Cooper Middle

10621666006068

Principal's Name: Sandi Auble

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Title I SWP

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sandi Auble	X				
2. Chairperson – Frances Echeverria Logan				X	
3. Vice Chairperson – Melanie Nuno		X			
4. Secretary – Courtney Marquez		X			
5. DAC Representative – Margarita Munoz				X	
6. Scott Arndt		X			
7. Kevin Solis		X			
8. Maria Lealaimatafao			X		
9. Adriana Orozco				X	
10. Angelica Herdje-DeLeaon					X
11. Shineleen Xiong					X
12. Zoe Phe					X
13.					
14.					
15.					

Check the appropriate box below:
□ ELAC reviewed the SPSA as a school advisory committee.
□ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Cooper Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandi Auble		4/3/24
SSC Chairperson	Frances Echeverria Logan		4/3/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs

Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Cooper - 0105

ON-SITE ALLOCATION

3010	Title I	$57,120	*
7090	LCFF Supplemental & Concentration	$167,520	
7091	LCFF for English Learners	$31,416	

TOTAL 2024/25 ON-SITE ALLOCATION   **$256,056**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,904
Remaining Title I funds are at the discretion of the School Site Council	$55,216
Total Title I Allocation	$57,120

January 24, 2024

Cooper Middle 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-10 pts	-32.7 pts	2023-2024	-10 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-85.1 pts	2023-2024	-70 pts
SBAC ELA - percentage of students met/exceeded standard	✔	46.01 %	38.1 %	2023-2024	48.2 %
SBAC Math - Average distance from standard	✔	75 pts	-80.3 pts	2023-2024	-65 pts
SBAC Math - Average distance from standard (English Learner)	✔		-132.9 pts	2023-2024	-110 pts
SBAC Math - percentage of students met/exceeded standard	✔	28.65 %	23.7 %	2023-2024	33.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student participation and engagement on iReady ELA improved from the previous year. ELA iReady scores shows a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies, specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies. There is a need for parent engagement opportunities to share discuss the importance of iReady and strategies with parents on how they can help their child at home including current progress and goal setting.
I-Ready Math D2 On Level Student participation and engagement on iReady Math improved from the previous year. Math iReady scores shows a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies, specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies. There is a need for parent engagement opportunities to share discuss the importance of IReady and strategies with parents on how

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

ELA

Administration and teachers analyze the I-Ready Data from D1 and D2 and Interim Assessments, as well as other data(academics, attendance, discipline, and social-emotional well-being) to determine students who are at-risk in the areas of Reading/Literacy and Math. According to our most recent data, 2023-2024 school year, the following subgroups have been identified as at-risk. Students with Disabilities, English Learners and African American students. Potential root causes for these outcomes are students in these sub groups are referred to the office at a higher rate as well as their ADA is low.

Math

Administration and teachers analyze the I-Ready Data from D1 and D2 and Interim Assessments, as well as other data (academics, attendance, discipline, and social-emotional well-being) to determine students who are at-risk in the areas of Math. According to our most recent data, 2023-2024 school year, the following sub-

they can help their child at home including current progress and goal setting

groups have been identified as at-risk. Students with Disabilities, English Learners and African American students. Potential root causes for these outcomes are students in these sub groups are referred to the office at a higher rate as well as their ADA is low.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Student participation and engagement on Iready Reading and Math was much improved this year. First year for Interim Assessments. Reading and Math I-Ready and Interim scores showed a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies. There was particular attention paid to EL students and AA students who participated in targeted weekly interventions. Specialized times of alternate instruction like before/afterschool intervention, tutorial, and advisory were in place this year and have had a positive impact on iReady and Interims. Through monthly Parent Engagement meetings, ParentSquare, Cooper website and Phone calls we were able to provide parent information that would share the importance of I-Ready and Interims. We aso provided strategies for parents on how they can help their child at home including current progress and goal setting.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

iReady Toolkit to support all students in Math and ELA. Implement Rosetta Stone to support EL students. Provide targeted tutoring for AA students in Math and ELA. Continue SEL supports to support students with Math and ELA goals.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Based on the feedback, the SSC Team is in favor of continued funding of existing actions. Add the iReady Toolkit and Rosetta Stone for EL. Add culturally response novels to support AA students and EL students	Based on the feedback, the ELAC Team is in favor of continued funding of existing actions. Add the iReady Toolkit and Rosetta Stone for EL students. Add culturally response novels to support EL students	Based on the feedback, the staff is in favor of continued funding of existing actions. Continue to emphasize the importance of parent involvement in education and student participation. Staff is in favor of continuing SEL support.

Action 1

Title: Students Meeting or Exceeding Grade-Level Math Standards

Action Details:

Cooper Academy will increase Math proficiency and performance of all students through the implementation of high quality classroom instruction and CCSS aligned curriculum across all subject areas with an emphasis on periodic

common formative and summative assessments. Also common instructional practices that promote growth and narrow the achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups to eliminate barriers to student success.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Details	Owner(s):	Timeline:
Implement the use of FIAB and IAB provided by Smarter Balanced to assess existing instructional practices and address the instructional needs of all learners. Implement the use of EdCite to access standards. Communication of assessment data from Admin. Team to PLCs /staff to use as a basis for improving mathematics instruction.	Principal, VP, GLA, teachers	-Quarterly -Ongoing
Principal over Math PLC teams, monitors collaboration and ensures the use of I-Ready data, IABs, CFA data, Scope and sequence, formative information, and student work linked to CCSS student attainment and instructional practice guide tool that inform day-by-day instruction. Particular attention and focus on AA students.	Principal, VP, GLA	-Weekly -Biweekly PLC meetings -Ongoing-PLC Walkthroughs
PLC agendas, Planning Calendars, IB Units/Reflections/Artifacts, CFAs and CFA analysis protocols reviewed by ILT and Admin. Team to ensure students' understanding of Math CCSS obtainment are analyzed by PLC, common formative assessment are high quality with clear learning targets, and a follow-up process is being conducted by teachers for students not meeting Math grade-level standards.	Admin. Team, Lead Teachers, IB Coordinator	-Monthly -End of Unit Cycle
Continue to design and implement common Math Assessments that reflect learning targets aligned to CCSS. Lead teachers in using result of CFA to create cycles of implrovement (Plan, Teach, Assess, Reflect, Reteach).	Professional Learning Communities (PLC)	-Monthly -Ongoing
Agendas from Professional Learning sessions and Admin meetings show implementation of planned professional learning around improving Math Instructional Practices, planned differentiated professional learning focused around identified areas of need, and on-going, job embedded professional learning aligned to IB and implementation of Common Formative Assessment.	Admin. Team, IB Coordinator	Monthly
IB Coordinator to montor IB units show alignment to Math CCSS standards Scope and Sequence, and guarantee viable curriculum (GoMath)	Admin. Team, IB Coordinator, Math Team	-Monthly -Ongoing

Each "Details" row above is preceded by the heading: Details: Explain the data which will specifically monitor progress toward each indicator target

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Use of Toddle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.	Principal, IB Coordinator	Monthly Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Development in research-based instructional strategies for teachers. Teachers to attend 5 Math practices training	Math Leads Teacher Math Department Math Admin.	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Before/After School Support for Math-Continue tutoring	Math Teachers	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Math articulation across all grade levels (6th-8th) for sequencing and to determine essential skills students need to master at each grade-level.	Math Teachers Math Admin. Math Lead	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School-Wide PL on culturally responsive teaching and learning and examination of implicit bias.	School Staff	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Progress monitoring (classroom observations, feedback, reflective conversations) and weekly discussion of trends from daily walks.	Administration	Daily, weekly, Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
TST Team: The TST team will meet once every two weeks to discuss intervention strategies with teachers of students (Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support. Particular attention on AA students.	Administration, Counselors, RP counselor, Social Worker, Teachers, Tier II specialist	Biweekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Use of Inquiry Based instruction, supplies as needed
- Targeted weekly intervention for AA students
- Tutorial intervention designated class for students earning a D or an F in a math class
- Before school and after-school Tutorial with emphasis on mathematics support, supplemental contracts for teachers and instructional aides.
- Projects/Problem based learning Supplies for projects as seen necessary by teacher
- Calculators, laptops/tablets for GoMath, Khan Academy, Schoology, Desmos, Nearpod, and online activities
- Student Binders, journals, and folders for classwork and project

- Reflection Journals Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops and tablets to influence the use of technology while assessing in Iready and IABs.
- Dry erase markers, Smart Board, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to videos or data related to mathematics skills
- Math journals and/or portfolios for students to assist with organization and use as a resource tool.
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Teacher Planning Days- incorporating ELD standards to IB units, Use of GoMAth when preparing lessons aligned to common core state standards, challenging content, teachers collaboration creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- Provide substitute teachers to allow teachers release time to attend SST student meetings.
- Provide substitute teachers to allow PLC's to meet and plan instruction utilizing FUSD scope and sequence
- IB consultant
- Fun Work-Test Prep Event
- iReady for diagnostic and classroom instruction, intervention and support
- Interim (Benchmark Assessment) to focus classroom instruction and support intervention
- Student's awards for academic growth and achievement
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in Math and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student' individual needs.
- IB training
- Social Worker support for SEL
- PLC discuss and implement appropriate strategies to reach all learners
- Use of Toodle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Student binders for Literacy and EL progress check
- Novels for student reading assignments and culturally appropriate curriculum in all content areas
- Academic Counselor will provide support through check-and-connects to target student' individual needs.
- Attend Grading from the Inside Out training
- D and F monitoring...assigned to Math tutorial
- Teacher lead PL
- Supplemental planning hours/days

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing the iReady toolkit and Rosetta Stone

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by purchasing journals, head phones, and allowing planning days for teachers.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- **African American students - Suspensions**
- **English Learners - ELA and Math**
- **White - Chronic Absenteeism**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Social Worker

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Social Worker
- RipplesEffect
- Beanstack

do not fund out of the SPSA.

- Advisory class provided to support to AA students to ensure proper support of instruction around standards.
- Goal setting with GLA and student to look at areas of need, provide them with next steps and support.
- Communication of progress with parents/Guardians
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Credentialed teachers provides support for EL students at tier 3 of RTI pyramid for Literacy skills.
- Afterschool designated class for students earning a D or F in a ELA class
- Use of SDAIE strategies across content areas to reach all learners Instructional practices foster cooperation and collaboration.
- Concepts presented accurately, logically and in engaging ways.
- Advisory class provided to support to long-term EL students in level 3-4 ensuring proper support of instruction around ELD standards.
- The teacher employs student –centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.

- Nearpod Premium
- Rosetta Stone

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

-
  - weekly targeted intervention to support AA students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.
  - Continue goal monitoring(Check and Connect) with Counselor, parents, and student to look at areas of need, provide them with next steps and supports.
  - Tier 2 and 3 student Progress monitored
  - Targeted after school interventions will be held by certificated staff to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.
  - Credentialed teacher to help students at tier 3 of RTI pyramid for Literacy skills.
  - Goal monitoring with counselor/GLA, parents, and student to look at areas of need, provide them with next steps and support.
  - Educational/instructional off site experiences
  - Technology, books, materials and supplies
  - Communication services and materials to support parent involvement
  - Home School Liaison
  - iReady for targeted groups of students

Action 2

Title: Students Meeting or Exceeding Grade-Level ELA Standards

Action Details:

Cooper Academy will increase ELA proficiency and performance of all students through the implementation of high quality classroom instruction and curriculum across all subject areas with an emphasis on academic language, common formative assessments, common instructional practices, and literacy across the core areas. Literacy implementation across core areas will promote growth and narrowing achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups to elimiate barriers to student success.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

	Owner(s):	Timeline:
VP (7/8 Grade) and GLA(6 Grade) over ELA PLC teams, monitors collaboration and ensures the use of I-ready data, CFA data, Scope and sequence, formative information, and student work linked to CCSS student attainment and instructional practice guide tool that inform day-by-day instruction.	Principal, VP, GLA	-Weekly -Biweekly PLC meetings -Ongoing- PLC walkthrough

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLC agendas, Planning Calendars, IB Units/Reflections/Artifacts, CFAs and CFA analysis protocols reviewed by PLC and Admin. to ensure students' opportunity of engagement with ELA CCSS obtainment.	Admin. Team, PLC, ILT, IB Coordinator	-Monthly -Prior of Unit Cycle
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Professional Learning Communities develop, revise, and analyze the effectiveness of the given common formative assessment that includes a clear learning targets and identify students' gaps in ELA learning target. AC's plan and implement agreed action steps for students not meeting learning targets.	Professional Learning Communities (PLC)	-Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Agendas from Professional Learning sessions and Admin meetings show implementation of planned professional learning around improving literacy Instructional Practices, planned differentiated professional learning focused around identified areas of need, and on-going, job embedded professional learning aligned to ELA Standards, IB and implementation of Common Formative Assessment.	Admin. Team, IB Coordinator	-Monthly -Ongoing
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
IB units show alignment to ELA CCSS standards Scope and Sequence, and guarantee viable curriculum (6th/Wonders, 7/8 SpringBoard)	Administration Team, IB Coordinator, ELA PLC Teams	-Montly -Ongoing
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Use of Toddle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.	Principal, IB Coordinator	Monthly Ongoing
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Use of IB Coordinator to monitor IB Requirements, Unit Creation and planning aligned to CCSS, GVC, and IB	Principal, IB Coordinator	Daily
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Teachers will continue to increase student ownership through the use of academic discourse strategies.	Teachers	Daily
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School-Wide PL on culturally responsive teaching and learning and examination of implicit bias.	Staff	Ongoing
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Analysis Protocol of CFA by ILT and administration to ensure CFAs are high quality with clear learning targets, Include a follow-up process conducted by teachers for students not meeting reading and writing at grade-level standards.	ILT, Administration	Monthly, Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Implement the use of FIAB and IAB provided by Smarter Balanced to assess existing instructional practices and address the instructional needs of all learners. Communication of assessment data from Admin. to PLCs /staff to use as a basis for improving ELA instruction.	Principal, VP,GLA, teachers	Quarterly, Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Continue to design and implement common ELA Assessments that reflect learning targets aligned to CCSS. Lead teachers in using result of CFA to create cycles of improvement (Plan, Teach, Assess,Reflect,Reteach).	ELA Teachers	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Provide supplemental contracts for teachers to provide academic tutoring Before/After School.	ELA teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Provide substitute teachers for ELA teachers to engage in the work of articulation across all grade levels(6th-8th) for sequencing and to determine essential skills students need to master at each grade-level.	ELA Teachers	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Progress monitoring (classroom observations, feedback, reflective conversations) and weekly discussion of trends from IPG Data Report.	Admin.	Daily,Weekly,Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
TST Team: The TST team will meet once every two weeks to discuss intervention strategies with teachers of students (Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.	Administration, Counselor, RC, Social Worker, Teachers	Byweekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- PLC discuss and implement appropriate strategies to reach all learners
- Use of Toodle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Student binders for Literacy and EL progress check
- Novels for student reading assignments
- Credentialed staff after school to provide additional supports to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Access to laptops and tablets to influence the use of technology while assessing in Iready/IABs/FIAB, Standards Mastery, EdCite
- Dry erase markers, Schoology, Elmo, copier, laptop, and whiteboard for teacher instruction PowerPoints and access to the internet to access videos or data related to literacy skills
- Folders to track progress and chats
- Tablets to use literacy program for after school RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology, Nearpod
- Rubrics to assess EL progress in meeting ELPAC and ELA standards Interim reflection process- Reflection journals
- Teacher Planning Days- incorporating ELD standards to IB units,Use of Wonders, Springboards when preparing lessons aligned to common core state standards, challenging content.
- Teachers collaboration in creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

- Provide substitute teachers to allow teachers release time to attend SST student meetings.
- Provide substitute teachers to allow PLCs to meet and plan instruction utilizing FUSD scope and sequence
- Teacher supplemental contracts
- IB Consultant
- Fun Work-Test Prep Event
- Small group instruction for identified students within the classroom
- IReady for diagnostic and classroom instruction, intervention and support
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in ELA and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student' individual needs.
- Attend Grading from the Inside Out training
- IB training, including travel
- PLC discuss and implement appropriate strategies to reach all learners
- Use of Toodle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Student binders for Literacy and EL progress check
- Novels for student reading assignments and culturally appropriate curriculum in all content areas
- Academic Counselor will provide support through check-and-connects to target student' individual needs.
- Attend Grading from the Inside Out training
- D and F monitoring...assigned to ELA tutorial
- Teacher lead PL
- Supplemental planning hours/days

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing the iReady toolkit

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by purchasing journals, head phones, and allowing planning days for teachers..

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Goal setting with GLA and student to look at areas of need, provide them with next steps and support.
- Communication of progress with parents/Guardians
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Credentialed teachers provides support for EL students at tier 3 of RTI pyramid for Literacy skills.
- Afterschool designated class for students earning a D or F in a ELA class

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- **African American students - Suspensions**
- **English Learners - ELA and Math**
- **White - Chronic Absenteeism**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Social Worker

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Social Worker
- Ripples Effect
- Beanstack
- Nearpod Premium
- Rosetta Stone

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- AA student progress monitored weekly
- Continue goal monitoring(Check and Connect) with Counselor, parents, and student to look at areas of need, provide them with next steps and supports.

- Use of SDAIE strategies across content areas to reach all learners Instructional practices foster cooperation and collaboration.
- Concepts presented accurately, logically and in engaging ways.
- Advisory class provided to support to long-term EL students in level 3-4 ensuring proper support of instruction around ELD standards.
- The teacher employs student –centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.

- Tier 2 and 3 student Progress monitored
- Targeted after school interventions will be held by certificated staff to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.
- Credentialed teacher to help students at tier 3 of RTI pyramid for Literacy skills.
- Goal monitoring with counselor/GLA, parents, and student to look at areas of need, provide them with next steps and support.

- Educational/instructional off site experiences
- Technology, books, materials and supplies
- Communication services and materials to support parent involvement
- Home School Liaison
- iReady for targeted groups of students

Action 3

Title: High School Readiness

Action Details:

Cooper Academy will increase High School Graduation and A-G completion rates for all students through the implementation of individual at-risk conferences, small group academic counseling sessions and classroom guidance lessons.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Students will be identified who have met the high school readiness each quarter	School Counselors Campus Culture Director	Quarterly
Students who earn a 3.0 or higher GPA included in our Quarterly rallies	School Counselors Campus Culture Director	Quarterly
Students who meet with the school counselors for an individual "At-risk" conference	School Counselors	Twice yearly
Students who participate in classroom guidance lessons on A-G requirements, HS Graduation requirement, High School Transition planning and College and Career exploration	School Counselors	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

7th grade students who qualify for the highly competitive Jack Kent Cooke Scholarship.

Owner(s):

School Counselors

Timeline:

Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target

Students who are on track for High School will meet with School Counselors

Owner(s):

School Counselors

Timeline:

quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1 x1 counselor meetings

HSR on track group meetings

Parent meetings

Social Worker; SEL support

Weekly D and F monitoring

PLC discuss and implement appropriate strategies to reach all learners

Use of Toodle by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.

Academic Counselor will provide support through check-and-connects to target student' individual needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing the iReady toolkit and Rosetta Stone

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by purchasing journals, head phones, and allowing planning days for teachers.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Goal setting with GLA and student to look at areas of need, provide them with next steps and support for goal of being high school ready
- Communication of progress with parents/Guardians
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- **African American students - Suspensions**
- **English Learners - ELA and Math**
- **White - Chronic Absenteeism**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Social Worker

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Social Worker
- RipplesEffect
- Beanstack
- Nearpod Premium
- Rosetta Stone

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Afterschool designated class for students earning a D or F in a ELA class

- Targeted weekly meetings for AA students
- Continue goal monitoring(Check and Connect) with Counselor, parents, and student to look at areas of need, provide them with next steps and supports.
- Tier 2 and 3 student Progress monitored
- Targeted after school interventions will be held by certificated staff to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.
- Credentialed teacher to help students at tier 3 of RTI pyramid for Literacy skills.
- Goal monitoring with counselor/GLA, parents, and student to look at areas of need, provide them with next steps and support
- iReady for targeted groups of students

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Planning days for teachers no IEPs	5,974.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Teacher support no IEPs	7,878.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			iReady teacher toolbox	10,000.00
G1A1	Sup & Conc	Instruction	Travel			IB conference	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Agendas and certificates	3,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts no IEPs	8,584.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Subscriptions for Nearpod, Beanstack, for reading and literacy	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction - No Food, No Incentives	3,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,684.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Agenda for student success	5,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	30,728.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology	3,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier lease	6,000.00

$98,848.00

05/02/2024

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	82.61 %	80.8 %	2023-2024	90.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Students attended 6th Grade-Wilderness Outdoor Camp for 2023-24. Learning experiences were focused on group and self challenges to improve growth mindset. Student engaged in College visits that provide them experiences that will help inform their college decision making. Some AA students participated in college visits and a Leadership conference focused on building leadership skills among AA students. Student Council members participated in Leadership conference.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Not all AA students were able to participate in the college visits and Leadership conference due to limited space.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Cooper students participated in more college visits and career opportunities than originally planned do to using funds more efficiently.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Plans for Goal 2 during the 2024-25 school year will be determined based on the structure of the learning. To meet the needs of all students we will continue offer off campus experiences to our student in 2024-25. Students will participate in College visits

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC expressed appreciation that 6th grade was able to have their 6th grade camp, and look forward to offering field trips in the future.	For student centered and real world learning experiences ELAC advocates for in school and out of school learning. High school, college and professional who visit the site to share their experiences is needed. Visits to colleges and workplaces will help students see potential and possibilities	Staff expressed appreciation for the many opportunities our students have to participate in college visits. They asked that we continue this work for 2024-25.

Action 1

Title: Exposure to Careers

Action Details:

Cooper Academy administrators, teachers and counselors will provide students with multiple opportunities to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities. Students will also build self-awareness and begin to develop a plan for reaching future goals. Provide high quality classroom instruction and curriculum that promote college and career readiness with interventions in place to eliminate barriers to student success.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Units and students Artifacts that Incorporate career-related project-based learning and activities to develop 21st century employability skills in the classroom.	Administration, Teachers	Ongoing
Atlas Engagement tool and Fieldtrip participation list to explore and be introduced to CTE courses at FUSD High schools.	Administration, Counselor, Campus Culture	Ongoing
Student participation list/Unit of study to expose students to academic and career planning with accessible online tools.	Administration, Counselor, Teachers	Ongoing
List of events/Speakers where students are given the opportunity to interact with business and community leaders.	Administration, Counselor, Teachers	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

School calendar shows events of STEM/STEAM Career Exploration, to provides students the opportunity to see how workers in STEM/STEAM fields define and solve problems through the use of science, technology, engineering and math to benefit our world.

Owner(s):

Administration, Counselor, Teachers

Timeline:

Monthly

Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Career exploration field trips, including transportation
- School-Wide Scholar Meeting Topics
- Career Guest Speakers
- Restorative Circles (Skill Building)
- Individual Counseling
- PSAT
- HERO Club
- Check and Connect-Focus Students
- IB Learner Profile Exploration
- CTE Event
- YMA/YWA
- Academic Chats
- Guidance Curriculum
  - Social Media
  - Xello 7th and 8th Grade
- Small Group Counseling
  - Study Skills
  - Organization
  - Anger Management
  - Girl CODE (Positive girl communities)
- A-G Presentations
- HS Graduation Presentations
- Elective Rankings
- Provide transportation (i.e., bus, bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in Goal 3 activities. and to support Goal 2 engagement activities
- Provide resources for incentives to encourage participation in career exploration activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase opportunities to solicit student voice in school-wide decisions.
- Provide materials and resources to support advertising and promotion of career exploration involvement opportunities, including Message Boards for cafeteria and quad.
- Provide substitute release time for teachers to attend planning meetings and/or events.
- Move Up Visits
- College/Career Exploration (creating meaning)
- You Matter Day
- BSU Night
- HBCU Expo in Los Angeles
- WEB
- STEM/STEAM Family Night
- Youth Tech. Academy at Fresno State
- University Visits
- Talent Search Program for 8th Graders
- JKC for 7th grade

- Change Makers
- Academic Pentathlon

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing the iReady toolkit and Rosetta Stone

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- GLA, Home School Liaison, School Readiness Facilitator will work with families of EL students, who have historically been under-involved in Goal 3, to engage parents in understanding the role of Goal 3 in students' academic success.
- Monthly monitoring of Goal 3/Student career explorations data for the following sub-groups: SPED, Foster Youth, African-American, EL Students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

- **African American students - Suspensions**
- **English Learners - ELA and Math**
- **White - Chronic Absenteeism**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Social Worker

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Social Worker
- RipplesEffect
- Beanstack
- Nearpod Premium
- Rosetta Stone

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4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- GLA, Counselor, VP, Home School Liaison, School Readiness Facilitator will work with families of low - performing students(tier 2,3), who have historically been under-involved in Goal 3, to engage parents in understanding the role of Goal 3 in students' academic success.
- Monthly monitoring of Goal 3/Student career explorations data low-performing students

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			College trips and career opportunities	3,000.00

$3,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		18.4 %	2023-2024	10 %
Chronic Absenteeism - Semester 1 (White)	✔		35.9 %	2023-2024	20.3 %
Suspension Rate - Semester 1	✔	3.31 %	5.2 %	2023-2024	2.87 %
Suspension Rate - Semester 1 (African American)	✔		15.2 %	2023-2024	7.87 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Key factors supporting the current rate can be contributed to the following actions:
Attendance Clerk: consistently communicating with families regarding attendance expectations.
Implementation-Complete and consistent Effectiveness-Very Effective
Home School Liaison: consistently communicating with families regarding attendance expectations.
Implementation-Complete and consistent Effectiveness-Very Effective
Home visits: Implementation-Partial and inconsistent Effectiveness-Moderately Effective
Incentives for attendance Implementation-Partial Effectiveness-No Effectiveness
Goal 2 Field Trips Implementation-Partial and inconsistent Effectiveness-Moderately Effective
A2A Meetings with Cooper Team Implementation-Partial and inconsistent Effectiveness-Moderately Effective
COST Meetings- case manager assignment Implementation-Complete and consistent Effectiveness-Very Effective
School-wide Engagement (see Goal 3) Implementation-Partial and inconsistent Effectiveness-Moderately Effective
Suspensions - students with 1 or more
Weekly class meetings school wide Implementation-Complete and consistent Effectiveness-Moderately
Re-Engagement Strategies utilized by support staff - Re-Entry meetings Implementation-Complete and consistent Effectiveness-Very Effective
Clubs Implementation-Partial and inconsistent Effectiveness-Very Effective

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Students continued to have challenges with COVID. Many students were diagnosed with COVID which forced them to be out of school for a minimum of 7 days. Our suspension rate was much higher as well due the use of vape pens and students using social media to engage students in unproductive activities

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Our goal is to implement the following actions during the 2023-24 school year.
Supplemental contracts - Site will continue to provide supplemental contracts for before school and after school tutorial with certificated staff.
Technology, books, materials and supplies - Site will continue to provide resources for students to help support in increasing Literacy and Math Skills.
Work alongside with Restorative Practices Communication services and materials to support parent involvement - Site will continue to provide services to inform, collaborate, and support parents in meeting students' needs.
Home School Liaison and School Readiness Facilitator - Site will continue to provide services to inform, collaborate, and support parents, students, and staff in meeting students' needs. Continue the use alternative means of correction such as individual and group counseling.
We also use and implement site Levels of Misbehavior form that tracks student send out and assesses weekly misbehavior data.
After-School Program provides students the opportunities for students to connect with coaches, and teaching staff in a variety of ways to encourage relationship-building.
Continue to use our COST Team to constantly monitor students who are considered "High Risk." Team consists of Administration, Restorative Counselor, School Social Worker, School Psychologist and Site Nurse, etc.

CRC for level 2 misbehaviors

B3 for SEL support

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Suspension data increased in 2022-23 for all grade levels in suspensions per 100 students. It will improve through our restorative practices and tier 2 and 3 interventions. The site will continue to use our Home School Liaison and School Readiness Facilitator to support increased parent involvement and parent education classes. We will continue to do our behavior chats and Weekly class meetings to support students gain social skills and better manage their behavior. The site will also review our behavior policies to ensure it is equitable. Continue to use our COST Team to support student. Continue with Cooper Reset Center.
We will continue to focus on intentional supports to meet the needs of our AA students due to higher suspension rates than their peers.

We will fund half of the School Social Worker contract

We will continue the Cooper Reset Center for level 2 misbehaviors and

we will be adding the Welcome Back chat for return to class for level 2 and level 3 misbehaviors

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC inquired about supports for low attendance and who is supporting students with chronic absenteeism. SSC acknowledged the need for more SEL support 2 ELAC:	To improve attendance for students who miss school due to absences; parents, students and community members promote attendance recognition through student engagement events/awards. HSL communication and home visits is another valuable school effort supported by ELAC.	Staff expressed frustration with on-going efforts to promote and encourage attendance with the chronically absent students

Action 1

Title: Student Engagement

Action Details:

Cooper Academy is committed to aligning our efforts and resources to our District Goal 2: All students will engage in arts, activities, and athletics. We will continue to provide an inclusive school climate where students have opportunities and space to develop student peer to peer relationships and increase connection between students and caring adults on campus. Cooper Academy is also committed to providing Varsity and Junior Varsity offerings in athletic sports and promote interest for students to tryout. Cooper Academy will provide necessary resources (supplies, materials, consumables, incentives) to support the aforementioned activities clubs and sports.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Climate Survey will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students	VP over Goal 2, Admin. Team	End of Semester/ prior to surveys held in spring
Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with Admin team.	Athletic Director, Admin. Team	Monthly
School Calendars show opportunities for field trips and other engagement activities	Admin. Team	Monhtly
Calendars and artifacts from WEB and Student Leadership show opportunities to engage on campus to build a positive school climate and connectedness with all students and staff.	WEB Advisors/ Campus Culture Director	Monthly
Artifacts and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement.	Admin. Team, Campus Culture Director	Quarterly
Monitor student participation and attendance data in Goal 2 activities, as evidenced by ID cards scanned at events, and Engagement entries in ATLAS.	Campus Culture Director Athletic Director	Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Engagement strategies and recognition of Engagements provided for students
- Weekly lunchtime activities every week for all students to participate
- Rallies
- Student's vs staff events: students have the chance to jump onto a field/court and have some competitive fun against teachers to help build student and staff relations.
- School community service days
- Athlete Tutorial Program: Provide resources to keep students athletically eligible
- Tutorial services
- 8th graders will visit Fresno High the spring before entry to select electives, learn about Goal 2 opportunities, and gain a sense of the culture and climate of Fresno High and how to be IB program will continue.
- WEB monthly activities, both academic and social. Provide supplemental contracts to WEB coordinators and resources for incoming 6th and 7th grade student orientation activities. Students entering Cooper at any point after the beginning of the year will have a WEB buddy identified who will on-board them with Goal 2 opportunities, availability of Tutorial, a campus tour, and textbook check-out.
- Provide transportation (i.e., bus, bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in Goal 2 activities.
- Provide resources for incentives to encourage participation in culture and climate activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase opportunities to solicit student voice in school-wide decisions.
- Increase staff attendance at student events and build staff culture by creating a system of staff competitions (e.g., staff team that gets most staff attending student events wins).
- Provide materials and resources to support advertising and promotion of involvement opportunities, including Message Boards for cafeteria and quad.
- Provide substitute release time for band directors, Tournament of Tech Coach, Battle of the Books, etc. to attend planning meetings, work side-by-side with regional colleagues offsite.
- Provide additional resources for VAPA performance programs to increase student pride and ownership in performances, as funds available.
- Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Fresno High region by supporting regional leadership conferences, activities, and community service opportunities.
- Club Rush each semester

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing the iReady toolkit and Rosetta Stone

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- GLA and Home School Liaison will work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Goal 2/Student Engagement data for the following sub-groups: SPED, Foster Youth, African-American, EL Students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

- **African American students - Suspensions**
- **English Learners - ELA and Math**
- **White - Chronic Absenteeism**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Social Worker

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Social Worker
- Ripples Effect
- Beanstack
- Nearpod Premium
- Rosetta Stone

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- VP, GLA, Counselor will work with families of Tier 2 and 3 students, who have historically been under-

involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
* Monthly monitoring of Goal 2/Student Engagement data for the following low-performing groups: SPED, Foster Youth, African-American, EL Students

Action 2

Title: Attendance

Action Details:

Cooper Academy will support attendance of students by providing a comprehensive, tiered program of attendance monitoring and intervention. We will target our low-performing group, African American. Cooper will monitor and analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance and ensure students are back on track. Students will be re-integrated into the learning following an absence.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
For overall monitoring of Chronic Absence rate and ADA: The Chronic Absence rate reviewed weekly by GLA over Attendance and shared with Admin Team and Attendance Clerk.	GLA, Admin. Team, Attendance Clerk	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
GLA will run ATLAS reports (Truancy Student Summary Report, Attendance Rates (ADA) Report and Students with Chronic Truancy Report) to share with team.	GLA	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Detailed Interventions: One School Readiness Facilitator and Home School Liaison will work with Tier 3 attendance issues (below 90%) ADA. Home school Liaison will do calls home and home visits daily. GLA will work with Tier 2 attendance issues (90% - 94%), making calls weekly to discover reasons for truancy. Both attendance clerks will work with Tier 1 attendance issues, speaking with parents and students daily, helping facilitate A1 meetings, and making changes in attendance as needed.	GLA over attendance, Home School Liason, Attendance Clerk	Daily Weekly Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Site records (attendance call logs, home visit logs, sign-ins from A1 parent meetings) monitored weekly by GLA over Attendance to ensure intervention strategies being implemented.	GLA	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Edu-Text usage statistics and ParentSquare logs monitored monthly to ensure communication to families about attendance is occurring.	GLA	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Agendas and records from Parent workshops and A1 meetings show implementation of planned attendance education/intervention sessions with parents.	GLA	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.	Principal	Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Intense support for AA students with ADA less than 94%
- Attendance Clerk will monitor attendance patterns; communicate with homes of those with excessive absences; and schedule conferences with Home School Liaison, counselors or GLA to assess root causes behind poor attendance and connect with services.
- Mini-lessons taught by all teachers at beginning of each semester will include lessons focused on the importance of regular attendance.
- Incentives will be given to promote regular attendance.
- Provide resources to discourage students being tardy to class, including: Supplemental Contracts for staff (lunch and after school detention for tardies) Materials and supplies (graphics, curriculum for students with chronic tardies)
- Provide transportation (bus tokens) for students in unstable situations who need assistance with transportation.
- Quarterly onsite Attendance Meetings for students below 90% ADA to: 1) collect student input for causes of truancy, 2) review attendance expectations, and 3) to set goals with students. GLA, attendance clerks, and home school liaison and member of SARB team will help run the meetings.
- Students will be able to attend Saturday Academy, 4-hour enrichment sessions that allow the school to reclaim ADA and the student to reconnect to school.
- Weekly attendance meetings with Attendance clerk, Tier II specialist and principal
- Weekly, monthly, and quarterly recognition for positive attendance
- Tier II Specialist and School Readiness Facilitator to meet with parents and chronically absent students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing the iReady toolkit and Rosetta Stone

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by purchasing journals, head phones, and allowing planning days for teachers.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Home School Liaison, School Readiness facilitator and GLA will coordinate and run small group sessions to educate EL parents about attendance monitoring and intervention, subs as needed.
- Bus tokens provided for students experiencing transportation challenges or other hardships.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

- **African American students - Suspensions**
- **English Learners - ELA and Math**
- **White - Chronic Absenteeism**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Social Worker

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Social Worker
- Ripples Effect
- Beanstack
- Nearpod Premium
- Rosetta Stone

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Home School Liaison, School Readiness facilitator and GLA will coordinate and run small group sessions to educate parents of targeted groups, African American about attendance monitoring and intervention.
- Bus tokens provided to targeted groups, African American experiencing transportation challenges or other hardships.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Instruction	Teacher-Subs			Teacher sub support for planning	442.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.3125	Split position .5 Cooper .5 DPI (some benefit costs will be released) Bryana Phelps 1071133 Also supports SEL	51,623.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.7500	Supports parent engagement Supports High School Ready	57,352.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified sub support	1,070.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.1875	Split position .5 Cooper .5 DPI (some benefit costs will be released) Bryana Phelps 1071133 Also supports SEL	30,974.00

$141,461.00

05/02/2024

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	96.2 %	98.4 %	2023-2024	99.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Teachers will receive professional learning determined by site data: ELPAC, EL Redesignation Goal setting Report, Common Formative Assessments, iReady, and SBAC.
In addition, data collected from the Instructional Practice Guide and Fresno Unified Initiatives will drive the learning that specifically supports English Learners. Topics include: speaking and listening standards, small group instruction, and extended learning opportunities for students.
All teachers receive professional learning on strategies to support student comprehension of grade level text. Proficiency-based Learning (tasks, assessments) Common formative and summative assessments (formal and informal)
Staff Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning.
Supplemental Contracts and/or sub release time for Accountable Community teams.
PL will utilize the research from "Learning by Doing" to support the development and continuation of high quality Professional Learning Communities.
Teachers will receive PL on how to utilize ELD standards to support access for ELs to the Common Core Literacy standards and build Academic Language.
Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Cooper focus is on building an environment that is perceived inclusive to all students, staff, and community. CA aims for all educational partners to feel safe and comfortable. Students feel supported and know that what they are learning is important and show ownership for their learning. CA teachers will meet weekly in their Professional Learning Communities to analyze current data, monitor student progress and share best practices and evidence-based strategies to improve instruction and increase student achievement. Lesson plans will be developed that include Best Practice Strategies and are equitable for students at risk of not meeting standards. Teachers will focus on instructional strategies for: English Learners, SPED, African American students, Foster Youth, At-risk students identified through data analysis. Data that will be monitored includes: CAASPP, iReady- 3x a year, Reclassification- trimester or quarterly, and D/F rate quarterly

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Focus of PL was SEL supports and setting conditions for learning. The focus was not on improving PLC's and grading like it was originally intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Professional Learning will focus on high performing PLC's and equity of grading and assessing work through PLC's.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC acknowledges that staff PL and incentives are a must	Continue to include parents on interview panels and as volunteers in school activities and trips.	Staff acknowledges that staff PL and incentives are a must

Action 1

Title: Workplace Diversity

Action Details:

As new team members are added to our Cooper Academy Staff, we will hire through a lens of diversity. Diversity and inclusion has been a priority for our site, in regards to students, therefore it must apply to the adults in our system as well. We view diversity and inclusion as understanding, accepting, and valuing differences between people of different races, ethnicities, genders, ages, religions, disabilities, and sexual orientations, as well as differences in personalities, skill sets, experiences, and knowledge bases

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Staff Management Portal on iACHIEVE	Administration	On-going
FUSD Recruitment Interview Form	Site Hiring Panel (ILT/Admin) FUSD Human Resource Department	Quarterly
FUSD Exit Interview Form		Lateral Hires
		Overage Hires
		New Teacher Hires

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Increase Recruitment/Retain newly hired staff to reflect diversity of community.
- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
- Provide Professional Development to newly hired staff in order to build on teacher capacity.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology.
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs.
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidates to site needs.
- On-going communication with Manager(s) in the Teacher Residency Program to ensure recruitment of qualified teachers.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing the iReady toolkit and Rosetta Stone

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to Technology, IB Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, IB, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

- **African American students - Suspensions**
- **English Learners - ELA and Math**
- **White - Chronic Absenteeism**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Social Worker

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Social Worker
- RipplesEffect
- Beanstack
- Nearpod Premium
- Rosetta Stone

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to Technology, IB, Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, IB, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	91.77 %	91.7 %	2023-2024	97.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Goals and actions from the 2024-25 SPSA will be fully implemented to support family collaboration and engagement.
Opportunities will include: Translation provided by HSL, as needed.
Counselor will provide a review of the EDUTEXT daily district grade update during Back to School Night and fall Parent Conferences.
Cooper families will be provided a Student/Parent Handbook at the beginning of the year.
Parents will be provided information related to the ATLAS parent portal on Back to School Night, The first ELAC meeting, and the first SSC meeting of the school year.
Title I Parent Meeting and Back to School Night will be scheduled in August with notifications going home prior to the end of the first quarter.
ELA and Math teachers will specifically review each student's iREADY Diagnostic reading and Math level.
The Team will review academic progress with the families during fall parent conferences.
Upcoming school events/activities communicated to families through a variety of methods (Cooper website, marquee, flyers, monthly calendar, School Messenger).
A minimum of four SSC/ELAC meetings will be scheduled throughout the school year. Meeting information will be communicated at least 72 hours in advance.
Parents will also be invited to student celebration/recognition assemblies, programs throughout the year.
Parent University will work in conjunction with Cooper Academy to offer on-going parent education provided by the district office.
Spring Open House

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Opportunities for family interactions on campus are improving. We are working to get back to pre-pandemic family interactions. This year our Family Connection Hour was provided in person and virtual. We will continue to encourage family to come to campus and interact with our community.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The family connection goal is fairly new. We will continue to work with families and provided opportunities for families to engage with our staff and community. We will continue to provide opportunities for parents to volunteer and be a part of our every day work.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Goals, metrics, and actions will continue to be fully implemented to support family collaboration and engagement.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Suggestion from SSC is to continue PL focused on IB and PLC.	Parents would like teachers to focus on supporting SEL needs of student	Staff would like support and PL focused on IB

Action 1

Title: Parent Engagement

Action Details:

Cooper Academy will increase the number of parents that attend parent meetings and planned parent school-wide activities. Activities include: Parent Orientation, Back to School Night, Parent Coffee Hour, Open House, PTA, ELAC, School Site Council, etc. Parents will be informed of school activities through school messenger, monthly news letters, school website, and the school marquee.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Parent Survey-School Climate Survey will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement.	Principal, VP, GLA, Counselor	Monthly Yearly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Parents will be provided information regarding student's expectation, curriculum related information and common grade-level agreement at Back to School Night and parent/teacher conferences in both English and Spanish.

- Parent support for EDUTEXT, Atlas Parent Portal, classroom tools, TEAMS, ParentSquare
- School newsletters/calendars will be sent home in English and Spanish monthly to keep parents informed of important school events and curriculum related information.

- Parent Engagement Hour designed to keep parents informed and involved in their child's education. Topic include: • How to Access to Parent Portal • Internet Safety • Positive Mental Health/Suicide Prevention • Healthy Cooking • High School/A-G requirement
- IB Parent Night/ 8th grade Community Project Display Event
- Parent-Teacher Conferences will take place two times a year. Fall conferences inform parents of progress made by the student. Conferences will provide an opportunity for teacher, parent and struggling students to develop a success plans together with action steps to follow.
- Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts, mathematics at home and other subject areas based on student's need.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences. Translators will be provided for conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
- Classroom visitations will be scheduled for parents to observe their child's in class upon request.
- Literacy awareness seminars/meetings to build awareness around literacy across the content areas (specific focus on biliteracy, language arts, STEM and STEAM)
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas.
- Parent IB continuum classes at Cooper Academy and Fresno High School.
- Title 1 Parent Meeting
- ELAC Meeting used to keep English Learner parents up to date on Student's performance, share voice of parent ideas, comments, and concerns.
- Parent meeting with admin. and teachers to report on progress, assessment results, resources to support English Learner achievement. Transportation available.
- Grade Level Counselor meetings provide specific areas of need, A-G on track, additional support, and tutoring.
- Parents of re-designated students will be informed of their students' success and given information on continued academic and proficiency growth.
- Progress reports sent home quarterly Report cards sent home quarterly Communicate and facilitate parent access to ATLAS Online System and Edutext
- Weekly ParetnSquare messages Regular reporting of student progress by administration during SSC meetings
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and/or phone to parents of students identified at-risk in academics and/or behavior
- Title 1 Involvement Policy and Staff-Student-Parent compact with all stakeholders
- Parent University will provide parent topics monthly
- CABE conference travel costs

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Goal setting with Parent and student to look at areas of need, provide them with next steps and support.
- Communication of progress with parents/Guardians
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Credentialed teachers provides support for EL students at tier 3 of RTI pyramid for Literacy skills.
- Afterschool designated class for students earning a D or F in a ELA class
- Use of SDAIE strategies across content areas to reach all learners
- Concepts presented accurately, logically and in engaging ways.
- Advisory class provided to support to long-term EL students in level 3-4 ensuring proper support of instruction around ELD standards.
- The teacher employs student –centered instructional practices. Students are frequently partnered with peer learners to enhance learning opportunities.
- Parents will be informed of student behavior expectations, dress code, daily schedule through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Parents will be informed of student behavior expectations, dress code, daily schedule through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year. Materials will be translated into Spanish as needed.
- Our home school liaison and School Readiness Facilitator will work with students and families to promote success of all students on campus. Our home school liaison will also be available for parents during school, and after-school.
- We will use Incentives to promote or recognize parent involvement/engagement. Incentives (school spirit wear, 5 star Student Rewards) to help build connections to school

going communication tool between parents and teachers throughout the year. Materials will be translated into Spanish as needed.

- Our home school liaison will work with students and families to promote success of all students on campus. Our home school liaison will also be available for parents during school, and after-school.
- Our School Readiness Facilitator will work with students and families to promote success of all students on campus.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food, No Incentives	2,000.00
G5A1	Sup & Conc	Instruction	Local Mileag			Mileage	200.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support	10,340.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			Classified time	207.00

$12,747.00

05/02/2024

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0105 Cooper Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Planning days for teachers no IEPs	5,974.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Teacher support no IEPs	7,878.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			iReady teacher toolbox	10,000.00
G1A1	Sup & Conc	Instruction	Travel			IB conference	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Agendas and certificates	3,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts no IEPs	8,584.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Subscriptions for Nearpod, Beanstack, for reading and literacy	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction - No Food, No Incentives	3,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,684.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Agenda for student success	5,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	30,728.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology	3,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier lease	6,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			College trips and career opportunities	3,000.00
G3A1	LCFF: EL	Instruction	Teacher-Subs			Teacher sub support for planning	442.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.3125	Split position .5 Cooper .5 DPI (some benefit costs will be released) Bryana Phelps 1071133 Also supports SEL	51,623.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Facltr, Schl Readiness	0.7500	Supports parent engagement Supports High School Ready	57,352.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Sub			Classified sub support	1,070.00
G3A2	LCFF: EL	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.1875	Split position .5 Cooper .5 DPI (some benefit costs will be released) Bryana Phelps 1071133 Also supports SEL	30,974.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food, No Incentives	2,000.00
G5A1	Sup & Conc	Instruction	Local Mileag			Mileage	200.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support	10,340.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			Classified time	207.00

$256,056.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$57,120.00
Sup & Conc	7090	$167,520.00
LCFF: EL	7091	$31,416.00
Grand Total		**$256,056.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$98,848.00
G2 - Expand student-centered and real-world learning experiences	$3,000.00
G3 - Increase student engagement in their school and community	$141,461.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$12,747.00
Grand Total	**$256,056.00**

05/02/2024