

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Johnston Cooper Elementary School	CA	May 13, 2025	August 6, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Johnston Cooper Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p><b>Schoolwide Program</b></p> <p>The purpose of the SPSA is to outline, implement and progress monitor all educational services at Cooper Elementary.</p>
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This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Johnston Cooper Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The purpose of the SPSA is to outline, implement and progress monitor all educational services at Cooper Elementary.

Johnston Cooper Elementary school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Johnston Cooper Elementary SPSA will also identify how the school site is using their categorical funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and/or graduating.

Johnston Cooper Elementary School serves a diverse community of learners in grades Transitional Kindergarten (TK) through five. Currently, there are 360 students that attend Cooper. Cooper also has a Childcare Center on campus that provides both before and after school childcare for our enrolled students. Cooper has two Special Education preschool classes and one Special Day class for scholars in grades 3-5. The teaching staff at Cooper largely comprises of dedicated, NCLB qualified educators. We are a professional learning community, where weekly collaboration meetings focus on data analysis and best instructional practices.

Johnston Cooper Elementary school is committed to providing all scholars with the opportunity to receive a quality education that is equitable and fair. Cooper is fortunate to have a variety of resources that allow the school staff to constantly grow as educators with the goal of improving academic achievement for all students.

Our mission here at Cooper is to provide all students with a quality education in a safe, welcoming and engaging environment with equitable expectations, access to technology and quality instruction following California standards that will ultimately prepare them to be college and career ready while embracing the mission values and goals of the district. As a school community, our goal is to ensure:

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

Cooper has a library that houses well over 5,000 books. Students in Grades 1-5 are 1:1 with Chromebooks in every classroom. The Chromebooks are used to supplement student learning during the school day with supplemental programs like IXL and Renaissance. Cooper's outstanding after school Expanded Learning program provides both academic support and enrichment activities for 100+ students.

Cooper Elementary also supports our students and families through the Vallejo MTSS model. We partner with local business in the medical, social service and higher education industries to meet the academic, social and emotional needs of our scholars to prepare our scholars to become college and career ready.

Cooper recently exited from being identified as a Comprehensive Support and Improvement (CSI) school through school

wide improvements and an Additional Targeted Support and Improvement (ATSI) school. .

Using the 2025-2026 allocated budget, Johnston Cooper Elementary School will find continued resources and tools for academic support in English Language Arts and Mathematics for all students with an emphasis on increasing reading levels across all grade levels. All four goals in the SPSA are aligned with Vallejo Unified School Districts LCAP goals and VCUSD's Instructional Priorities.

The overall process of developing this plan included multiple steps and voices in order to make strategic decisions on how to increase student achievement. The School Site Leadership Team will engage continuously in a deep analysis of multiple data sets such as: CA Dashboard data (in all areas of suspension, chronic absenteeism and Academics; ie English Language Arts, Mathematics and English Learner Progress), LCAP Parent Survey, School Site Council and English Language Advisory Committee feedback and NWEA (Northwest Evaluation Assessment results) for 1st-5th grade. In addition to a deep data dive, Cooper prioritized engaging stakeholders in the decision making process through surveys and conversations and examining effective intervention strategies. The activities and strategies for each of the goals align with our goals and the potential for continued improvement.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA was developed with the input of certificated staff, classified staff, and other stakeholders (parents, community members, etc) input. Parents are given the opportunity to provide input at family events (i.e. Back to School Night, ELAC, and School Site Council (SSC) meetings, etc.) Each staff meeting provides time for to provide feedback at the end of each meeting to encourage problem-solving and to ensure calibration of staff ideas and goals. Staff and parent input is taken into consideration for site decisions through the Design Team, ELAC and the School Site Council. Any major changes or additions to the SPSA will be voted upon by majority vote of the School Site Council and taken to the School Board for approval.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Utilizing the 2025-2026 budget, Cooper will continue to find continued resources and academic support to ensure all scholars are successful. Based on the California Dashboard "Overall Performance" data, all students must and will be provided with additional supports in the area of English Language Arts and Math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the California Dashboard, the following student groups have demonstrated a decline in performance level: African American, socioeconomically disadvantaged, students with disabilities, English learner and Hispanic in English Language Arts and Math.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to the California Dashboard data, the plan outlined includes multiple steps and voices in order to continue making strategic decisions on how to increase student achievement and student outcomes. The School Site Leadership Team will engage continuously before, during and after the school year in deep analysis of multiple data sets to ensure the plan's effectiveness to ensure student growth.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Johnston Cooper Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.30%	0		1
African American	33.33%	31.88%	24.48%	131	102	82
Asian	2.29%	1.56%	2.99%	9	5	10
Filipino	9.16%	8.44%	8.36%	36	27	28
Hispanic/Latino	43.77%	48.75%	53.43%	172	156	179
Pacific Islander	0.76%	0.63%	0.90%	3	2	3
White	5.09%	0.94%	0.90%	20	3	3
Two or More Races	4.33%	6.88%	7.16%	17	22	24
Not Reported	1.27%	0.94%	1.49%	5		5
<b>Total Enrollment</b>				393	320	335

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			22
Kindergarten	78	37	36
Grade 1	60	56	42
Grade 2	65	51	47
Grade3	62	55	60
Grade 4	64	58	69
Grade 5	61	51	58
Grade 6		1	
<b>Total Enrollment</b>	393	320	334

#### Conclusions based on this data:

1. The overall enrollment at Cooper continues to decrease. In 2021, there were 417 students enrolled. In 2023, there were 320 students enrolled.

2. There has been a decline in percent of enrollment for each subgroup, except for the Hispanic/Latino and Two or More races subgroup.
3. The Hispanic/Latino subgroup is the largest subgroup at Cooper. Almost 50% of students at Cooper are of the Hispanic/Latino subgroup.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	111	88	97	28.2%	27.5%	29.0%
Fluent English Proficient (FEP)	22	20	20	5.6%	6.3%	6.0%
Reclassified Fluent English Proficient (RFEP)	6	5	3	5.1%	5.4%	3.0%

### Conclusions based on this data:

1. There was a decrease in number of EL students since the 2021/2022 school year. In 2021/2022, there were 101 EL students. In 2023/2024, there were 88 EL students.
2. The percentage of Fluent English Proficient students has increased. In 2021/2022, the percent of FEP students was 5.8%. In 2023/2024, the percent of FEP students was 6.3%.
3. EL students need and will receive additional academic intervention support to help them work towards reclassification.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67	61	62	58	59	57	58	59	57	86.6	96.7	91.9
Grade 4	69	63	63	60	61	59	60	61	59	87.0	96.8	93.7
Grade 5	68	59	53	59	58	50	58	58	50	86.8	98.3	94.3
Grade 6		*	*		*	*		*	*			
All Grades	204	185	179	177	180	167	176	180	167	86.8	97.3	93.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2369.	2347.	2339.	12.07	6.78	7.02	17.24	15.25	7.02	18.97	15.25	19.30	51.72	62.71	66.67
Grade 4	2347.	2409.	2388.	1.67	14.75	10.17	8.33	9.84	11.86	11.67	13.11	18.64	78.33	62.30	59.32
Grade 5	2435.	2419.	2438.	5.17	1.72	8.00	13.79	18.97	12.00	31.03	22.41	22.00	50.00	56.90	58.00
Grade 6		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	6.25	7.78	8.38	13.07	14.44	10.18	20.45	17.22	20.36	60.23	60.56	61.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.79	5.08	1.75	53.45	47.46	52.63	32.76	47.46	45.61
Grade 4	5.08	14.75	6.78	49.15	55.74	57.63	45.76	29.51	35.59
Grade 5	3.45	8.62	12.00	65.52	50.00	46.00	31.03	41.38	42.00
Grade 6		*	*		*	*		*	*
All Grades	7.43	9.44	6.59	56.00	50.56	52.69	36.57	40.00	40.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.77	6.78	7.02	35.09	28.81	26.32	56.14	64.41	66.67
Grade 4	0.00	6.56	1.72	22.81	32.79	37.93	77.19	60.66	60.34
Grade 5	10.34	3.45	8.00	51.72	46.55	38.00	37.93	50.00	54.00
Grade 6		*	*		*	*		*	*
All Grades	6.40	5.56	5.42	36.63	36.11	34.34	56.98	58.33	60.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.62	3.39	1.75	68.97	72.88	73.68	22.41	23.73	24.56
Grade 4	0.00	9.84	3.39	50.85	68.85	62.71	49.15	21.31	33.90
Grade 5	5.17	3.45	8.00	72.41	74.14	68.00	22.41	22.41	24.00
Grade 6		*	*		*	*		*	*
All Grades	4.57	5.56	4.19	64.00	72.22	68.26	31.43	22.22	27.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.62	10.17	3.51	63.79	42.37	47.37	27.59	47.46	49.12
Grade 4	1.69	6.56	5.08	45.76	63.93	72.88	52.54	29.51	22.03
Grade 5	5.17	1.72	8.00	56.90	65.52	60.00	37.93	32.76	32.00
Grade 6		*	*		*	*		*	*
All Grades	5.14	6.11	5.39	55.43	57.22	60.48	39.43	36.67	34.13

**Conclusions based on this data:**

1. The percentage of enrolled students has decreased in all grade levels from 97.3% to 93.3%.
2. The percentage of 5th grade students that have met standard have decreased, but the percentage of 5th grade students exceeding standard has increased.

3. The percentage of all students performing at or near grade level has increased in 2023 from 2022 by 2% in Reading.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67	61	62	59	61	62	58	61	62	88.1	100.0	100
Grade 4	69	63	63	63	62	62	63	62	62	91.3	98.4	98.4
Grade 5	68	59	53	59	58	51	58	58	51	86.8	98.3	96.2
Grade 6		*	*		*	*		*	*			
All Grades	204	185	179	181	183	176	179	183	176	88.7	98.9	98.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2359.	2361.	2364.	3.45	3.28	4.84	25.86	16.39	11.29	20.69	21.31	17.74	50.00	59.02	66.13
Grade 4	2369.	2400.	2394.	0.00	4.84	3.23	4.76	16.13	9.68	22.22	22.58	30.65	73.02	56.45	56.45
Grade 5	2412.	2430.	2418.	5.17	3.45	5.88	5.17	3.45	9.80	22.41	29.31	17.65	67.24	63.79	66.67
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 11															
All Grades	N/A	N/A	N/A	2.79	3.83	4.55	11.73	12.02	10.23	21.79	24.04	22.73	63.69	60.11	62.50

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.45	8.20	4.92	48.28	36.07	40.98	48.28	55.74	54.10
Grade 4	1.61	6.45	1.61	17.74	35.48	35.48	80.65	58.06	62.90
Grade 5	5.17	5.17	7.84	31.03	37.93	33.33	63.79	56.90	58.82
Grade 6		*	*		*	*		*	*
Grade 11									
All Grades	3.37	6.56	4.57	32.02	36.07	37.14	64.61	57.38	58.29

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.17	3.28	8.06	46.55	34.43	37.10	48.28	62.30	54.84
Grade 4	1.59	6.45	1.61	26.98	40.32	43.55	71.43	53.23	54.84
Grade 5	3.45	0.00	5.88	41.38	46.55	31.37	55.17	53.45	62.75
Grade 6		*	*		*	*		*	*
All Grades	3.35	3.28	5.11	37.99	40.44	37.50	58.66	56.28	57.39

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.45	3.28	9.68	56.90	59.02	51.61	39.66	37.70	38.71
Grade 4	3.17	4.84	6.45	42.86	45.16	50.00	53.97	50.00	43.55
Grade 5	1.72	1.72	5.88	44.83	53.45	43.14	53.45	44.83	50.98
Grade 6		*	*		*	*		*	*
All Grades	2.79	3.28	7.39	48.04	51.91	48.86	49.16	44.81	43.75

**Conclusions based on this data:**

1. The percentage of student that Met standard decreased, but the percentage of student the Exceeded standard increased.
2. More than 50% of students in Grades 3rd-5th are not meeting standard.
3. About 23% of students in Grades 3rd-5th have nearly met standard.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1393.1	1400.4	1409.1	1411.4	1411.6	1421.1	1350.1	1373.9	1381.0	32	28	17
<b>1</b>	1420.9	1429.4	1424.0	1447.0	1443.1	1448.2	1394.5	1415.2	1399.3	12	24	22
<b>2</b>	1463.2	*	1448.8	1471.9	*	1456.2	1453.7	*	1441.2	14	10	19
<b>3</b>	1482.9	1462.3	1448.1	1490.9	1468.5	1450.6	1474.6	1455.4	1445.1	14	14	16
<b>4</b>	1491.5	1479.7	1461.5	1500.3	1478.2	1457.8	1482.1	1480.4	1464.6	24	13	16
<b>5</b>	1486.3	1513.7	1471.2	1471.6	1525.1	1467.8	1500.5	1501.8	1474.2	13	21	13
<b>All Grades</b>										109	110	104

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	3.13	7.14	17.65	31.25	35.71	11.76	31.25	28.57	47.06	34.38	28.57	23.53	32	28	17
<b>1</b>	0.00	0.00	4.55	16.67	20.83	22.73	58.33	50.00	27.27	25.00	29.17	45.45	12	24	22
<b>2</b>	7.14	*	0.00	35.71	*	52.63	35.71	*	26.32	21.43	*	21.05	14	*	19
<b>3</b>	7.14	0.00	6.25	28.57	35.71	12.50	57.14	35.71	37.50	7.14	28.57	43.75	14	14	16
<b>4</b>	13.04	0.00	12.50	21.74	30.77	18.75	52.17	46.15	25.00	13.04	23.08	43.75	23	13	16
<b>5</b>	0.00	9.52	0.00	38.46	47.62	33.33	46.15	23.81	25.00	15.38	19.05	41.67	13	21	12
<b>All Grades</b>	5.56	3.64	6.80	28.70	33.64	26.21	44.44	36.36	31.07	21.30	26.36	35.92	108	110	103

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.25	14.29	11.76	34.38	28.57	17.65	28.13	25.00	41.18	31.25	32.14	29.41	32	28	17
<b>1</b>	8.33	4.17	13.64	33.33	41.67	40.91	50.00	37.50	18.18	8.33	16.67	27.27	12	24	22
<b>2</b>	35.71	*	21.05	28.57	*	36.84	21.43	*	26.32	14.29	*	15.79	14	*	19
<b>3</b>	21.43	14.29	18.75	50.00	50.00	37.50	28.57	14.29	18.75	0.00	21.43	25.00	14	14	16
<b>4</b>	21.74	15.38	25.00	52.17	53.85	25.00	21.74	15.38	6.25	4.35	15.38	43.75	23	13	16
<b>5</b>	0.00	38.10	33.33	76.92	42.86	33.33	7.69	19.05	8.33	15.38	0.00	25.00	13	21	12
<b>All Grades</b>	14.81	16.36	20.39	44.44	41.82	32.04	25.93	24.55	20.39	14.81	17.27	27.18	108	110	103

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	14.29	0.00	11.76	7.14	25.00	11.76	50.00	50.00	52.94	28.57	25.00	23.53	14	28	17
<b>1</b>	0.00	0.00	4.55	16.67	29.17	9.09	33.33	8.33	27.27	50.00	62.50	59.09	12	24	22
<b>2</b>	*	*	0.00	*	*	42.11	*	*	31.58	*	*	26.32	*	*	19
<b>3</b>	0.00	0.00	0.00	9.52	14.29	6.25	66.67	28.57	25.00	23.81	57.14	68.75	21	14	16
<b>4</b>	*	0.00	0.00	*	15.38	12.50	*	38.46	31.25	*	46.15	56.25	*	13	16
<b>5</b>	*	0.00	0.00	*	9.52	8.33	*	57.14	41.67	*	33.33	50.00	*	21	12
<b>All Grades</b>	1.85	0.00	2.91	12.04	20.00	15.53	39.81	37.27	34.95	46.30	42.73	46.60	108	110	103

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.45	21.43	17.65	70.97	64.29	76.47	22.58	14.29	5.88	31	28	17
<b>1</b>	25.00	33.33	40.91	66.67	58.33	36.36	8.33	8.33	22.73	12	24	22
<b>2</b>	57.14	*	26.32	21.43	*	57.89	21.43	*	15.79	14	*	19
<b>3</b>	28.57	28.57	12.50	57.14	50.00	43.75	14.29	21.43	43.75	14	14	16
<b>4</b>	30.43	15.38	18.75	56.52	61.54	37.50	13.04	23.08	43.75	23	13	16
<b>5</b>	7.69	19.05	16.67	76.92	61.90	41.67	15.38	19.05	41.67	13	21	12
<b>All Grades</b>	23.36	24.55	23.30	59.81	60.91	49.51	16.82	14.55	27.18	107	110	103

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	9.38	10.71	11.76	65.63	53.57	52.94	25.00	35.71	35.29	32	28	17
<b>1</b>	0.00	0.00	9.09	75.00	70.83	54.55	25.00	29.17	36.36	12	24	22
<b>2</b>	0.00	*	10.53	78.57	*	73.68	21.43	*	15.79	14	*	19
<b>3</b>	35.71	28.57	31.25	57.14	50.00	43.75	7.14	21.43	25.00	14	14	16
<b>4</b>	28.57	15.38	43.75	61.90	76.92	6.25	9.52	7.69	50.00	21	13	16
<b>5</b>	38.46	71.43	58.33	46.15	28.57	16.67	15.38	0.00	25.00	13	21	12
<b>All Grades</b>	17.92	22.73	25.24	64.15	56.36	43.69	17.92	20.91	31.07	106	110	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	3.13	7.14	11.76	59.38	75.00	70.59	37.50	17.86	17.65	32	28	17
<b>1</b>	0.00	8.33	9.09	33.33	33.33	31.82	66.67	58.33	59.09	12	24	22
<b>2</b>	7.14	*	0.00	42.86	*	68.42	50.00	*	31.58	14	*	19
<b>3</b>	7.14	0.00	0.00	42.86	28.57	18.75	50.00	71.43	81.25	14	14	16
<b>4</b>	0.00	0.00	0.00	43.48	38.46	37.50	56.52	61.54	62.50	23	13	16
<b>5</b>	0.00	4.76	0.00	61.54	47.62	33.33	38.46	47.62	66.67	13	21	12
<b>All Grades</b>	2.78	4.55	3.88	49.07	49.09	43.69	48.15	46.36	52.43	108	110	103

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	21.43	17.65	28.13	53.57	47.06	59.38	25.00	35.29	32	28	17
<b>1</b>	0.00	0.00	4.55	41.67	45.83	40.91	58.33	54.17	54.55	12	24	22
<b>2</b>	14.29	*	10.53	50.00	*	63.16	35.71	*	26.32	14	*	19
<b>3</b>	0.00	0.00	0.00	71.43	57.14	43.75	28.57	42.86	56.25	14	14	16
<b>4</b>	0.00	7.69	6.25	68.18	38.46	43.75	31.82	53.85	50.00	22	13	16
<b>5</b>	7.69	14.29	0.00	69.23	61.90	50.00	23.08	23.81	50.00	13	21	12
<b>All Grades</b>	6.54	9.09	7.77	51.40	51.82	47.57	42.06	39.09	44.66	107	110	103

**Conclusions based on this data:**

1. The number of students taking the ELPAC have decreased overtime.
2. Students taking the ELPAC in 5th have the highest mean scaled score.
3. Students taking the ELPAC in Kindergarten have the lowest mean scaled score.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
320	87.5%	27.5%	0.3%

Total Number of Students enrolled in Johnston Cooper Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	88	27.5%
Foster Youth	1	0.3%
Homeless	11	3.4%
Socioeconomically Disadvantaged	280	87.5%
Students with Disabilities	37	11.6%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	102	31.9%
American Indian	0	0.0%
Asian	5	1.6%
Filipino	27	8.4%
Hispanic	156	48.8%
Two or More Races	22	6.9%
Pacific Islander	2	0.6%
White	3	0.9%

#### Conclusions based on this data:

- Over 25% of all students are classified as an English Learner.

2. Over 85% of all students are classified as socioeconomically disadvantaged.
3. The African American subgroup has the highest number of students enrolled at Cooper.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Cooper is in the "Red" band for Academic Performance in ELA.
2. Cooper is in the "Yellow" band for Academic Performance in Math.
3. Cooper is in the "Green" band for low suspension rate.

# School and Student Performance Data

## Academic Performance English Language Arts

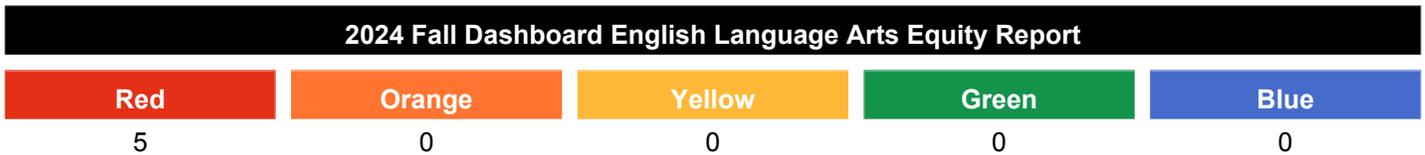
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Red</p> <p>80.7 points below standard</p> <p>Declined 6.5 points</p> <p>159 Students</p>	<p><b>English Learners</b></p> <p> Red</p> <p>89.7 points below standard</p> <p>Maintained 1.3 points</p> <p>38 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Red</p> <p>86.0 points below standard</p> <p>Declined 10.1 points</p> <p>140 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>144.2 points below standard</p> <p>Declined 10.0 points</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>119.1 points below standard</p> <p>Declined 33.1 points</p> <p>60 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>4.8 points above standard</p> <p>Increased 34.1 points</p> <p>20 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>82.9 points below standard</p> <p>Declined 4.3 points</p> <p>66 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>

**Conclusions based on this data:**

1. As a whole, Cooper is distance from standard is in the "Red."
2. Students with Disabilities and African American students have the greatest distance from standard.
3. All subgroups are in the "Red" band.

# School and Student Performance Data

## Academic Performance Mathematics

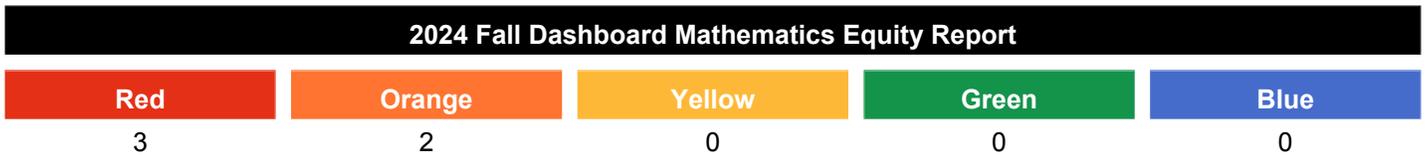
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>88.7 points below standard</p> <p>Declined 7.1 points</p> <p>161 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>91.1 points below standard</p> <p>Maintained 2.0 points</p> <p>39 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>95.3 points below standard</p> <p>Declined 13.0 points</p> <p>142 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>157.1 points below standard</p> <p>Declined 59.6 points</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>117.2 points below standard</p> <p>Declined 12.2 points</p> <p>61 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>29.1 points below standard</p> <p>Increased 23.1 points</p> <p>20 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>87.3 points below standard</p> <p>Declined 13.5 points</p> <p>67 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>

**Conclusions based on this data:**

1. As a whole, Cooper's distance from standard in Math has increased, but still in the "Orange" band.
2. English Learners are 91.1 points below standard, but are performing in the "Orange" band.
3. Students with Disabilities and African American students are both in the "Red" band.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 44.3% making progress. Number Students: 70 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
31.4%	24.3%	0%	44.3%

### Conclusions based on this data:

1. The percentage of EL students making progress is no 44.3%.
2. Of all EL students, 24.3% have maintained their ELPI scores.
3. Of all EL students, 31.4% have decreased by one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 36.6% Chronically Absent Declined 16.1 355 Students	<b>English Learners</b>  Orange 25.7% Chronically Absent Declined 21.5 109 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Homeless</b>  No Performance Color 59.1% Chronically Absent Declined 15.9 22 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 37.6% Chronically Absent Declined 17.8 319 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>31.4% Chronically Absent</p> <p>Declined 24.7</p> <p>51 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>41.5% Chronically Absent</p> <p>Declined 17.9</p> <p>106 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>20.7% Chronically Absent</p> <p>Declined 9.9</p> <p>29 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>36.3% Chronically Absent</p> <p>Declined 15.1</p> <p>179 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>50% Chronically Absent</p> <p>Declined 2</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>

**Conclusions based on this data:**

1. The percentage of Chronically Absent students is now 36.6%.
2. There are no subgroups in the "Red" performance band, but 3 of the subgroups fall under the "Orange" performance band.
3. The Homeless subgroup has the highest percentage of Chronically Absent students at 59.1%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. This does not apply to Cooper Elementary School.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

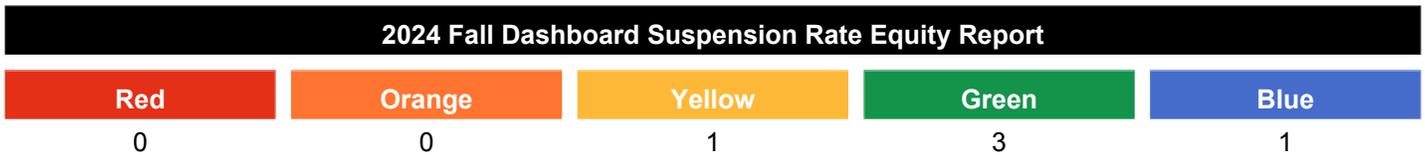
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>1.3% suspended at least one day</p> <p>Declined 1.9%</p> <p>378 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>117 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>1.5% suspended at least one day</p> <p>Declined 1.9%</p> <p>336 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>3.5% suspended at least one day</p> <p>Declined 0.9%</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 4.7%</p> <p>113 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>29 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>190 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>3.6% suspended at least one day</p> <p>Maintained 0.1%</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

**Conclusions based on this data:**

1. The percentage of all students being suspended has decreased to 1.3%.
2. The Students with Disabilities subgroup has the highest suspension percentage at 3.5%, but has declined by 0.9%.
3. The suspension rate for the African American subgroup has decreased by 4.7% and is now in the "Green" performance band.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**LCAP Goal 1: Vibrant Culture of Teaching and Learning (VCUSD Pillar 3)**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

LCFF Priority 1A, 1B, Priority 2A, Priority 4A, 4B, 4C, 4D, 4G, 4H, 5E, 8

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Grades K-2nd: Early literacy proficiency is significantly low, with only 13.04% of Kindergarten students proficient in blending CVC words and declining performance across assessments A through D, indicating foundational reading skills are not being mastered. Only 31.91% of 2nd graders are proficient in reading fluency, suggesting that early reading gaps are persisting and widening as students progress through the grades. The data highlights an urgent need for targeted, systematic phonics and fluency instruction in the early grades to build strong foundational literacy skills.

Grades 3rd-5th: There is a significant overall academic achievement gap in both English Language Arts and Math, with all student groups performing well below the standard. Students with Disabilities show the greatest need for academic support, with performance gaps of -144.2 in ELA and -157.1 in Math—far below the standard. African American students are among the most impacted subgroups, with distance points from standard at -119.1 in ELA and -117.2 in Math, indicating an urgent need for targeted interventions. Socioeconomically Disadvantaged students consistently perform below standard in both ELA (-86) and Math (-95.3), highlighting the impact of socioeconomic factors on academic achievement. The data reflects a persistent equity gap for English Learners and Hispanic students in ELA, with performance gaps of -89.7 and -82.9 respectively, underscoring the need for culturally and linguistically responsive instruction.

In order to address these needs, Johnston Cooper will implement the following:

**Professional Learning:** All teachers and support staff will engage in professional development aligned with district and site instructional priorities, including ELA, Math, EL, Writing, and Early Literacy. Necessary materials will be provided to support this professional learning.

**Technology and Learning Tools:** Programs such as Renaissance, Accelerated Reader, and Math IXL will be utilized to enhance ELA and Math learning, with a goal of achieving 85% comprehension in grades K–5. Additional technology, including computers, Chromebooks, and headphones, will be provided to support differentiated instruction in ELA, Math, and ELD.

**Collaboration and Data-Driven Instruction:** Teachers and Teacher Leaders will meet in grade-level teams to review data, plan instruction, set learning targets, and create common formative assessments. These meetings will be supported by substitute teachers to allow planning time during the school day.

**Differentiated Instruction:** Small instructional groups will be set up based on student needs. Supplementary materials will be provided, and groups will be adjusted as needed to support student learning.

**Extended Learning Opportunities:** Tutoring and academic support will be offered outside of regular hours, including after school and during breaks, for all students, with a particular focus on EL students.

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Distance Points From Standard in English Language Arts (ELA) -All Students</p> <p>Distance Points From Standard in Math -All Students</p> <p>Source: CA School Dashboard, English Language Arts (ELA), Mathematics</p>	<p>Distance Points From Standard in English Language Arts (ELA) -All Students -80.7 -African American -119.1 -English Learners -89.7 -Hispanic -82.9 -Socioeconomically Disadvantaged -86 -Students with Disabilities -144.2</p> <p>Distance Points From Standard in Math -All Students -88.7 -African American -117.2 -Socioeconomically Disadvantaged -95.3 -Students with Disabilities -157.1</p> <p>School Year 2023-2024</p>	<p>Distance Points From Standard in English Language Arts (ELA) -All Students -77.7 -African American -116.1 -English Learners -86.7 -Hispanic -79.9 -Socioeconomically Disadvantaged -83 -Students with Disabilities -141.2</p> <p>Distance Points From Standard in Math -All Students -85.7 -African American -114.2 -Socioeconomically Disadvantaged -92.3 -Students with Disabilities -154.1</p> <p>School Year 2025-2026</p>
<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students</p> <p>CAASPP Math % Met/Exceeded Standards -All Students</p> <p>CAASPP Science % Met/Exceeded Standards -All Students</p> <p>Source: DataQuest, CAASPP Test Results</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 18.56% -African American 8.06% -English Learners 5.71% -Hispanic 17.64% -Socioeconomically Disadvantaged 18.05% -Students with Disabilities 0.0%</p> <p>CAASPP Math % Met/Exceeded Standards -All Students 14.78% -African American 1.59% -Socioeconomically Disadvantaged 14% -Students with Disabilities 3.7%</p> <p>CAASPP Science % Met/Exceeded Standards -All Students 30.70%</p> <p>School Year 2023-2024</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 21.56% -African American 11.06% -English Learners 8.71% -Hispanic 20.64% -Socioeconomically Disadvantaged 21.05% -Students with Disabilities 3%</p> <p>CAASPP Math % Met/Exceeded Standards -All Students 17.78% -African American 4.59% -Socioeconomically Disadvantaged 17% -Students with Disabilities 6.7%</p> <p>CAASPP Science % Met/Exceeded Standards -All Students 33.7%</p> <p>School Year 2025-2026</p>
<p>% NWEA Projected Proficiency Reading -All Students</p> <p>% NWEA Projected Proficiency Math -All Students</p> <p>Source: Student Analytics Lab, Target Goals Dashboard</p>	<p>% NWEA Projected Proficiency Reading -All Students 26.51% -African American 18.76% -English Learners 12.48% -Hispanic 26.4% -Socioeconomically Disadvantaged 25.85% -Students with Disabilities 4.44%</p> <p>% NWEA Projected Proficiency Math -All Students 15.66% -African American 12.51% -Socioeconomically Disadvantaged 15.32% -Students with Disabilities 6.66%</p>	<p>% NWEA Projected Proficiency Reading -All Students 29.51% -African American 21.76% -English Learners 15.48% -Hispanic 29.4% -Socioeconomically Disadvantaged 28.85% -Students with Disabilities 7.44%</p> <p>% NWEA Projected Proficiency Math -All Students 18.66% -African American 15.51% -Socioeconomically Disadvantaged 18.32% -Students with Disabilities 9.66%</p>

	Midyear Assessment, School Year 2024-2025	Midyear Assessment, School Year 2025-2026
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words	% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 13.04%	% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words
% of Kindergarten students that score P on assessments A	% of Kindergarten students that score P on assessments A: 47.06%	% of Kindergarten students that score P on assessments A: 50.06%
% of Kindergarten students that score P on assessments B	% of Kindergarten students that score P on assessments B: 41.18%	% of Kindergarten students that score P on assessments B: 44.18%
% of Kindergarten students that score P on assessments C	% of Kindergarten students that score P on assessments C: 26.47%	% of Kindergarten students that score P on assessments C: 29.47%
% of Kindergarten students that score P on assessments D	% of Kindergarten students that score P on assessments D: 14.71%	% of Kindergarten students that score P on assessments D: 17.71%
% of 1st graders that score P in 1st grade fluency passage	% of 1st graders that score P in 1st grade fluency passage:	% of 1st graders that score P in 1st grade fluency passage:
% of 2nd graders that score P 2nd grade fluency passage	% of 2nd graders that score P 2nd grade fluency passage: 31.91%	% of 2nd graders that score P 2nd grade fluency passage: 34.91%
Source: CORE data from ESGI	Trimester 2, Midyear Assessment, School Year 2024-2025	Trimester 2, Midyear Assessment, School Year 2025-2026

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Hire staff to provide small group content intervention before, during and/or after the school day using district/site adopted programs	All, African Americans, Hispanics, English Learners	53,858 Title I Part A: Allocation
1.2	All teachers and support staff will participate in Professional Learning (CORE, etc) linked to district and site instructional priorities with all necessary materials, including substitute teachers to release teachers as needed, to support grade level achievement in English Language Arts and Math.	All, African Americans, Hispanics, English Learners	21,740 LCAP 13,740 - Curriculum Enrichment 8,790 - Content Intervention
1.3	Purchase proven technology and other programs including but not limited to Renaissance, Accelerated Reader and IXL.	All, African Americans, Hispanics, English Learners	16000 LCAP 16,000 - Curriculum Enrichment
1.4	Repair and/or replace technology including but not limited to computers desktops, Chromebooks, headphones, etc.	All, African Americans, Hispanics, English Learners	1000.00 LCAP Curriculum Enrichment
1.5	Hire substitute teacher(s) to release teachers to review data, plan instruction, administer assessments and monitor student achievement.	All, African Americans, Hispanics, English Learners	2600 LCAP Collaboration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1240 District Funded

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Throughout the school year, monitoring will be made toward strategies listed in this year's SPSA. Continued partnerships will continue with outside vendors to ensure Cooper's success as a non CSI school along with teachers, community partners, VCUSD personnel and specialized support team. The focus on increasing academic achievement along with a safe and supporting school climate will remain as a main priority.

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

Cooper did not spend all of the allocated money from last year and will adjust categories based on previous year's spending and needs.

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

We will continue to pursue academic excellence at all grade levels. As changes are needed to achieve that goal, Cooper will be ready to do so using evidence based data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Safe and Supportive Learning Environments (VCUSD Pillar 2) -**

Cooper Elementary School will provide equitable opportunities through responsive strategies to ensure a safe and supportive learning environment for ALL staff and students as indicated in data outcomes assessing staffing, additional services, climate, culture, wellness, and improved facilities for targeted student groups, student enrichment activities and student attendance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

LCFF Priority 1C, 5A, 5B, 5C, 5D, 6A, 6B, 6C

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism is a significant concern, with over one-third of all students (36.6%–39.12%) identified as chronically absent according to both the CA School Dashboard and Student Analytics Lab. Even when excluding SDC Preschool and TK, the chronic absenteeism rate remains high at 35%, indicating a school-wide issue affecting student engagement and learning time. The consistently elevated rates across data sources suggest an urgent need for improved attendance interventions, family engagement, and support systems to address barriers to regular school attendance.

Support for PAX/PBIS, SEL, Behavior, and Attendance Goals: Rewards such as Cooper Coins, Certificates, and Prizes will be used to support school-wide and classroom goals. Assistance from outside vendors will also be involved. Materials, teacher release time, substitutes, and supplies will be provided to support this effort.

Daily Lessons and Assemblies: Staff will implement daily lessons and hold assemblies focused on Kimochis, PAX, Community Circles, and CAASEL Core Competencies. Materials, teacher release time, and funding for assemblies will be provided.

Wellness Resources in Classrooms: Wellness materials, including rugs, pillows, and posters, will be provided in all classrooms to support student well-being.

Support for Student Leadership and Clubs: Supplies and materials will be provided to Student Leadership and High Interest Clubs to promote a positive school culture and lead service projects. These clubs will focus on SEL and student wellness.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
% of Students chronically absent- CA School Dashboard -All Students  % of Students chronically absent- Student Analytics Lab -All Students  Source: CA School Dashboard, Student Analytics Lab	% of Students chronically absent- CA School Dashboard -All Students 36.6%  School Year 2023-2024  % of Students chronically absent- Student Analytics Lab -All Students 39.12% -All Students (excluding SDC Preschool & TK) 35%  Trimester 2, School Year 2024-2025	% of Students chronically absent- CA School Dashboard -All Students 33.6%  School Year 2024-2025  % of Students chronically absent- Student Analytics Lab -All Students 36.12% -All Students (excluding SDC Preschool & TK) 32%  Trimester 2, School Year 2025-2026
% Average daily attendance -All Students  Source: Student Analytics Lab	% Average daily attendance -All Students 89.88% -All Students (excluding SDC Preschool & TK) 91.19%  Trimester 2, School Year 2024-2025	% Average daily attendance -All Students 92.88% -All Students (excluding SDC Preschool & TK) 94.19%  Trimester 2, School Year 2025-2026
% of students suspended once or more -All Students  Source: CA Dashboard, Suspensions	% of students suspended once or more -All Students 1.3%  School Year 2023-2024	0.5% of students suspended once or more -All Students  School Year 2024-2025
% Students suspended -All Students  Source: Student Analytics Lab, Suspension rate Dashboard	% Students suspended -All Students 0.94%  Trimester 2, School Year 2024-2025	0.5% Students suspended -All Students  Trimester 2, School Year 2025-2026
Student expulsion rate  Source: DataQuest Expulsion and Suspension Rate	Student expulsion rate 0%  School Year 2023-2024	Student expulsion rate 0%  School Year 2025-2026
% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations- adults in school- school high expectations', and 'Perceived Safety at School'.  Source: California Healthy Kids Survey data	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations- adults in school- school high expectations', and 'Perceived Safety at School'.  School Year 2023-2024	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations- adults in school- school high expectations', and 'Perceived Safety at School'.  School Year 2024-2025
% of SST Referrals  Source: AERIES Intervention Dashboard	12.2% of SST Referrals  Trimester 2, School Year 2024-2025	15% of SST Referrals  Trimester 2, School Year 2024-2025

<p>"Classroom Instructional Climate" score from: Kimochis</p> <p>Source: Kimochi's</p>	<p>"Classroom Instructional Climate" score from: Kimochis:</p> <p>As of Trimester 2, School Year 2024-2025</p>	<p>"Classroom Instructional Climate" score from: Kimochis:</p> <p>As of Trimester 2, School Year 2025-2026</p>
<p>% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey</p> <p>Source: Panorama</p>	<p>% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey</p> <p>As of Trimester 2, School Year 2024-2025</p>	<p>% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey</p> <p>As of Trimester 2, School Year 2024-2025</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Recognize student achievement and implement PBIS supports in all grades in a variety of ways including but not limited to awards ceremony, prizes/incentives for the Cooper Store, and etc.	All, African Americans, Hispanics, English Learners	5000.00 LCAP  Student Engagement and Recognition
2.2	Purchase supplies and materials to establish and sustain Student Leadership and high interest clubs to promote a positive school culture.	All, African Americans, Hispanics, English Learners	2325 LCAP  Student Engagement and Recognition
2.3	Purchase supplies and/or materials for Wellness resources that include, but are not limited to rugs, pillows and posters.	All, African Americans, Hispanics, English Learners	1,000 LCAP  Curriculum Enrichment

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Cooper implemented PAX, Kimochis Trauma Informed Care and regular student recognition leading to an all time low of behavioral events and a positive climate and culture that improved teacher attendance and retention. The addition of a Child Welfare Liaison and a Academic Support Provider gave support to improve the school's academic, suspension and attendance metrics.

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

There were no major differences in the intended implementation and the budgeted expenditures to implement the strategies to meet the articulated goals. n

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

This was originally Goal 3/ Academic Outcomes on the 2023/2024 SPSA. Revisions were made to align with VCUSD's Pillar #1 which is VIBRANT Culture of Teaching and Learning and focuses on TIER 1 instruction and the school's base program. The strategies are grouped under 3 main umbrellas: 1) Professional Development. 2) Systems & Structures 3) Curriculum a, materials and Instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)**

Cooper Elementary School will provide VCUSD students with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 44.3% of English Learner students are making progress toward English language proficiency on the ELPAC, indicating that more than half are not progressing at the expected rate. The projected reading proficiency for EL students is critically low at just 12.71% on the NWEA, highlighting a major gap in literacy development. This data reveals an urgent need for enhanced, targeted language development instruction and support systems to accelerate both English proficiency and academic achievement for EL students.

The site will provide supplemental professional development for teachers and instructional materials aimed at improving student outcomes in ELA, Math, Science, Social Studies, Art, and SEL. This will include additional software programs, materials, and support from outside professional development providers.

Cooper staff will offer additional support for English Learner (EL) students, targeting their ELPAC level. This support will include materials, supplies, bilingual tutoring, technology, and possibly additional staff or outside vendors.

Teachers and students will have access to additional programming outside of the core curriculum, such as Music, Art, Performing Arts, and Physical Education. These programs will be provided by expert vendors like Brickspace, MOCHA, GVRD, and Young Audiences.

The site will provide supplemental instructional materials to support student learning in various subjects.

Funds will be allocated to support enrichment activities and materials that align with the core curriculum. These activities could include classroom-based services, assemblies, field trips, and other relevant services.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  Source: CA School Dashboard, English Learner Progress	44.3% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2023-2024	47.3% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group  Source: Student Analytics Lab	12.71% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2024-2025	15.71% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient  Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language	Acquisition Status (ELAS) and Grade, RFEP for site 1.6 % of English Learner students reclassified as Fluent English Proficient  School Year 2023-2024	4.6% of English Learner students reclassified as Fluent English Proficient  School Year 2024-2025
% of low-income, English Learner, or Foster Youth students who participate in after-school programs  Source: SAL, 1. District Overview, ExL Filter	94.4% of low-income 24.3% English Learner 0.03% Foster Youth students who participate in after-school programs  As of Quarter 3/Trimester 2, School Year 2024-2025	97% of low-income 27.3% English Learner 0.06% Foster Youth students who participate in after-school programs  As of Quarter 3/Trimester 2, School Year 2025-2026

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide learning opportunities/workshops for English Learner parents to better help their student(s) at home that include but are not limited to adult classes, ParentSquare, IXL, etc.	English Learners	2000 LCAP  Parent Engagement
3.2	Pay for teachers, support staff and students to enjoy activities that include but are not limited to classroom-based services, assemblies, field trips, materials or other services.	All, African Americans, Hispanics, English Learners	21000 LCAP  Curriculum Enrichment
3.3	Purchase supplies and/or materials that promote literacy such as bilingual and culturally responsive books	English Learners	500 LCAP  Parent Engagement
3.4	Purchase supplies and/or materials for meetings such as ELAC, SSC, PTA, SLT, etc.	All, African Americans, Hispanics, English Learners	1675 LCAP  Parent Engagement

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Throughout the school year, monitoring will be made toward strategies listed in this year's SPSA. Continued partnerships will continue with outside vendors to ensure Cooper's success along with teachers, community partners, VCUSD personnel and specialized support team. The focus on increasing academic achievement will remain as a main priority.

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

Some strategies and goals were not able to be met due to changing site priorities

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

We will continue to pursue academic excellence at all grade levels. As changes are needed to achieve that goal, Cooper will be ready to do so using evidence based data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Community Centered Education (VCUSD Pillar 4) -**

Vallejo City Unified District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 66% of School Site Council (SSC) meetings met quorum, indicating a need to improve parent and stakeholder engagement in school governance. While 83% of families receive emails via ParentSquare, far fewer are engaging through texts (18%) or the app (35%), suggesting limited use of more immediate or interactive communication channels. The data shows a need to strengthen communication strategies and increase parent participation to ensure inclusive and effective decision-making and home-school collaboration.

To ensure equitable participation in ELAC, SSC, PTA, parent conferences, parent workshops, informational events, and written correspondence, Cooper will utilize the services of translators as needed. Light snacks and materials will be provided at all parent meetings and events to encourage attendance. Cooper will use a variety of methods to notify families about meetings and events, such as flyers and call-outs via ParentSquare. Additionally, reminders will be sent the evening before meetings.

Classroom incentives, including student and teacher recognition, will be implemented to encourage parent participation in meetings.

Parent academic and social events will be developed, planned, and implemented to increase attendance and involvement. These events will include Back to School Night, STEAM Night, Parent Night, Movie Nights, Literacy Nights, Donuts with a Dear One, Lunch on the Lawn, and others where families can interact with teachers and staff, and possibly receive resources to assist their children at home. PTA participation will be encouraged.

Cooper will provide resources, including websites, book titles, articles, and other pertinent materials, that parents can use at home to support their children's learning.

Cooper will survey and report on parent and student needs, regularly seeking input through forums and meetings. Teachers will also make early positive contact with parents within the first two weeks of a new student joining.

A fingerprinting workshop will be held at Cooper for interested parents.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Source: LCAP survey	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2024-2025	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities  Source: Reporting from Parent Liaison	6 activities occurred beyond required Parent Engagement Opportunities  Trimester 2, School Year 2024-2025	6 activities occurred beyond required Parent Engagement Opportunities  Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum  Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	66% SSC meetings that met quorum  Trimester 2, School Year 2024-2025	100% SSC meetings that met quorum  Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred  Source: Calendar/ELAC meeting schedule	100% of target # of ELAC meetings occurred  Trimester 2, School Year 2024-2025	100% of target # of ELAC meetings occurred  Trimester 2, School Year 2025-2026
# of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided  # Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided  Source: Calendar/ELAC meeting schedule	Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided  Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided  Trimester 2, School Year 2024-2025	Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided  Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided  Trimester 2, School Year 2025-2026
% of families receiving information via Parentsquare by email, text and using app  Source: ParentSquare, Reach and Deliverability	83% receiving emails 18% receiving texts 35% using App  Trimester 2, School Year 2024-2025	86% receiving emails 21% receiving text 38% using App  Trimester 2, School Year 2025-2026

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Develop, plan and implement parent academic and social events that will increase attendance and involvement of parents at school activities that include but are not limited to Back to School Night, STEAM Night, Movie Nights, Literacy Nights, Donuts with a Dear One, Lunch on the Lawn etc.	All, African Americans, Hispanics, English Learners	1000 Title 1 Parent Involvement Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Funds can be used for extra service hours for staff, snacks, and etc.		
4.2	Increase social media presence outreach to inform the community and families of school activities and opportunities to be involved. Funds will be used for extra service hours for staff.	All, African Americans, Hispanics, English Learners	280 Title 1 Parent Involvement Funds  Title I Parent Involvement Funds   220 LCAP

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Cooper focused on improving parent teacher communication and engagement with has shown increased parent involvement.

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

Some activities that were allocated funds were not implemented due to planning and time constraints

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

Cooper will continue to encourage parents to submit applications to volunteer on campus until we have at least 1.0% of total families eligible. We will also continue to encourage parent involvement through the resurrections of organizations such as PTA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,438.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$53,858.00

Subtotal of additional federal funds included for this school: \$53,858.00

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

State or Local Programs	Allocation (\$)
District Funded	\$1,240.00
LCAP	\$75,060.00
Title 1 Parent Involvement Funds	\$1,280.00

Subtotal of state or local funds included for this school: \$77,580.00

Total of federal, state, and/or local funds for this school: \$131,438.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	1,240.00
LCAP	75,060.00
Title 1 Parent Involvement Funds	1,280.00
Title I Part A: Allocation	53,858.00

## Expenditures by Budget Reference

Budget Reference	Amount
	131,438.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	1,240.00
	LCAP	75,060.00
	Title 1 Parent Involvement Funds	1,280.00
	Title I Part A: Allocation	53,858.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	96,438.00
Goal 2	8,325.00
Goal 3	25,175.00
Goal 4	1,500.00

# School Site Council Membership

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

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

Name of Members	Role
Gretchen English Ledda	Principal
Ainsley Harris	Classroom Teacher
Vonda Chavis	Classroom Teacher
Laura Iriarte	Classroom Teacher
Aryln Albano	Other School Staff
Lori Reese- President	Parent or Community Member
Shantrice Smith	Parent or Community Member
Sam Romnick	Parent or Community Member
Marina Martinez	Parent or Community Member
Miriam Sanchez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

<b>Signature</b>	<b>Committee or Advisory Group Name</b>
on file	English Learner Advisory Committee
on file	Other: Design Team Representative

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2025.

Attested:

on file	Principal, Gretchen English Ledda on 5/13/2025
on file	SSC Chairperson, Lori Reese on 5/13/2025

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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