

Cooper Middle

10621666057285

Principal's Name: Sandi Auble

Principal's Signature:

A handwritten signature in black ink, appearing to be 'SA', followed by a long horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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School Site Council (SSC)	<i>Members list</i>
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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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District Goals	
<p>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.</p>	
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


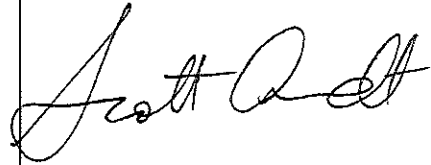
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sandi Auble	X				
2. Chairperson - Scott Arndt		x			
3. Courtney Marquez		x			
4. Mieka Kos		x			
5. Kevin Solis		x			
6. Justina Garcia			x		
7. Kristen Maroot Rippee				x	
8. Adrina Orozco				x	
9. Ryenn Allen					x
10. Mila Flores					x
11. Maveryck Robesky					x
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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		3/12/25
SSC Chairperson	Scott Arndt		3/12/25

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

Office of State and Federal Programs
 Revised School Plan for Student Achievement Allocations

FY 2025/26

Cooper - 0105

ON-SITE ALLOCATION

3010	Title I	\$56,949 *
7090	LCFF Supplemental & Concentration	\$164,610
7091	LCFF for English Learners	\$34,164

TOTAL 2025/26 ON-SITE ALLOCATION	\$255,723
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,852
Program Budget	\$55,097
Total Title I Allocation	\$56,949

ESSA Assistance Status: Not Identified for Assistance

Cooper Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		28.6 %	2023-2024	35.7 %
SBAC ELA - Average distance from standard	✓	-10 pts	-31.8 pts	2023-2024	-16.8 pts
SBAC ELA - Average distance from standard (English Learner)	✓	-70 pts	-96.3 pts	2023-2024	-81.3 pts
SBAC ELA - Average distance from standard (Long-Term English Learner)	✓		-124.3 pts	2023-2024	-109.3 pts
SBAC ELA - percentage of students met/exceeded standard	✓	48.2 %	38.4 %	2023-2024	48.4 %
SBAC Math - Average distance from standard	✓	-65 pts	-80.4 pts	2023-2024	-65.4 pts
SBAC Math - Average distance from standard (African American)	✓		-119.2 pts	2023-2024	-104.2 pts
SBAC Math - Average distance from standard (English Learner)	✓	-110 pts	-145.8 pts	2023-2024	-130.8 pts
SBAC Math - Average distance from standard (Long-Term English Learner)	✓		-175.5 pts	2023-2024	-160.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	33.8 %	21.4 %	2023-2024	30.4 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on SBAC and iReady ELA assessments, a significant percentage of 6-8th grade students are performing below standards in literacy

- SBAC ELA performance (2023-24)
 - 61.6% of students scored below standard in ELA
 - 38.4 % met or exceeded standard (target was 48.2%)
 - Students are 32 points distant from standard (current target 10 points)
 - Percentage of students who improve one ELPI level 32.8%
- iReady Diagnostic 2 (D2 2024-25)
 - 32.6% of students are on or above grade level in literacy

These data trends indicate that a majority of students lack proficiency in essential literacy skills, affecting their ability to meet grade-level expectations. Without targeted intervention, these gaps may persist, impacting long-term academic success.

Extent of the Problem & Affected Population:

This issue affects 6th-8th grade students, with a heightened impact on students furthest from standard and those in historically underperforming subgroups. Struggles in reading comprehension, vocabulary acquisition, and written expression contribute to these challenges, requiring systematic intervention to close achievement gaps.

Evidence:

- SBAC ELA results indicate that only 38.4% of students met/exceeded standard, falling short of the 48% target.
- The average distance from standard is -31.8 points, emphasizing the need for accelerated growth.
- i-Ready ELA D2 results show 32.6% of students on/above grade level, indicating a gap between classroom assessments and standardized test performance.

Goal:

Decrease the percentage of 6th - 8th grade students below standard in SBAC ELA from 67% (2024) to 30% (2030) by implementing:

- Targeted literacy interventions focusing on comprehension, vocabulary, and writing skills.
- Data-driven instruction to address student-specific needs based on assessment trends.
- Ongoing progress monitoring and differentiated instruction to ensure students meet and exceed literacy benchmarks.

Problem of Practice: Increase Math Proficiency

Issue Definition: Students, particularly students identified as African American (AA), Hispanic, and English Learners (EL), are underperforming in mathematics, as demonstrated by significant gaps between current performance and district targets.

Evidence of the Problem:

1. Quantitative Data:

- SBAC Math Scores:
 - The average distance from the standard for SBAC Math is -80.4 points compared to the target of -65 points.
 - Percentage of students meeting/exceeding the standard: Current percentage is 21.4% (below the target of 33.8%), indicating a significant gap in performance.
- iReady Data:
 - Hispanic students: 22.4% meeting grade-level expectations.
 - White students 36.4%
 - African American students: 17.6% meeting grade-level expectations.
 - English Learners: 22.2% meeting grade-level expectations, indicating wide variability and significant underperformance.
 - Foster Youth 40%
 - Schoolwide 6-8 grade 24.4% on or above grade level.

2. Qualitative Data:

- Teacher reports indicate that students in these targeted groups struggle with conceptual understanding and application of mathematical concepts, particularly in problem-solving and critical thinking tasks.
- Classroom observations reveal that students are often disengaged during math lessons due to low foundational skills

Extent of the Problem:

- The extent of the problem is widespread, with a noticeable disparity in the performance of SWD, AA, Hispanic, and EL students in mathematics, as seen in both SBAC and iReady data.
- This underperformance is affecting students' academic growth and their preparedness for future success in higher grades.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Instructional Factors

- Lack of differentiated instruction to access grade level curriculum
- Inconsistent use of effective instructional strategies
- Limited small group instruction to target gaps in specific literacy skills

2. Student Factors

- Low student engagement and motivation in literacy
- Limited reading stamina
- Students missing foundational skills from earlier grades
- Test anxiety
- Persistent achievement gaps in key subgroups (

3. Curriculum and Assessment Factors

- Misalignment between classroom instruction and iReady, Interims, and CFA's
- Missed opportunities for targeted interventions during tutorial time
- Lack of targeted intervention strategies based on real-time data.
- Limited use of formative assessments to adjust instruction.
- Need for culturally responsive texts to engage diverse learners

4. School and Systemic Factors

- Limited intervention resources
- Inconsistent implementation of data-driven instruction.

Addressing Math Proficiency in Grades 6-8

1 Curriculum/Instruction

- Lack of resources to support differentiated instruction to meet the needs of diverse learners.
- More focus needed on building conceptual understanding for identified focus groups.
- Curriculum does not adequately support English Learners (ELs).

2 Student Engagement

- Low student engagement and lack of motivation in math lessons.
- Students feeling disconnected or disengaged.

3 Teacher Preparation and Professional Development

- Teachers need additional supports to support diverse learners in mathematics.
- Supports needed in effective ways to use technology to support math instruction

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Students need to engage with real-world learning during daily instruction to improve student motivation

Students need to be given opportunities on a regular basis to build conceptual understanding of their learning

Students need to be given a balance of learning opportunities between digital and paper/hard copy

Teachers need to be provided PL on supporting diverse learners in Math

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Students Meeting or Exceeding Grade-Level Math Standards

Partially Implemented

- Tutorial intervention designated class for students earning a D or an F in a math class (Partially Effective)
- Math journals and/or portfolios for students to assist with organization and use as a resource tool.(Partially Effective)

Action 2: Students Meeting or Exceeding Grade-Level ELA Standards

Partially Implemented

- Use of Standards Mastery for high leverage focus standards
- i-Ready diagnostic assessments provided useful data to track student progress and adjust instruction. (Effective)
- Small-group intervention models were partially implemented, but not consistently across all classrooms. (Partially)
- Professional development (IB and effective teaching strategies sessions were available, but teacher implementation of PD was varied. (Partially)
- Small-group interventions were not implemented consistently across classrooms, reducing the potential impact. (Partially)

Action 3: High School Readiness

Fully Implemented

- 1 x1 counselor meetings with students at the beginning of the year to determine further supports (Fully Implemented)
- HSR on track group meetings for students who are on track for HS graduation (fully implemented)
- Weekly D and F monitoring by Counselors along with D/F quarterly chats (fully implemented)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Students Meeting or Exceeding Grade-Level Math Standards

Partially Effective

- While some progress was made through differentiated instruction, it wasn't fully implemented across all grade levels or classrooms, leading to inconsistency in its impact. However, teachers who did implement differentiation strategies saw small but notable growth in student engagement and understanding of core math concepts, especially in small groups. (Partially Effective)
- Additional classroom resources such as math journals, white boards and technology helped some students visualize math concepts (Partially Effective)

Action 2: Students Meeting or Exceeding Grade-Level ELA Standards

Partially Effective

- i-Ready diagnostic assessments provided useful data to track student progress and adjust instruction. (Effective)
- Small-group intervention models were partially implemented, but not consistently across all classrooms. (Partially)
- Professional development sessions were available, but teacher implementation of PD was varied. (Partially)

Action 3: High School Readiness

Partially Effective

- The percentage of students with one or more D's or F's has been inconsistent throughout the year. At-Risk conferences happen only twice in the year. D/F grades reflect this practice. (Partially effective)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Provide structured training and increase teacher accountability for intervention implementation for both ELA and Math.
- Continue data-driven instruction and expand teacher capacity to analyze and act on assessment data.
- Strengthen implementation fidelity, expand teacher PD, and improve literacy integration across subjects.
- Use of School Readiness facilitator for Tier 2 students needing extra support

Section D: Educational Partner Involvement. Share the data 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.

SSC:

Data shared and analyzed during SSC meetings. Members shared feedback. SSC Team is in favor of continued funding for the actions

ELAC:

Based on the feedback, the ELAC Team is in favor of funding the iReady Toolkit and Rosetta Stone for EL students

Staff:

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 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- 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.
- Academic Counselor will provide support through check-and-connects to target student' individual needs.
- D and F monitoring...assigned to Math tutorial
- Teacher lead PL
- Supplemental planning hours/days

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- 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.

Student Groups

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

African American (AA):

English Learner (EL):

- Parent support through SSC meeting
- Parent Support for At-Risk EL students
- Small group intervention for EL student in Literacy and Math

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

African American (AA):

English Learner (EL):

- Purchase iReady Toolkit

As a site: What are the planned actions to support this student group?

African American (AA):

English Learner (EL):

- Use of iReady Toolkit for specific skill development for EL students

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the Site developed tool for teacher feedback
- Outcomes measured by walkthrough data focused on PL school focus areas.
- Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments.
- Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.
- Outcomes monitored by teachers, grade level PLCs, and admin

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the percentage of 6th -8th grade students below standard in SBAC Math from 78.6% (2024) to 65% (2026)
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal, VP and teachers.

Action 2 :

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 eliminate barriers to student success.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Dryerase 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
- Use of Standards Mastery for high leverage focus standards
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

English Learner (EL):

- Parent support through SSC meeting
- Parent Support for At-Risk EL students
- Small group intervention for EL student in Literacy and Math

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

English Learner (EL):

- Purchase Rosetta Stone and iReady Toolkit

As a site: What are the planned actions to support this student group?

English Learner (EL):

- Use Roseeta Stone to support WL students with Speaking and Listening

- Use of iReady Toolkit for specific skill development for EL students

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

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Shape these behaviors...

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- District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments.
- Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 65% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.
- Outcomes monitored by teachers, grade level PLCs, and admin

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the percentage of 6th -8th grade students below standard in SBAC ELA from 61.6% (2024) to 50% (2026)
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal, VP and teachers.

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

- **Socio-economically Disadvantaged (SED):**
 - iReady Toolkit
 - Beanstack

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

- English Learner (EL):**
- Rosetta Stone

- School Social Worker
- Student Agenda
- Head Phones

Socio-economically Disadvantaged (SED):

- Student agenda

Long Term English Learner (LTEL):

- iReady Toolkit
- Student Agenda

As a site: What are the planned actions to support this student group?

English Learner (EL):

- Support student speaking and reading with Beanstack and Rosetta Stone
- Support student organization with student agendas

Long Term English Learner (LTEL):

- Support student speaking and reading with Beanstack and Rosetta Stone
- Support student organization with student agendas

Socio-economically Disadvantaged (SED):

- Support student organization with student agenda

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Reduce D/F rates

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

School Counselors

Teachers

EL site rep

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase reclassification

2025-2026 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	Ins Aide-Sup			Tutoring	7,854.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Nearpod, Toddle, Beanstack, iReady Toolkit	20,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies to support Math and ELA. **No food or incentives**	5,096.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Agendas and schedules	4,800.00
G1A1	Sup & Conc	Instruction	Direct-Graph			CRC and Referrals and summons	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Certificates	200.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for EL planning	443.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for planning and professional development **No IEPs**	5,964.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies. Funds may be moved to support IB training.	31,946.00
G1A2	Sup & Conc	Instruction	Equip Lease			Copier lease	5,720.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Supplies to support EL students	2,696.00

\$85,719.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.9 %	81.7 %	2024-2025	82.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on current data, most students (80%) feel as though Cooper Academy prepares them for real life experiences, but these experiences aren't fully preparing all students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Inconsistent use of project-based and real-world learning activities that develop critical thinking and problem-solving.
2. Limited opportunities for students to explore interests through student-centered activities (e.g., clubs, leadership roles, community projects).
3. Families may not be fully aware of how elementary education supports long-term college and career readiness

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Teachers need more support to effectively integrate student-centered, real-world learning into daily instruction. Training on project-based learning (PBL) and how to connect lessons to college and career readiness skills will improve student outcomes.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Exposure to Careers

Fully Implemented

- Career exploration field trips, including transportation (Implemented)
- School-Wide Scholar Meeting Topics (Implemented)
- Career Guest Speakers (Implemented)
- Clubs (Implemented)
- Career Fair (Implemented)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Exposure to Careers

Partially Effective

- Career exploration field trips, including transportation (partially effective)
- School-Wide Scholar Meeting Topics (partially effective)
- Career Guest Speakers (partially effective)
- Clubs (partially effective)
- Career Fair (partially effective)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Increase the number of field trips and guest speaker events by allocating more funds and developing partnerships with local businesses and community organizations.
2. Implement a structured family engagement plan, including regular workshops, virtual events, and newsletters focused on college and career readiness. Utilize the Community Schools Coordinator to coordinate outreach.
3. Expand enrichment offerings to include clubs, music programs, and student-led initiatives. Increase promotion to boost participation.
4. Develop a mentorship program pairing upper-grade students with younger peers and create more student leadership roles (e.g., student council, event planning committees).

Section D: Educational Partner Involvement. Share the data 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.

SSC:

ELAC:

Staff:

SSC members would like to see more opportunities for all students such as college visits and other career related opportunities.

ELAC parents would like students to visit college so they know what to expect after high school

Staff appreciated the opportunities our students have and would like to make sure we continue to prioritize these experiences.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Career exploration field trips, including transportation
- School-Wide Scholar Meeting Topics
- Career Guest Speakers
- Restorative Circles (Skill Building)
- Individual Counseling
- Check and Connect-Focus Students
- IB Learner Profile Exploration
- CTE Event
- YMAYWA
- Academic Chats
- Guidance Curriculum
 - Social Media
 - Xello 7th and 8th Grade
- Small Group Counseling
 - StudySkills
 - 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

African American (AA):

- Mentoring Organizations

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

African American (AA):

- BSU parent night
- HBCU trip

As a site: What are the planned actions to support this student group?

African American (AA):

- Implementation of family involvement in career night
- Including family in field trip to HBCU conference

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Students will be able to articulate IB ATL skills
- IB ATL skills learning will take place during Advisory
- Students will be able to articulate how IB ATL skills will set them up for success in high school and college

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Students will exhibit improved understanding of the skills and competencies needed for workplace success. By year-end, at least 100% of students in grades 6-8 will be able to identify three careers that require a college degree and three that can be pursued directly after high school.
- Outcomes will be regularly monitored by counselors
- Ongoing professional development will support staff in analyzing data and implementing targeted interventions.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Climate and Culture Survey Results: Students answering the question: My school prepares me for real-world experiences will improve from 80% (Fall 2024) to 90% (Fall 2025)
- Outcomes monitored by Principal, VP, and teachers.

2025-2026 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			CSUFresno, Fresno City, UC Merced	1,000.00

\$1,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		21.5 %	2023-2024	10.9 %
Chronic Absenteeism - (White)	✓	20.3 %	34.2 %	2023-2024	24.6 %
Suspension Rate	✓	2.87 %	9.1 %	2023-2024	7.77 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

At Cooper Academy, 21.5% of students are identified as chronically absent, meaning they miss 10 or more days of the school year. This high rate of absenteeism negatively impacts student achievement, engagement, and overall school performance.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Perception that attendance is not important
 Parents allowing students to stay home if they don't feel like coming to school
 Lack of proper clothing, hygiene products, or school supplies leading to embarrassment.
 Suspensions affect attendance.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

During all parent meetings as well as monthly on Parent Square, information will be shared with parents about attendance and the importance of being at school every day on time. Cooper minimally operates a clothes closet on campus for students who need clothes. It will be fully operational in the 25-26 school year. It will also store backpacks and other supplies for school and toiletries for students

needing hygiene support.
The Tier 2 Specialist will continue to support struggling students to reduce suspensions and improve attendance

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Fully Implemented

- Cooper has a robust Club culture with over 20 clubs students can choose from (Fully Implemented)
- Students are able to get involved through Student Council, WEB, as well as academic and sports teams (Fully Implemented)

Action 2: Attendance

Fully Implemented

- We implemented monthly and quarterly incentives to encourage students come to school (Fully Implemented)
- We implemented focused attendance groups that met weekly to discuss grades and skill building to support students coming to school (Fully Implemented)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Effective

- 98.85% of Cooper students are involved in at least one engagement...club, sport, academic team (Effective)
- Club Rush happened twice during the year and 98.85% of students signed up

Action 2: Attendance

Partially Effective

- We implemented monthly and quarterly incentives to encourage students come to school (partially effective)
- We implemented focused attendance groups that met weekly to discuss grades and skill building to support students coming to school (partially effective)
- School Social Worker

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Cooper will continue to offer Club Rush twice a year and allow students to coordinate with an advisor to start a club that interests them

Section D: Educational Partner Involvement. Share the data 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.

SSC:

SSC appreciated the focus we had on making sure all students came to school. Continue the focus next year.

ELAC:

ELAC parents appreciate the school for being concerned when a child is out sick or having to miss school.

Staff:

Staff appreciated the focus on attendance and would like to continue next year because they see a difference in grades when students are in school.

Action 1 :

Suspension

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 onsite.
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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, African-American, EL Students

Student Groups

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

African American (AA): 18%

Hispanic: 63%

White (WH): 8%

- Behaviors will be discussed weekly in the Cooper Weekly in admin meetings.
- Parent Coffee hours will consistently have a component about behaviors and supports for all students
- We will continue with monthly and quarterly incentives for positive behaviors

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

African American (AA): 18%

Hispanic: 63%

White (WH): 8%

- Behaviors will be discussed weekly in the Cooper Weekly in admin meetings.
- Parent Coffee hours will consistently have a component about behaviors and supports for all students
- We will continue with monthly and quarterly incentives for positive behaviors

As a site: What are the planned actions to support this student group?

African American (AA): 18%

Hispanic: 63%

White (WH): 8%

- Behaviors will be discussed weekly in the Cooper Weekly in admin meetings.
- Parent Coffee hours will consistently have a component about behaviors and supports for all students
- We will continue with monthly and quarterly incentives for positive behaviors
- SSTs will be utilized to support students with high misbehaviors
- Tier II specialist will continue to meet individually and in groups with multiple misbehaviors and suspensions to work on skill development

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes in knowledge and learning by...</p> <ul style="list-style-type: none"> • Conducting professional development for teachers and staff on culturally responsive engagement strategies and inclusive classroom practices. • Implementing relationship-building strategies, such as daily check-ins and mentorship programs, to foster a sense of belonging. • Utilizing data-driven attendance tracking to identify patterns and intervene early with at-risk students. <p>Outcomes measured by...</p> <ul style="list-style-type: none"> • Professional development Levels of misbehaviors and pre/post surveys assessing staff knowledge of culturally responsive practices. • Walkthrough data focused on engagement strategies and inclusive practices (70% of observed classrooms demonstrating at least one strategy). • Misbehavior data showing an improvement in Level 2,3, and suspension rates <p>Outcomes monitored by...</p> <ul style="list-style-type: none"> • Principal, VP, teachers, HSL, Tier 2 specialist 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will shape these behaviors by...</p> <ul style="list-style-type: none"> • Strengthening student-teacher relationships through mentoring, advisory periods, and culturally inclusive classroom practices. • Utilizing academic support programs, such as tutoring and intervention groups, to address learning gaps that contribute to misbehaviors • Reinforcing positive behaviors through incentives, recognition programs, and peer accountability structures. <p>Outcomes measured by...</p> <ul style="list-style-type: none"> • Reduction in chronic misbehaviors and suspensions rates among target student groups by at least 10% compared to the previous school year. • Improved student participation in classroom activities, as evidenced by teacher observations and engagement rubrics. • Growth in student academic performance, measured by district Interims, iReady Diagnostic assessments, and SBAC assessments. <p>Outcomes monitored by...</p> <ul style="list-style-type: none"> • Principal, VP, Tier II specialist 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Ultimately achieve these impacts by...</p> <ul style="list-style-type: none"> • Closing achievement gaps by ensuring consistent access to high-quality instruction and academic interventions. • Strengthening family-school partnerships to support student engagement and long-term academic progress. • Creating equitable systems that address barriers to behavior and learning, leading to increased opportunities for future success. <p>Outcomes measured by...</p> <ul style="list-style-type: none"> • suspension rates decreasing by at least 15% over three years. • Increased percentage of students meeting or exceeding standards on SBAC assessments. <p>Outcomes monitored by...</p> <ul style="list-style-type: none"> • Principal, VP, teachers, district leadership, HSL, Tier II specialist

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Tier II Special will meet weekly and with groups to provide support and guidance to improve student attendance

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

African American (AA): 11.08% chronically absent

English Learner (EL): 10.77%

White (WH): 21.2%

- Attendance will be discussed weekly in the Cooper Weekly announcements.
- Parent Coffee hours will consistently have a component about attendance
- We will continue with monthly and quarterly incentives

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

White (WH):21.2%

English Learner (EL):10.77%

African American (AA):11.08%chronically absent

- Attendance will be discussed weekly in the Cooper Weekly announcements.
- Parent Coffee hours will consistently have a component about attendance
- We will continue with monthly and quarterly incentives

As a site: What are the planned actions to support this student group?

White (WH): 21.2%

English Learner (EL): 10.77%

African American (AA): 1.08%chronically absent

- Attendance will be discussed weekly in the Cooper Weekly announcements.
- Parent Coffee hours will consistently have a component about attendance
- We will continue with monthly and quarterly incentives
- SSTs will be utilized to support students with high absences
- Tier II specialist will continue to meet individually and in groups with chronically absent students

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes in knowledge and learning by...</p> <ul style="list-style-type: none"> • Conducting professional development for teachers and staff on culturally responsive engagement strategies and inclusive classroom practices. • Implementing relationship-building strategies, such as daily check-ins and mentorship programs, to foster a sense of belonging. • Utilizing data-driven attendance tracking to identify patterns and intervene early with at-risk students. <p>Outcomes measured by...</p> <ul style="list-style-type: none"> • Professional development attendance and pre/post surveys assessing staff knowledge of culturally responsive practices. • Walkthrough data focused on engagement strategies and inclusive practices (70% of observed classrooms demonstrating at least one strategy). • Attendance data showing an increase in daily attendance rates among target student groups within the short term. <p>Outcomes monitored by...</p> <ul style="list-style-type: none"> • Principal, VP, teachers, HSL, Tier 2 specialist

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will shape these behaviors by...</p> <ul style="list-style-type: none"> • Implementing targeted attendance interventions, such as personalized outreach and family engagement efforts. • Strengthening student-teacher relationships through mentoring, advisory periods, and culturally inclusive classroom practices. • Utilizing academic support programs, such as tutoring and intervention groups, to address learning gaps that contribute to absenteeism. • Reinforcing positive attendance habits through incentives, recognition programs, and peer accountability structures. <p>Outcomes measured by...</p> <ul style="list-style-type: none"> • Reduction in chronic absenteeism rates among target student groups by at least 10% compared to the previous school year. • Improved student participation in classroom activities, as evidenced by teacher observations and engagement rubrics. • Growth in student academic performance, measured by district Interims, iReady Diagnostic assessments, and SBAC assessments. <p>Outcomes monitored by...</p> <ul style="list-style-type: none"> • Tier II specialist

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Ultimately achieve these impacts by...</p> <ul style="list-style-type: none"> • Establishing a school culture where daily attendance is the norm and valued by students, families, and staff. • Closing achievement gaps by ensuring consistent access to high-quality instruction and academic interventions. • Strengthening family-school partnerships to support student engagement and long-term academic progress. • Creating equitable systems that address barriers to attendance and learning, leading to increased opportunities for future success. <p>Outcomes measured by...</p> <ul style="list-style-type: none"> • Chronic absenteeism rates decreasing by at least 25% over three years. • Increased percentage of students meeting or exceeding standards on SBAC assessments. <p>Outcomes monitored by...</p> <ul style="list-style-type: none"> • Principal, VP, teachers, district leadership, HSL, Tier II specialist

2025-2026 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
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.3250	Social worker to support Tier 3 with Attendance	57,620.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facotr, Schl Readiness	0.7500	Support Tier two students and families	60,652.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.1750	Social worker to support Tier 3 with Attendance	31,025.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Attendance support with classified sub.	265.00

\$149,562.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	99.5 %	97.2 %	2024-2025	99.3 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

At Cooper, there is a disparity in how classified staff and certificated staff experience inclusion, recognition, and appreciation. While certificated staff often receive greater visibility, professional development opportunities, and formal recognition, classified staff may feel overlooked, undervalued, and disconnected from decision-making processes. This was measured by survey data collected by the climate and culture team.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Classified staff is not utilizing email to receive school updates.
2. There are more opportunities for certificated staff to receive on-campus professional development.
3. Formal recognition is apart of the certificated staff meetings but has not been a part of classified.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Monthly staff meetings will occur for classified staff to improve communication and provide opportunities for recognition.
 Classified staff will check email minimally once a day.
 Classified staff will brainstorm a list of desired site professional development and site admin will plan for one quarterly.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Workplace Diversity

Fully Implemented

- Cooper is a place where people want to work. This action is Fully Implemented to meet the desired outcomes. (Only one teacher transfer in the last 5 years.
- Meet monthly or bi monthly with ALL classified groups

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Workplace Diversity

Partially Effective

- We implemented monthly staff engagements (partially effective)
- We implemented a staff padlet for ongoing staff feedback (partially effective)
- We implemented new staff support for IB (partially effective)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will continue with the current actions as well as work to improve classified staff connectedness. This will provide more adults on campus who are visible and engaged to make all students feel cared about.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

SSC acknowledges PL and incentives are a must for morale

ELAC:

Include parents on interviews and ask for volunteers for field trips

Staff:

Continue to focus on staff morale and incentives

Action 1 :

Recruiting and Retaining Staff

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

- African American (AA):
- English Learner (EL):

- Technology supports such as classroom laptops, headphones, and computer licenses
- Site licenses for student academic support

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

English Learner (EL):

African American (AA):

- Technology supports such as classroom laptops, headphones, and computer licenses
- Site licenses for student academic support

As a site: What are the planned actions to support this student group?

African American (AA):

English Learner (EL):

- Technology supports such as classroom laptops, headphones, and computer licenses
- Site licenses for student academic support

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Staff Recognition & Inclusion Initiative: Cooper will implement a structured recognition program to celebrate both classified and certificated staff contributions monthly, ensuring equitable acknowledgment.
- Outcomes are measured by participation in recognition events and staff survey feedback.
- Outcomes are monitored by the administration and the climate & culture team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased Staff Retention & Satisfaction: Staff satisfaction surveys will show a 3% improvement in perceptions of inclusion, recognition, and appreciation among classified and certificated staff (from 90%- 2025 to 93%- 2026).
- Outcomes are measured by mid-year staff climate surveys.
- Outcomes are monitored by the administration and the Climate & Culture Team.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- By June 2025, Cooper will achieve a 96% staff satisfaction rate in survey responses regarding inclusion, recognition, and appreciation.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Supp			tutoring **No IEPs**	11,035.00
G4A3	Sup & Conc	Instruction	Travel			IB conference and training	6,000.00

\$17,035.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	97.8 %	90.9 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Only 70% of parents feel like they are a partner in making decisions at mychild's school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Parents are not aware of how to communicate with all 6 of a students teachers
- Parents are not sure how to access resources at Cooper to help make decisions at the school
- Some teachers are minimally communicating with parents

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- During Back to School night there will be an information resource table for parents to inquire about engagement opportunities
- Teachers will make a commitment to connecting with parents on a regular basis
- HSL and School Readiness Facilitator will regularly communicate and meet with parent

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Engagement

Fully Implemented

- There were many opportunities for parents to participate in in-person activities. Parents can participate in Back to School Night, quarterly awards, monthly community coffee, music concerts, Open House, athletic events, IEP/ELAC/SST meetings.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Engagement

Partially Effective

- We implemented Parent Advisory group for parent feedback(ineffective)
- We continued our Monthly Family Engagement event providing information to parents based on parent need (partially effective)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Next year we will commit to continuing all of the parent opportunities and conduct a survey to ask parents for feedback about how they would prefer to provide input on decision making at Cooper

Section D: Educational Partner Involvement. Share the data 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.

SSC:

Focus on IB and IB trainings

ELAC:

EL parents would like all teachers to focus on the needs of all students for supports

Staff:

Provide IB training and commit to IB structures in the classroom

Action 1 :

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.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

- 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 ParentSquare 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
- CAFE conference travel costs

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

- 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-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.

Student Groups

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

- Parent Engagement
- A-G Counselor presentations
- IB night
- Community Project night
- Parent Club

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

- Parent Engagement
- A-G Counselor presentations
- IB night
- Community Project night
- Parent Club

As a site: What are the planned actions to support this student group?

Cooper will continue the parent engagement opportunities that already exist, as well as, adding a Cooper Parent Club and a Cooper Parent Advisory group

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Parent Engagement Opportunities: Cooper will host at least two family engagement events (e.g., curriculum nights, arts showcases, parent workshops) within the first semester to encourage parent involvement.
- Outcomes measured by attendance records and parent feedback surveys.
- Outcomes are monitored by the administration and HSL

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Sustained Parent Meeting Attendance: Parent attendance at school meetings and events will increase by 30% compared to the previous year, demonstrating higher engagement in their child's education.
- Outcomes are measured by attendance logs and participation trends. Outcomes are monitored by administration, HSL,

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- By June 2026, Cooper will achieve a 40% increase in parent attendance at meetings and school events, fostering a stronger home-school connection. Parent satisfaction surveys will reflect a 96% positive response rate regarding feeling welcomed and involved in their child's education.

2025-2026 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	Attendance & Social Work Service	Local Mileag			Home visits and transportation	200.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for classified support for attendance. Monthly parent meeting for T2 and T3 parents.	207.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No food or incentives**	2,000.00

\$2,407.00

2025-2026 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	Ins Aide-Sup			Tutoring	7,854.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Nearpod, Toddle, Beanstack, iReady Toolkit	20,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies to support Math and ELA. **No food or incentives**	5,096.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Agendas and schedules	4,800.00
G1A1	Sup & Conc	Instruction	Direct-Graph			CRC and Referrals and summons	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Certificates	200.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for EL planning	443.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for planning and professional development **No IEPs**	5,964.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & supplies. Funds may be moved to support IB training.	31,946.00
G1A2	Sup & Conc	Instruction	Equip Lease			Copier lease	5,720.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Supplies to support EL students	2,696.00
G2A1	Sup & Conc	Instruction	Direct Trans			CSUFresno, Fresno City, UC Merced	1,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.3250	Social worker to support Tier 3 with Attendance	57,620.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Facltr, Schl Readiness	0.7500	Support Tier two students and families	60,652.00
G3A2	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.1750	Social worker to support Tier 3 with Attendance	31,025.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sub			Attendance support with classified sub.	265.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			tutoring **No IEPs**	11,035.00
G4A3	Sup & Conc	Instruction	Travel			IB conference and training	6,000.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage			Home visits and transportation	200.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Extra time for classified support for attendance. Monthly parent meeting for T2 and T3 parents.	207.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No food or incentives**	2,000.00

\$255,723.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,949.00
Sup & Conc	7090	\$164,610.00
LCFF: EL	7091	\$34,164.00
Grand Total		\$255,723.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$85,719.00
G2 - Expand student-centered and real-world learning experiences	\$1,000.00
G3 - Increase student engagement in their school and community	\$149,562.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$17,035.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,407.00
Grand Total	\$255,723.00