support

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

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

Chronic Absence and Students At Risk of being Chronically Absent

Strategy/Activity

Student attendance will be monitored for tardiness and chronic absenteeism. Preventions and interventions that include CARE team discussion, SSTs, SARBs, Truancy meetings, parent education, and parent/community network, and/or kindergarten parent attendance presentation will be provided.

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)
	General Fund

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Site will acknowledge improvements in attendance and tardiness with positive incentives. For example, attendance percentages will be posted on classroom doors and those classrooms reaching 95% over the month will receive a positive reward.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCAP 4000-4999: Books And Supplies Goal 1776: Incentives for Attendance

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: CARE team will develop and implement multi-tiered system of support to reach students not engaged in learning (both Distance and in-person). For example, Monthly attendance phone calls will be made for students who need to improve and those who have shown improvement.

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)
	General Fund

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support student engagement and learning through high interest clubs and provide necessary materials and supplies.

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)

2000.00

Source(s)

LCAP
4000-4999: Books And Supplies
Goal 1777: Materials for Student Clubs (as funds become available)

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Student Success Team (SST) meetings on a regular basis to support student success using AERIES analytics to monitor students on hot list.

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)

General Fund

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Conduct beginning of the year SST meetings for target students (behavior, attendance) to develop a success plan for the new school year.

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)

General Fund

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Provide PD to all staff members to increase knowledge and implementation of Kimochis, PAX, Social Emotional Learning, Restorative Justice, and Culturally Responsive Teaching.

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)

District Funded

Professional Development to build Staff skills.

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-20212 Staff will participate in P.D. around Social Emotional Learning and implement daily lessons for 30 minutes during Distance Learning and continued focus during in-person instruction including Kimochis, PAX, Community Circles, and focus on CAASEL Core Competencies.

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)

	General Fund
	Title I Part A: Allocation 4000-4999: Books And Supplies (As funds become available) - Funds for supplemental supplies to support Kimochis and PAX curriculum as well as additional SEL materials as identified by site.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Design Team and CARE Team will monitor student referral data. Preventions and interventions will be implemented including but not limited to SST, SARB, parent education, individual counseling/support, and teacher support will be provided as needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	General Fund
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Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site staff will celebrate appropriate student behavior through school-wide and individual recognition including but not limited to the Cougar Hall of Fame assemblies, treasure boxes, Class Dojo, and other incentives.

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)

1200.00	LCAP 4000-4999: Books And Supplies
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Strategy/Activity 27**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Teachers utilize the Cooper Discipline Matrix and will log their referrals onto the Decision Making Document which will include; student name, date, time of referral, student's action, teacher's action

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)

General Fund

Strategy/Activity 28**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Additional Professional Learning Activities for Administration and the Site Leadership Team

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)

6643.00

LCAP
1000-1999: Certificated Personnel Salaries
1726: Collaboration using extra hours or release time through substitutes**Strategy/Activity 29****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.

Amount(s) Source(s)

Strategy/Activity 30

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.

Amount(s) Source(s)

Strategy/Activity 31

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.

Amount(s) Source(s)

Strategy/Activity 32

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.

Amount(s) Source(s)

Strategy/Activity 33

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.

Amount(s) Source(s)

Strategy/Activity 34

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.

Amount(s) Source(s)

Strategy/Activity 35

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.

Amount(s) Source(s)

Strategy/Activity 36

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.

Amount(s) Source(s)

Strategy/Activity 37

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.

Amount(s) Source(s)

Strategy/Activity 38

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.

Amount(s) Source(s)

Strategy/Activity 39

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.

Amount(s) Source(s)

Strategy/Activity 40

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.

Amount(s) Source(s)

Strategy/Activity 41

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.

Amount(s) Source(s)

Strategy/Activity 42

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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Last year, Cooper investigated and implemented strategies to establish a community of caring across the site. In order to do so, a multi-tiered system of support was developed and actions were started.

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

Cooper was able to analyze current data around referrals and suspensions, meet with stakeholders about options for revised strategies, and receive training on social emotional curriculum curriculum. Incentives and positive recognition for adults and students was used for positive reinforcement.

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

Cooper will now fully implement social-emotional curriculum across all grade levels. Cooper will continue with other said actions to address positive school culture and student safety as well as engagement implementing programs like the PAX Good Behavior Game.

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

LEA/LCAP Goal

Increase the Number of Students Graduating College and Career Ready

Goal 3

Increase the Number of Students Graduating College and Career Ready

Identified Need

Cooper must demonstrate growth in student proficiency in Math and English Language Arts across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 5 percentage point or more growth annually on all CAASPP assessments by students with ELPAC levels 3 and above	Based on the 2018 CAASPP scores, students with ELPAC levels 3 or above demonstrated 0% proficiency (Standards Met and/or Standards Exceeded) as measured by ELA CAASPP.	Proficiency for students with ELPAC levels 3 or above will increase by at least 5 percentage points or more on CAASPP ELA 5% in 2022.
Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually	<p>Based on the 2018 CAASPP scores, 11.94% of students in testing grades (3rd-5th) demonstrated proficiency (Standards Met and/ or Standards Exceeded) in Mathematics; 17.63 of students in testing grades (3rd-5th) demonstrated proficiency (Standards Met and/or Standards Exceeded) in English Language Arts.</p> <p>In the 2019 CAASPP. 16.32% of students in testing grades (3rd-5th) demonstrated</p>	Students proficient will increase by at least 5 percentage points or more on CAASPP Math and CAASPP ELA (21.32% and 26.76%, respectively) in the next CAASPP assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	proficiency (Standards Met and/ or Standards Exceeded) in Mathematics; 21.76% of students in testing grades (3rd-5th) demonstrated proficiency (Standards Met and/or Standards Exceeded) in English Language Arts. In both content areas, Cooper was just under 1% the expected outcome.	
The numbers of English Learners making progress of one level or more each year will increase by no less than 5 percentage points annually	26%	31%
Increase English Learner reclassification rate by no less than 5 percentage points	21.1%	26.1%
Increase the total number of students participating in the Early Assessment Program to 95% or more and increase those scoring ready and conditional by 5 percentage points or more annually	N/A	N/A
100% of students are enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4 year graduation plans	100%	100%
95% of individuals with exceptional needs will have access to rigorous academy classes at the high school level and Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in grades TK-8	100%	100%
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math	Based on 2018 ELA CAASPP scores, the gap between all students and lower performing groups was as follows: 5.75 percentage point gap for African American students	The gap between all students and lower performing student groups will decrease between all lower performing student groups will decrease annually

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>tested, 21.76 percentage points gap for English Learners. Given the 2018 Math CAASPP scores, the gap between all students and lower performing groups was as follows: .06 percentage point gap for African American students, 8.5 percentage point gap for English Learners.</p> <p>Given the ELA CAASPP scores, the gap between all students and lower performing groups was as follows: 9.88 percentage point gap for African American students tested, 21.76 percentage points gap for English Learners. Based on 2018 Math CAASPP scores, the gap between all students and lower performing groups was as follows: 8.4 percentage point gap for African American students, 14.12 percentage point gap for English Learners.</p>	as measured by CAASPP in ELA and Math.

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

Strategy/Activity

Site will use the state adopted curriculum in conjunction with the Planning Guides to plan instruction.

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)

General Fund

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

Using Planning Guides, teachers will implement Houghton Mifflin Journeys, all parts of Pearson enVision Math, Pearson Social Studies and Twig Science.

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)

General Fund

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

All teachers will participate in staff development through staff meetings and data driven grade level collaboration. Professional Development will align with the VCUSD and Cooper Instructional Priorities (including but not limited to Common Core State Standards (CCSS), implementing adopted core curriculum, increasing rigor within instructional practices, differentiation, instructional strategies including Close Reading, writing, small group differentiated instruction for both ELA/ELD & Math (Pearson & UC Davis) Accelerated Reader, Critical Pedagogy, PBIS. Restorative Justice and Circles, Culturally Responsive Teaching, Implicit Bias, CAASPP Digital Library, and Social Emotional Learning Curriculum and practices, and understanding relevant Board Policies including Confidentiality.

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)

General Fund

Comprehensive Support and Improvement (CSI)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will implement Imagine Learning for all EL students and students who are not meeting grade level standards in ELA as well as Imagine Math for students not meeting grade level standards in Math.

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)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Principal and Teacher Leader will provide feedback from walkthroughs to grade levels and individual teachers based on the content specific PEERR framework.

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)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Feedback from site PD and data gathered during walkthroughs will be used to inform future site PD

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)

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Cooper Teachers and students will participate in Music, Art, Performing Art, and Physical Education lessons provided by outside expert vendors including but not limited to Music Matters, MOCHA, GVRD, and Sports for Learning.

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)

5000.00

LCAP
5000-5999: Services And Other Operating Expenditures
GOAL 1777 - Funds to provide all students with supplemental enrichment activities aligned to the core curriculum.

1000.00

LCAP
4000-4999: Books And Supplies
GOAL 1777 - Funds to provide all students with supplemental enrichment activities aligned to the core curriculum.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Based on current data and student needs, Teacher Action Plans will be differentiated using instructional strategies aligned with the VCUSD and site Instructional Priorities such as, Close

Reading, targeted ELA/ELD and Math differentiated small group instruction, Number Talks, and Accelerated Reader, and Imagine Learning/ Imagine Math. Focus will be on ensuring teacher has a plan for every student.

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)

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Renaissance Accelerated Reader goal of 85% comprehension rate in grades 2-5 (Grade 1 optional) based on each student's ZPD.

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)

6200.00

LCAP
5000-5999: Services And Other Operating Expenditures
GOAL 1777 - Funds to provide all students with supplemental enrichment activities aligned to the core curriculum (Subscription covers 2021-2022 school year).

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will utilize technology including but not limited to computers, Chromebooks, headphones, etc to support differentiated instruction for all students in ELA and Math; and ELD instruction for English Learners.

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)
	Title I Part A: Allocation 4000-4999: Books And Supplies (As funds become available) Technology and other related hardware will be purchased for use during in-person and at home learning.
7685.00	LCAP 4000-4999: Books And Supplies GOAL 1777 - Funds to provide technology to enrich core instructional program.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Site will provide supplemental instructional materials Funds will be allocated to sites to support enrichment activities aligned to the core curriculum; activities could include classroom-based services, assemblies, or other services tied to student interest.and software licensing to support curriculum.

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)
2186.00	Title I Part A: Allocation 4000-4999: Books And Supplies (May increase as additional funds become available) - Software and supplementary materials will be purchased to support both Distance Learning and In-person Learning.
25000.00	LCAP 4000-4999: Books And Supplies Goal 1777 - Funds to provide all students with supplemental enrichment activities aligned to the core curriculum.
2600.00	LCAP 5000-5999: Services And Other Operating Expenditures Goal 1719 - Funds provided to differentiate with a priority on students not yet meeting standards.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Learning Targets will be posted daily and used to guide instruction.

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)

General Fund

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Site staff will recognize student achievement in grades TK-5 in a variety of ways including but not limited to; Honor Roll, Cougar Roll, Rocket Math, Accelerated Reader Goals, and 1 Million Words Club. Site will provide opportunities for students to showcase their literacy and math skills including but not limited to writing contests/showcases.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

LCAP
4000-4999: Books And Supplies
GOAL 1776 - Funds will be used for student incentives

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site staff will recognize EADMS and CAASP student achievement. This includes students who scored Proficient and Advanced and those who moved up a proficiency band.

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)

LCAP
4000-4999: Books And Supplies
GOAL 1776 - Funds will be used to celebrate student achievement across the year (Included in Goal 3, Activity 13)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will implement STEAM lessons. Supplemental materials may be purchased to support these lessons.

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)

LCAP
4000-4999: Books And Supplies
GOAL 1777 - Funds will provide additional materials for STEAM-related lessons (Funds included as part of Goal 3, Activity 11).

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop plan to transition students from 5th grade to 6th grade. Plan may include a school visit , middle school staff visits, and a focus on organizational skills instruction for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site staff will recognize English Learners who attain Reclassification status.

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)

LCAP

GOAL 1776 - Materials will provide resources for student celebration and recognition (included in Goal 3, Activity 13).

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers will utilize Teacher Action Plans developed for EL students as one way of monitoring progress towards obtaining English Proficiency. These plans will be reviewed by the Principal and TL.

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)

General Fund

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers and /or bilingual tutor will provide extended day learning support for EL students focused on moving students towards English Proficiency.

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)

	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries (As Title I funds become available) Extra hours for staff to provide content Intervention for English Learners
1250.00	LCAP 1000-1999: Certificated Personnel Salaries Goal 1719 - Extra hours to provide content intervention for English Learners
1250.00	LCAP 2000-2999: Classified Personnel Salaries Goal 1719 - Extra hours to provide content intervention for English Learners

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and Teacher Leader will meet in grade level collaboration meetings in which they will review data, plan instruction, and monitor student achievement. This will include setting learning targets and common formative assessments.

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)

	General Fund
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Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2021-2022: Teachers and Teacher Leader will set up small groups to respond to need for differentiated instruction. Provide supplementary materials including reproduction. Monitor and adjust groups to meet the needs of students. Cooper Staff will provide extended learning and or support opportunities to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500.00

Title I Part A: Allocation
4000-4999: Books And Supplies
(As funds become available) Materials to support differentiated instruction.

LCAP
1000-1999: Certificated Personnel Salaries
Goal 1719: Extra hours for staff to provide content Intervention

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

All students working below grade level.

Strategy/Activity

2021-2022: Teachers will provide additional support for EL, intensive and extra support students during the school day, with extended day programs and spring break camp as money becomes available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7560.00

LCAP
1000-1999: Certificated Personnel Salaries
GOAL 1719 - Funds for teacher costs for in-school and extended day programs (as funds become available)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
(As funds become available) - Funds for teacher costs for during extended day programs

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ASES/Encore provided to students for extended learning opportunities including after-school and Spring Break Camp

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)

After School and Education Safety (ASES)

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will schedule and provide field trips that are aligned with Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCAP
5000-5999: Services And Other Operating Expenditures
Goal 1777 - Pending approval of off campus trips based on VCUSD and CDPH guidance

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Site/ District will provide Extended Learning Opportunities for all students, including but not limited to beyond school day, Saturday opportunities, non-school breaks (ex. Winter, Spring, Summer vacation).

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)

Comprehensive Support and Improvement (CSI)

District Funded

Strategy/Activity 26

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.

Amount(s)

Source(s)

Strategy/Activity 27

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.

Amount(s)

Source(s)

Strategy/Activity 28

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.

Amount(s)

Source(s)

Strategy/Activity 29

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.

Amount(s)

Source(s)

Strategy/Activity 30

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.

Amount(s)

Source(s)

Strategy/Activity 31

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.

Amount(s)

Source(s)

Strategy/Activity 32

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.

Amount(s)

Source(s)

Strategy/Activity 33

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.

Amount(s)

Source(s)

Strategy/Activity 34

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.

Amount(s)

Source(s)

Strategy/Activity 35

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.

Amount(s)

Source(s)

Strategy/Activity 36

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.

Amount(s)

Source(s)

Strategy/Activity 37

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.

Amount(s)

Source(s)

Strategy/Activity 38

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.

Amount(s)

Source(s)

Strategy/Activity 39

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.

Amount(s)

Source(s)

Strategy/Activity 40

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.

Amount(s)

Source(s)

Strategy/Activity 41

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.

Amount(s)

Source(s)

Strategy/Activity 42

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.

Amount(s)

Source(s)

Strategy/Activity 43

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.

Amount(s)

Source(s)

Strategy/Activity 44

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.

Amount(s)

Source(s)

Strategy/Activity 45

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.

Amount(s)

Source(s)

Strategy/Activity 46

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.

Amount(s)

Source(s)

Strategy/Activity 47

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.

Amount(s)

Source(s)

Strategy/Activity 48

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.

Amount(s)

Source(s)

Strategy/Activity 49

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.

Amount(s)

Source(s)

Strategy/Activity 50

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.

Amount(s)

Source(s)

Strategy/Activity 51

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.

Amount(s)

Source(s)

Strategy/Activity 52

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.

Amount(s)

Source(s)

Strategy/Activity 53

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.

Amount(s)

Source(s)

Strategy/Activity 54

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.

Amount(s)

Source(s)

Strategy/Activity 55

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.

Amount(s)

Source(s)

Strategy/Activity 56

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.

Amount(s)

Source(s)

Strategy/Activity 57

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.

Amount(s) Source(s)

Strategy/Activity 58

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.

Amount(s) Source(s)

Strategy/Activity 59

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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Throughout the school year, teachers and students measure progress with the goal of improved student achievement and/or revised action steps to improve student achievement. On-going training and use of supplemental programs and technology has provided valuable tools that students can use both at school and at home. Providing recognition for students individually, as a class and as grade levels has been motivating for students. Including families in celebrations and opportunities for students to showcase their learning and skills has increased the sense of intentional instruction and student production of standards-based work.

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

Given the number of teachers that are new to Cooper each year, many actions need additional time to revisit, re-introduce and monitor at more of a beginning stage of implementation vs an on-going practice. This requires us to really focus on a few strategies with deep implementation to ensure continuity in the practice for students.

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

Due to Distance Learning, the increase in use of technology and need for both teacher and student training will impact the types of resources and training needed to implement effective distance and in-person learning with a heavy technology focus.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$207,329.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$127,892.00
Title I Part A: Parent Involvement	\$2,549.00

Subtotal of additional federal funds included for this school: \$130,441.00

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

State or Local Programs	Allocation (\$)
LCAP	\$76,888.00

Subtotal of state or local funds included for this school: \$76,888.00

Total of federal, state, and/or local funds for this school: \$207,329.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

LCAP	76,888.00
Title I Part A: Allocation	127,892.00
Title I Part A: Parent Involvement	2,549.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	144,659.00
2000-2999: Classified Personnel Salaries	1,650.00
4000-4999: Books And Supplies	46,220.00
5000-5999: Services And Other Operating Expenditures	14,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCAP	17,953.00
2000-2999: Classified Personnel Salaries	LCAP	1,250.00
4000-4999: Books And Supplies	LCAP	42,885.00
5000-5999: Services And Other Operating Expenditures	LCAP	14,800.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	125,706.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,186.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	400.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,149.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,549.00
Goal 2	141,549.00
Goal 3	63,231.00

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
Janice Lubin	Principal
Ainsley Harris	Other School Staff
Theresa Baxter	Classroom Teacher
Laura Iriarte	Classroom Teacher
Ernst Louis-Jacques	Classroom Teacher
Kim Curry	Parent or Community Member
Karen Gallegos	Parent or Community Member
Nancy Lopez	Parent or Community Member
Benita Shepherd	Parent or Community Member
Christine Vilar	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
On File	State Compensatory Education Advisory Committee
On File	English Learner Advisory Committee
On File	Other: Design Team Representative

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

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

This SPSA was adopted by the SSC at a public meeting on October 12, 2021.

Attested:

Principal, Janice Lubin on 10/21/21

SSC Chairperson, Ms. Kim Curry on 10/15/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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