


**Cooper Middle**

10621666057285

Principal's Name: Sandy Auble

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**



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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Sandy Auble</b>	X				
2. <b>Chairperson – Jonathan Dweck</b>		X			
3. <b>Scott Arndt</b>		X			
4. <b>Scott Beck</b>		X			
5. <b>Marisela Maldonado</b>			X		
6. <b>Stacy O'Rourke</b>				X	
7. <b>Nichole Lassen</b>				X	
8. <b>Araceli Payne</b>				X	
9. <b>Sandra Soto Diaz</b>					X
10. <b>Alivia Gibson</b>					X
11. <b>Abigail Matias</b>					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. <input type="checkbox"/> ELAC voted to consolidate with the SSC. Date .

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Sandy Auble		3/6/19
<b>SSC Chairperson</b>	Jonathan Dweck		3/6/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Cooper - 0105

**ON-SITE ALLOCATION**

3010	Title I	\$39,312 *
7090	LCFF Supplemental & Concentration	\$137,493
7091	LCFF for English Learners	\$17,907
		\$194,712
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$194,712</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,512
Remaining Title I funds are at the discretion of the School Site Council	\$37,800
<b>Total Title I Allocation</b>	<b>\$39,312</b>

## Cooper Middle 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	50.945 %	48.469 %	2017-2018	55.469 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.515 %	27.598 %	2017-2018	34.598 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

CA students performed well in ELA with 48.5% of students either exceeding or meeting standards, an improvement from the previous year at 43.9%. Teachers will continue to be provided with opportunity to attend professional learning conferences, onsite and offsite, to continue to grow and bring literacy best practices to Cooper Academy in working towards closing the achievement gap in ELA. Staff will continue to work alongside other educators on how to better align instruction/assessment to CCSS, techniques for differentiation of instruction, teaching styles, and other practices that improved their teaching and students' literacy skills. Below are specific action steps that will continue to happen at Cooper Academy:

- Differentiated literacy support strategies for students performing significantly below grade level.
- IB training outside school around ELA alignment with Common-Core Standards
- Planning of CFA aligned to essential standards
- Quarterly planning days
- Regional ILT - continue to develop site PLC utilizing data to target instructional needs
- Weekly tutorial
- Professional learning to focus on data analysis and CFA creation
- Before and after school designated classes for D's and F's
- Off-site trainings and conferences
- Revamp our testing schedule to improve testing culture for students and staff

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- SPED- 10%
- African American -28.9%
- Asian - 76.2%
- Hispanic/Latino - 48.1%
- English Language Learners - 51.4%
- Foster Youth- 60.8%
- White- 49.1%
- Other-60.9%
- Homeless- 100%

The significant subgroups with dis-proportionality are African-American and ELs. Based on the performance data of the African American and English Learners' Subgroups, they are not being exposed to high-quality interventions that support their individual learning. CA will continue to work proactively to engage with teachers, staff, parents and community members to ensure racial and class differences do not affect student academic learning. CA will also continue to take advantage of district initiatives and resources provided for African-American and EL groups. AC/PLC time will be used to address the needs of low-performing students, like targeted intervention, analysis of data, and discuss follow-up results, etc.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

CA students' performance in Math showed growth with a 27.6% of students either exceeding or meeting standards, an improvement from the previous year at 21.5%. Teachers will continue to be provided with opportunity to attend professional development sessions, onsite and offsite, to continue to grow and bring Mathematical best practices to Cooper Academy and to continue to work towards closing the achievement gap in Math. Staff will work alongside other educators on how to better align instruction/assessment to Math CCSS and Mathematical Practices, techniques for differentiation of instruction, teaching/learning styles, and other practices that improved their teaching and students' problem-solving skills. Below are specific action steps that will continue to happen at Cooper Academy:

- Differentiated support strategies for students performing significantly below grade level.
- IB training outside school around math alignment with Common-Core Standards
- Planning of CFA aligned to essential standards
- Quarterly planning days
- Regional ILT - continue to develop site PLC utilizing data to target instructional needs
- Weekly tutorial
- Professional learning to focus on data analysis and CFA creation
- Before and after school designated classes for D's and F's
- Off-site trainings and conferences
- Revamp our testing schedule to improve testing culture for students and staff

- African American - 15.8%
- Asian - 52.4%
- Hispanic/Latino - 24.8%
- English Language Learners - 29.3%
- Foster Youth - 100%
- Homeless - 40.0%
- Other - 39.1%
- SPED - 10.0%

The significant subgroups with dis-proportionality are African-American and SPED. Based on the performance data of the African American and SPED' Subgroups, they are not being exposed to high-quality interventions that support their individual learning. CA will continue to work proactively to engage with teachers, staff, parents and community members to ensure racial and class differences do not affect student academic learning. CA will also continue to take advantage of district initiatives and resources provided for African-American and SPED. AC/PLC time will be used to address the needs of low-performing students, like targeted intervention, analysis of data, and discuss follow-up results, etc.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The following implementations are effective and will continue the upcoming school year:

Supplemental contracts - Site will continue to provide supplemental contracts for before school and after school tutorial with certificated staff.

Professional Learning Onsite and Offsite- Site will continue to provide teachers with a variety of instructional learning experiences based on the needs of the school.

Technology, books, materials and supplies - Site will continue to provide resources for students to help support in increasing Literacy and Math Skills.

Communication services and materials to support parent involvement - Site will continue to provide services to inform, collaborate, and support parents in meeting students' needs.

Home School Liaison - Site will continue to provide services to inform, collaborate, and support parents, students, and staff in meeting students' needs.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

In working towards closing the achievement gap in ELA and Math, site will utilize the MTSS model to identify dis-proportionality and follow up with set interventions for low-performing groups. Teachers will continue to attend onsite training and offsite conferences. Teacher will utilize the learning, improve their instruction, better meet students' individual academic needs, and effectively align GVC, IB, learning goals, and daily instructional practices to CCSS. Our Instructional Leadership Team (ILT) will meet regularly with the Admin. team to provide suggestions for staff development, individual/group interventions, peer observation and instructional improvements designed to support alignment with the CCSS/IB/GVC. Site admin. will conduct site walks using the IPG tool to calibrate and ensure high quality instruction.



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

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Data was shared with SSC. The following items were their suggestions.</p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Technology</li> <li>• Parent Workshops: Family needs of IB information and Unit of study.</li> <li>• Make classes more engaging and relevant to students</li> </ul>	<p>Data was shared with ELAC . The following items were their suggestions.</p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Technology</li> <li>• Parent Workshops: Family needs of IB information and Unit of study.</li> <li>• Mentoring Program</li> <li>• More exposure for parents and students to attend colleges(Exposure)</li> </ul>	<p>Data was shared with Staff. The following items were their suggestions.</p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Technology</li> <li>• Data analysis</li> <li>• SBAC/Interim alignment and analysis of questions</li> <li>• PL</li> <li>• IB Training</li> <li>• Materials and supplies</li> </ul>

### Action 1

**Title:** Students Meeting or Exceeding Grade-Level Math Standards

[Action Details:](#)

2017-2018 Math CAASPP data suggest that 27.6% of students Met or Exceeded standards. Improving performance for all students in CCSS as measured by CAASPP, with current and future intentional professional development on high quality mathematics instruction; intentional PLC work around making data informed instructional decisions with focus on CCSS and Challenging content; Mathematics implementation across content areas will promote growth and narrowing achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups. In addition, the use of RTI model of support will provide a Response to Intervention approach to assist with students math development: Tier 1 services focus on common core implementation of Math standards/ Mathematical Practices and effective math instructional practices in all courses; Tier 2 includes tutorial, before/afterschool program and strategic class size reduction in targeted areas; and Tier 3 includes mentoring, tutorial, and technology resources.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Use of current school/district Math CAASPP, FUSD Math Interim 1 and Math Interim 2 assessment data to assess existing instructional practices, high quality instruction and address the instructional needs of all learners. Communication of assessment data from Admin. Team to PLCs /staff to use as a basis for improving mathematics instruction.

[Owner\(s\):](#)

Principal, VP, GLA

[Timeline:](#)

-Quarterly  
-Ongoing

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

Principal over Math PLC teams, monitors collaboration and ensures the use of interim data, CFA data, Scope and sequence, formative information, and student work linked to CCSS student attainment and instructional practice guide tool that inform day-by-day instruction.

**Owner(s):**

Principal, VP, GLA

**Timeline:**

-Weekly  
-Biweekly PLC meetings  
-Ongoing-AC Walkthroughs

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

AC agendas, Planning Calendars, IB Units/Reflections/Artifacts, CFAs and CFA analysis protocols reviewed by ILT and Admin. Team to ensure students' understanding of Math CCSS obtainment are analyzed by AC, common formative assessment are high quality with clear learning targets, and a follow-up process is being conducted by teachers for students not meeting Math grade-level standards.

**Owner(s):**

Admin. Team, Lead Teachers, IB Coordinator

**Timeline:**

-Monthly  
-End of Unit Cycle

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

Accountable Communities develop, revise, and analyze the effectiveness of the given common formative assessment that includes a clear learning targets and identify students' gaps in Math. AC's plan and implement agreed action steps for students not meeting learning targets.

**Owner(s):**

Accountable Communities (AC)

**Timeline:**

-Monthly

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned professional learning around improving Math Instructional Practices, planned differentiated professional learning focused around identified areas of need, and on-going, job embedded professional learning aligned to IB and implementation of Common Formative Assessment.

**Owner(s):**

Admin. Team, IB Coordinator

**Timeline:**

Monthly

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

**IB Coordinator to monitor** IB units show alignment to Math CCSS standards Scope and Sequence, and guarantee viable curriculum (GoMath)

**Owner(s):**

Admin. Team, IB Coordinator, Math Team

**Timeline:**

-Monthly  
-Ongoing

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

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

**Owner(s):**

Principal, IB Coordinator

**Timeline:**

Monthly  
Ongoing

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

- Use of Inquiry Based instruction, supplies as needed
- Tutorial intervention designated class for students earning a D or an F in a math class
- Before school and after-school Tutorial with emphasis on mathematics support.
- Projects/Problem based learning Supplies for projects as seen necessary by teacher
- Calculators, laptops/tablets for GoMath, Khan Academy, Schoology, and online activities
- Student Binders and folders for classwork and project
- Reflection Journals Graphic organizers and SDAIE strategies to reach all learners
- Chart paper for group projects Color markers, crayons, pencils, pens, sharpies for activities and group projects

- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, Smart Board, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoint and access to videos or data related to mathematics skills
- Illuminate for assessment purposes
- Math journals and/or portfolios for students to assist with organization and use as a resource tool.
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Teacher Planning Days- incorporating EL standards to IB units, Use of GoMath when preparing lessons aligned to common core state standards, challenging content, teachers collaboration creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- IB consultant
- Fun Work-Test Prep Event
- Small group instruction for specific sub groups
- Technology and other equipment rental/lease
- iReady for diagnostic and classroom instruction, intervention and support

#### Specify enhanced services for EL students:

- Goal monitoring with GLA parents, and student to look at areas of need, provide them with next steps and support.
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematics skills.
- Afterschool designated class for students earning a D or F in a math class
- Use of SDAIE strategies across content areas to reach all learners
- Concepts presented accurately, logically and in engaging ways.
- Multiple representations incorporated in mathematics learning levels: concrete, semi-concrete, and abstract.
- The teacher employs student-centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.
- Educational/instructional off site experiences

#### Explain the actions for Parent Involvement (required by Title I):

- Back to School Night provides opportunity for parents to learn about expectations in math classes and how to communicate with teachers.
- Parent Conference for students that are identified as needing additional support and to open communication between teacher, parents, and student on ways to support at home and school.
- Parent Center open for parents to obtain information regarding students' math needs and tutorial support.
- Provide opportunities parents to tour Cooper Campus and answer questions in regards to IB curriculum and expectations.
- Parent education courses focused on IB in partnership with Parent University
- Math awareness seminars/meetings to build awareness around STEM
- Family STEM night
- IB Reporting Parent Nights to educate parents regarding their child's IB criterion based development across all content areas
- Title 1 Parent Night
- Classified supplemental and extra time to support parent involvement and other events

#### Specify enhanced services for low-performing student groups:

- Continue goal monitoring (Check and Connect) with Counselor, parents, and student to look at areas of need, provide them with next steps and supports.
- Tier 2 and 3 student Progress monitored
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematics skills.
- Afterschool designated class for students earning a D or F in a math class
- Use of SDAIE strategies across content areas to reach all learners.
- Multiple representations incorporated in mathematics learning levels: concrete, semi-concrete, and abstract.
- The teacher employs student-centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.
- Educational/instructional off site experiences
- Technology, books, materials and supplies
- Communication services and materials to support parent involvement
- Home School Liaison
- iReady for targeted groups of students

#### Describe Professional Learning related to this action:

- Plan differentiated professional development focused around developing Math common formative assessments, shared results of student work from those assessments, and decisions about grouping, re-teaching, and tutorial needs. and differentiation based on assessment results.
- Provide on-going, job embedded professional development on aligning CCSS, GVC and IB.
- Provide Math 6, Math 7, and Algebra professional development in foundational Skills and instructional strategies facilitated by site, district and/or regional colleagues.
- Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and school-wide focus areas.
- Administration will use the Instructional Practice Guide to provide common language about instructional goals, and feedback given weekly.
- Provide staff opportunities to learn to analyze and use student SBAC, Interim, GoMath diagnostic, DRP, ELPAC, iReady and CFA results in instructional planning.
- Provide staff opportunities to learn to use technology resources including Khan Academy, GoMath Online, Google classroom, etc. to assist with differentiated instruction.
- Professional Growth at Staff discretion based on assessed needs in the area of STEM and STEAM

- Professional learning on how to use DOK level in mathematics aligned to Mathematical Shifts to expose students to rigorous tasks and challenging content.

## Action 2

**Title:** Students Meeting or Exceeding Grade-Level ELA Standards

### Action Details:

ELA: 2017-2018 ELACAASPP data suggest that 48.5% of students Met or Exceeded standards. Improving performance for all students in ELA CCSS as measured by CAASPP, with current and future intentional professional development on high quality literacy instruction; intentional PLC work around making data informed instructional decisions with focus on CCSS and Challenging content; Literacy implementation across content areas will promote growth and narrowing achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups. In addition, the use of RTI model of support will provide a Response to Intervention approach to assist with students literacy development: Tier 1 services focus on common core implementation of reading and writing standards, effective literacy instructional practices in all courses; Tier 2 includes tutorial, before/after school program and strategic class size reduction in targeted areas; and Tier 3 includes mentoring, tutorial, and technology resources.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

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

Use of current school/district ELACAASPP, FUSD ELA Interim 1 and ELA Interim 2 assessment data to assess existing instructional practices, high quality instruction and address the instructional needs of all learners. Communication of assessment data from Admin. Team to PLCs /staff to use as a basis for improving literacy instruction.

#### Owner(s):

Principal, Vice Principal, GLA

#### Timeline:

-Quarterly  
-Ongoing

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

VP(7/8 Grade ) and GLA(6 Grade) over ELA PLC teams, monitors collaboration and ensures the use of interim data, CFA data, Scope and sequence, formative information, and student work linked to CCSS student attainment and instructional practice guide tool that inform day-by-day instruction.

#### Owner(s):

Principal, VP, GLA

#### Timeline:

-Weekly  
-Biweekly PLC meetings  
-Ongoing- AC walkthrough

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

AC agendas, Planning Calendars, IB Units/Reflections/Artifacts, CFAs and CFA analysis protocols reviewed by ILT and Admin. Team to ensure students' understanding of ELA CCSS obtainment are analyzed by AC, common formative assessment are high quality with clear learning targets, and a follow-up process is being conducted by teachers for students not meeting reading and writing grade-level standards.

#### Owner(s):

Admin. Team, Lead Teachers, IB Coordinator

#### Timeline:

-Monthly  
-End of Unit Cycle

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

Accountable Communities develop, revise, and analyze the effectiveness of the given common formative assessment that includes a clear learning targets and identify students' gaps in ELA learning target. AC's plan and implement agreed action steps for students not meeting learning targets.

#### Owner(s):

Accountable Community (AC)

#### Timeline:

-Monthly

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned professional learning around improving literacy Instructional Practices, planned differentiated professional learning focused around identified areas of need, and on-going, job embedded professional learning aligned to ELA Standards, IB and implementation of Common Formative Assessment.

**Owner(s):**

Admin. Team, IB Coordinator

**Timeline:**

-Monthly  
-Ongoing

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

IB units show alignment to ELA CCSS standards Scope and Sequence, and guarantee viable curriculum (6th/Wonders, 7/8 SpringBoard)

**Owner(s):**

Administration Team, IB Coordinator, AC ELA Teams

**Timeline:**

-Monthly  
-Ongoing

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

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

**Owner(s):**

Principal, IB Coordinator

**Timeline:**

Monthly  
Ongoing

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

Use of IB Coordinator to monitor IB Requirements, Unit Creation and planning aligned to CCSS, GVC, and IB

**Owner(s):**

Principal, IB Coordinator

**Timeline:**

Daily

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

- AC discuss and implement appropriate strategies to reach all learners
- Use of Managebac by teachers to ensure lessons are aligned to IB Unit planning criteria to meet diverse learning needs.
- Student binders for Literacy and EL progress check
- Novels for student reading assignments
- Paper for goal setting and chats Pencils and pens for goal setting chats and group activities
- Credentialed staff afterschool to provide additional supports afterschool to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Chart paper for group projects Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, SmartBoard, Elmo, laptop, and whiteboard for teacher instruction PowerPoints and access to the internet to access videos or data related to mathematic and literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use literacy program for afterschool RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology
- Tablets or laptops to influence use of technology in assessing student learning through Illuminate
- Rubrics to assess EL progress in meeting ELPAC and ELA standards Interim reflection process- Reflection journals
- Teacher Planning Days- incorporating ELD standards to IB units, Use of Wonders, Springboards when preparing lessons aligned to common core state standards, challenging content, teachers collaboration creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- IB Consultant
- Fun Work-Test Prep Event
- Small group instruction for identified students within the classroom
- Ready for diagnostic and classroom instruction, intervention and support

#### Specify enhanced services for EL students:

- Goal monitoring with GLA, parents, and student to look at areas of need, provide them with next steps and support.
- ELPAC Goal-Setting Chats and ELPAC Prep support
- EL student Progress monitored
- Credentialed teacher to help students at tier 3 of RTI pyramid for Literacy skills.
- Afterschool designated class for students earning a D or F in a ELA class
- Use of SDAIE strategies across content areas to reach all learners Instructional practices foster cooperation and collaboration.
- Concepts presented accurately, logically and in engaging ways.
- Multiple representations incorporated in literacy learning levels: concrete, semi-concrete, and abstract.
- The teacher employs student –centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.
- ELPAC assessors

#### Explain the actions for Parent Involvement (required by Title I):

- Back to School Night provides opportunity for parents to learn about expectations in ELA classes and how to communicate with teachers.
- Parent Conference for students that are identified as needing additional support to build parent commitment and support for home and school.
- Parent Center open for parent' information regarding supporting available for students in need of reading and writing tutorial support.
- Provide opportunities parents to tour Cooper Campus and answer questions in regards to IB curriculum and expectations.
- Literacy awareness seminars/meetings to build awareness around literacy across the content areas (specific focus on biliteracy, language arts, STEM and STEAM)
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas.
- Parent IB continuum classes at Cooper Academy and Fresno High School.
- Title 1 Parent Meeting

#### Specify enhanced services for low-performing student groups:

- Continue goal monitoring(Check and Connect) with Counselor, parents, and student to look at areas of need, provide them with next steps and supports.
- Tier 2 and 3 student Progress monitored
- Credentialed teacher to help students at tier 3 of RTI pyramid for Literacy skills.
- Goal monitoring with counselor/GLA, parents, and student to look at areas of need, provide them with next steps and support.
- Credentialed teacher to help students at tier 3 of RTI pyramid for literacy skills.
- Afterschool designated class for students earning a D or F in an ELA class
- Use of SDAIE strategies across content areas to reach all learners Instructional practices foster cooperation and collaboration.
- Concepts presented accurately, logically and in engaging ways.
- Multiple representations incorporated in literacy learning levels: concrete, semi-concrete, and abstract.
- The teacher employs student –centered instructional practices.
- Students are frequently partnered with peer learners to enhance learning opportunities.
- Educational/instructional off site experiences
- Technology, books, materials and supplies
- Communication services and materials to support parent involvement
- Home School Liaison
- iReady for targeted groups of students

#### Describe Professional Learning related to this action:

- Plan differentiated professional development focused around developing ELA common formative assessments, shared results of student work from those assessments, and decisions about grouping, re-teaching, and tutorial needs. and differentiation based on assessment results.
- Provide on-going, job embedded professional development on aligning CCSS, GVC and IB.
- Provide Literacy professional development in foundational Skills and instructional strategies facilitated by site, district and/or regional colleagues.
- Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and school-wide focus areas.
- Administration will use the Instructional Practice Guide to provide common language about instructional goals, and feedback given weekly.
- Provide staff opportunities to learn to analyze and use student SBAC, DRP, ELPAC, CFA, and Interim results in instructional planning.
- Provide staff opportunities to learn to use technology resources including Wonders online tool, SpringBoard Online, Google classroom, etc. to assist with differentiated instruction.
- Professional Growth at Staff discretion based on assessed needs in the area of STEM and STEAM
- Professional learning on how to use DOK level in mathematics aligned to Literacy and CCSS claims to expose students to rigorous tasks and challenging content.
- PL/Conference to support all content areas-sub/supplemental support provided

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for ELA and Math professional development	4,823.00
G1A1	Title 1 Basic	Instruction	Travel			Math CMC conferences	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Agendas, posters	4,000.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent meetings	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning and professional learning	5,884.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			IB leadership, planning and professional development	13,861.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Math and ELA supplies	10,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Math and ELA technology	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cornerstone Educational Consulting, LLC : IB training	3,500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for parents and students	208.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies	4,834.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts ELA and Math planning	7,196.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Math and ELA supplies - No Food/Incentives	3,580.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Math and ELA computers and carts	5,400.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady diagnostic and lessons	10,000.00
G1A2	Sup & Conc	Instruction	Travel			ELA, Math, VAPA, PE conferences	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Agendas, certificates, posters	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning and professional development	1,177.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			IB leadership, planning and professional development	2,771.00
G1A2	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC assessment support	1,249.00
G1A2	LCFF: EL	Instruction	Travel			Language B standards conference	1,750.00
G1A2	LCFF: EL	Instruction	Direct-Graph			Language B documents	600.00

**\$95,833.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	97.284 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

- Cooper Academy is committed to aligning our efforts and resources to our District Goal 2: All students will engage in arts, activities, and athletics. We will continue to provide the opportunities and space for the development of student peer to peer relationships and increased connection between students and caring adults on campus. The way that we insure this happens is by providing a wide array of art, clubs, and activities that are paired with student interest and adult interest. Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct, coach, and supervise the students involved in Folklorico, Drawing, Robotics, Anime, Student Council, Book Club, Eco Warriors, Boys Officers, Skateboard Club, Film, Futsol, Animal Compassion, Hero Club, Asian Student Union, Latino Student Union, Black Student Union, Knitting, Crafting, and School of Rock.
- Cooper Academy is also committed to providing Varsity and Junior Varsity offerings in athletic sports when their enough interest and players in the particular sport
- Cooper Academy will also provide necessary resources (supplies, materials, consumables, incentives) to support the aforementioned activities clubs and sports.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

Tracking needs to distinguish between different levels of engagement in order to better understand disproportionality in engagement.

- African American - 100%
- Asian - 100%
- Foster Youth - 100%
- Hispanic/Latino - 96.7%
- SPED - 100%
- White - 98.1%
- Homeless - 100%
- Other - 100%

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Resources allocated were used in the following areas:  
 Building positive relationships between students and adults  
 Performing arts  
 Supplemental pay contracts to teachers serving as club advisors  
 Student Incentives  
 Transportation  
 Student Recognition



Graphics, promotional materials, banners, etc.  
Travel and Professional Learning for staff

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The following implementations are effective and will continue the upcoming school year:

- Utilizing Climate Culture Team to promote staff and student engagement and collaboration.
- Promote positive staff engagement and involvement on campus
- Continue to provide opportunities for staff, parents, and students to identify ways to increase Goal 2 opportunities onsite and offsite.

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

**1** SSC:

- Look at incentive for engagement
- Ensure there are not barriers to engagement
- Better connect tutorial and engagements (eligibility)
- Importance of engagement is well-communicated

**2** ELAC:

- Look at incentive for engagement
- Transportation
- Importance of engagement is well-communicated

**3** Staff:

- Variety of after-school opportunities
- Improve athletic facilities and equipment
- Need for more timely feedback/incentives (immediate)
- Use of social media for advertising and celebration
- Translate flyers and other communications
- More clubs/activities geared toward subgroups that are not engaged

## Action 1

**Title:** Student Engagement

### Action Details:

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

School Climate Survey will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students

Owner(s):

VP over Goal 2, Admin. Team

Timeline:

End of Semester/ prior to surveys held in spring

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

In support the inclusion of all students, parent responses in the "Sense of Belonging (School Connectedness)" section School Climate Survey, will be analyzed to monitor parents' sense of welcomeness at the school.

Owner(s):

Admin. Team

Timeline:

End of Semester/ prior to spring surveys May

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

Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with Admin team.

Owner(s):

Athletic Director, Admin. Team

Timeline:

Monthly

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

School Calendars show opportunities for field trips and other engagement activities

Owner(s):

Admin. Team

Timeline:

Monthly

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

Calendars and artifacts from WEB and Student Leadership show opportunities to engage on campus to build a positive school climate and connectedness with all students and staff.

Owner(s):

WEB Advisors/ Campus Culture Director

Timeline:

Monthly

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

Artifacts and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement.

Owner(s):

Admin. Team, Campus Culture Director

Timeline:

Quarterly

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

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

- Provide additional resources for VAPA performance programs to increase student pride and ownership in performances, as funds available.
- Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Fresno High region by supporting regional leadership conferences, activities, and community service opportunities.

#### Specify enhanced services for EL students:

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

#### Explain the actions for Parent Involvement (required by Title I):

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- Parent Orientation will include an emphasis on Goal 2.
- Parent meetings will include an emphasis on Goal 2.
- School Readiness Facilitator and Home School Liaison will work with families of students who have historically been under-involved in Goal 2 (e.g., EL) to engage parents in understanding of the role of Goal 2 in students' academic success.
- Parent Coffee Hours

#### Specify enhanced services for low-performing student groups:

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- VP, GLA, Counselor will work with families of Tier 2 and 3 students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.
- Monthly monitoring of Goal 2/Student Engagement data for the following low-performing groups: SPED, Foster Youth, African-American, EL Students

#### Describe Professional Learning related to this action:

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- Engagement Team will meet quarterly for Cycles of Engagement Review to analyze data related to student involvement, coordinate programs, and create follow-up actions (Campus Culture Director, WEB Advisor, Goal 2 VP, Athletic Director, counselor, class sponsors).
- WEB Leader training. Additional staff will be trained as WEB advisors and coordinators, to create a comprehensive yearlong program to serve 6-8th graders.
- Support staff attendance at CADA conference
- Ambassadors/Club Advisors training for Goal 2 data will be shared school-wide in order to generate staff awareness of students who are uninvolved
- Coaches will use a reflective tool in collaboration with the Athletic Director to set goals for program and monitor progress

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Supplies	30,164.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease	4,000.00

**\$34,164.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 8th Grade	7 %	0 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 6th Grade**  
 Exposure to Career enrollment in 6th grade

**Exposure to Careers - 8th Grade**  
 Exposure to Career enrollment in 8th grade

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 6th Grade**  
 Exposure to Career enrollment in 6th grade:

- SPED- 100%
- African American - 100%
- Asian - 100%
- Hispanic/Latino - 100%
- Other-100%
- English Language Learners - 100%
- Foster Youth- 100%
- Homeless- 100%

**Exposure to Careers - 8th Grade**  
 Exposure to Career enrollment in 8th grade:  
 There were no disproportionalities found within any subgroup.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Continue to provide opportunities for students that support in building students' skills necessary for workplace success. Items include visits to Colleges/Universities; Organization Skills(Scholar Meeting), Community Partners(greater access to work-based opportunities); Project Based Learning( STEAM/STEM, Service Hours, Community Project, etc), etc..

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Site will continue to expose all 6th and 8th grade students to a college campus to motivate them to succeed in high school in preparation for college. 6th and 8th grade students have enjoyed the educational trip and have been apply to apply the learning in the classroom to facts, artifacts, experiences, and presenters outside of the classroom to enrich their learning.

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

**1** SSC:

- Parent informed of opportunities for students
- Parent Workshop
- Connections to IB and Importance
- More hands-on opportunities

**2** ELAC:

- Parent informed of opportunities for students
- Parent Workshop
- Connections to IB and Importance
- More hands-on opportunities-
- Mentoring

**3** Staff:

- Increase Career opportunities
- PL on Workplace competencies
- Sub release for teachers
- Materials and supplies
- Technology upgrade
- Conferences
- HSL for parent outreach
- Supplemental contracts

**Action 1**

**Title:** Exposure to Careers

**Action Details:**

Cooper Academy administrators, teachers and counselors will provide students with multiple opportunities to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities. Students will also build self-awareness and begin to develop a plan for reaching future goals.

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Units and students Artifacts that incorporate career-related project-based learning and activities to develop 21<sup>st</sup> century employability skills in the classroom.

**Owner(s):**

Administration, Teachers

**Timeline:**

Ongoing

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

Atlas Engagement tool and Fieldtrip participation list to explore and be introduced to CTE courses at FUSD High schools.

Owner(s):

Administration, Counselor, Campus Culture

Timeline:

Ongoing

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

Student participation list/Unit of study to expose students to academic and career planning with accessible online tools.

Owner(s):

Administration, Counselor, Teachers

Timeline:

Ongoing

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

List of events/Speakers where students are given the opportunity to interact with business and community leaders.

Owner(s):

Administration, Counselor, Teachers

Timeline:

Monthly

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

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

Owner(s):

Administration, Counselor, Teachers

Timeline:

Monthly

Ongoing

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

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- Career exploration field trips
- School-Wide Scholar Meeting Topics
- Career Guest Speakers
- Restorative Circles (Skill Building)
- Individual Counseling
- PSAT
- HERO Club
- Check and Connect-Focus Students
- IB Learner Profile Exploration
- CTE Event
- YMA/YWA
- Academic Chats
- Guidance Curriculum
  - Social Media
  - Career Cruising 7<sup>th</sup> and 8<sup>th</sup> Grade
- Small Group Counseling
  - Study Skills
  - Organization
  - Anger Management
  - Girl CODE (Positive girl communities)
- A-G Presentations
- HS Graduation Presentations
- Elective Rankings
- Provide transportation (i.e., bus, bus tokens) in some cases as needed to remove a barrier of transportation from students who could not otherwise participate in Goal 3 activities. and to support Goal 2 engagement activities
- Provide resources for incentives to encourage participation in career exploration activities (e.g., students who reach a certain level of participation earn a small prize).
- Increase opportunities to solicit student voice in school-wide decisions.

- Provide materials and resources to support advertising and promotion of career exploration involvement opportunities, including Message Boards for cafeteria and quad.
- Provide substitute release time for teachers to attend planning meetings and/or events.
- Move Up Visits
- College/Career Exploration (creating meaning)
- You Matter Day
- BSU Night
- HBCU Expo in Los Angeles
- WEB
- STEM/STEAM Family Night
- Youth Tech. Academy at Fresno State
- University Visits
- Talent Search Program for 8<sup>th</sup> Graders
- JKC for 7<sup>th</sup> grade
- Change Makers

#### Specify enhanced services for EL students:

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

#### Explain the actions for Parent Involvement (required by Title I):

---

- Parent Orientation will include an emphasis on Goal 3.
- Parent meetings will include an emphasis on Goal 3.
- Home School Liaison and school readiness facilitator will work with families of students who have historically been under-involved in Goal 3 (e.g., EL) to engage parents in understanding the role of Goal 3 plays in students' academic success.
- Parent Coffee Hours presentation on upcoming Career exploration events

#### Specify enhanced services for low-performing student groups:

---

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

#### Describe Professional Learning related to this action:

---

- ILT Team will meet quarterly for Cycles of Review to analyze data related to students opportunity for career exploration involvement in the classroom, discuss coordinate programs, and discuss follow-up actions and implementation.
- WEB Leader training. Additional staff will be trained as WEB advisors and coordinators, to create a comprehensive yearlong program to support 6-8th graders career exploration events.
- Support staff attendance at CADA conference
- Ambassadors/Club Advisors training for Goal 3 data will be shared school-wide in order to generate staff awareness of students who are uninvolved in career exploration events.
- Teachers will use a reflective tool in collaboration with the Counselor and School Readiness Facilitator to set goals for program and monitor progress towards career exploration and acquisition of 21<sup>st</sup> century employability skills.
- Counselor attends ASCA Student Mindsets and Behavior conference
- PL in Restorative Circles (Skill Building)



# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

## G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			: Band reviews, Folklorico, college visits	1,000.00

**\$1,000.00**

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	3.433 %	6.208 %	2017-2018	4.208 %
Suspensions Per 100	9.645 %	6.129 %	2017-2018	5.129 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

- Progress made due to intentional intervention systems.
- Continue to monitor and provide incentives to promote regular attendance.
- Positive connections with staff
- Incentives for attendance
- Parent meetings - Coffee hour, Parent University, Restorative Practices
- Awards Rallies
- Attendance meetings with admin team
- HS readiness
- Climate and Culture Team
- Saturday Academy

**Suspensions Per 100**

- Consistent Positive Behavior Interventions and Supports (PBIS) and regular Culture-Climate Team work.
- Early development of Tier 2 and Tier 3 group supports needs to continue
- Weekly class meetings
- Clubs
- Positive incentives
- Strategic job assignments

Meeting targets for Goal 4

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Students with health concerns, receiving counselling services, have multiple appointments that cause them to be absent from school.

- Students with disabilities - 10%
- ELL- 5.7%
- Low SES- 6.2%
- Hispanic/Latino - 5.2%
- White - 9.3%
- African American - 10.3%
- Asian - 9.5%

**Suspensions Per 100**

- Consistent school-wide Positive Behavior Interventions and Supports (PBIS) has decreased disproportionality
- Continued need to use data in real time to respond
- Students with disabilities- 40%
- ELL- 13.51%
- Low SES- 6.13%
- African American - 9.76%
- Hispanic/Latino - 6.54%
- White - 0%
- Asian - 4.55%

The significant subgroup with significant dis-proportionality are students with disabilities. The needs for this identified group are being supported through targeted instruction, Before and after school tutorial, weekly CFA tutorial. Also, use alternative means of correction such as individual and group counseling.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Supplemental contracts - Site will continue to provide supplemental contracts for before school and after school tutorial with certificated staff. Technology, books, materials and supplies - Site will continue to provide resources for students to help support in increasing Literacy and Math Skills.

Continue to work alongside with Restorative Practices

Communication services and materials to support parent involvement - Site will continue to provide services to inform, collaborate, and support parents in meeting students' needs.

Home School Liaison - Site will continue to provide services to inform, collaborate, and support parents, students, and staff in meeting students' needs.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Suspension data has not showed increase and will improve through our restorative practices and tier 2 and 3 interventions. The site will continue to use our Home School Liason to support increased parent involvement and parent education classes. We will continue to do our behavior chats and Weekly class meetings to support students gain social skills and better manage their behavior. The site will also review our behavior policies to ensure it is equitable.

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

**1** SSC:

- Support for students with attendance concerns (e.g., bus tokens)
- Continue to message the importance of attendance, provide incentives
- Supports for students with missing assignments (get back on track)

**2** ELAC:

- Support and better communication for students with attendance concerns
- Transportation
- Continue to message the importance of attendance, provide incentives
- Supports for students with missing assignments (get back on track)

**3** Staff:

- Technology in Classroom: More incorporation of technology
- Increase/continue efforts to decrease level 1 and 2 misbehaviors
- Continue work to ensure that all students have an accepting climate at Cooper
- Greater learning around social-emotional teaching practices
- Ask students what their needs are Analyze data: Attendance, suspension data

**Action 1**

**Title:** Attendance

**Action Details:**

Cooper Academy will support attendance of students by providing a comprehensive, tiered program of attendance monitoring and intervention. We will target our low-performing groups, African American (10.3%) and Students with Disabilities (10%). Cooper will monitor and analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance and ensure students are back on track. Students will be

re-integrated into the learning following an absence.

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

**Explain the Progress Monitoring and data used for this Action**

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

For overall monitoring of Chronic Absence rate and ADA: The Chronic Absence rate reviewed weekly by GLA over Attendance and shared with Admin Team and Attendance Clerk.

Owner(s):

GLA, Admin. Team, Attendance Clerk

Timeline:

Weekly

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

GLA will run ATLAS reports (Truancy Student Summary Report, Attendance Rates (ADA) Report and Students with Chronic Truancy Report) to share with team.

Owner(s):

GLA

Timeline:

Weekly

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

Detailed Interventions: One School Readiness Facilitator and Community School Liaison will work with Tier 3 attendance issues (below 90%) ADA. Home school Liaison will do calls home and home visits daily. GLA will work with Tier 2 attendance issues (90% - 94%), making calls weekly to discover reasons for truancy. Both attendance clerks will work with Tier 1 attendance issues, speaking with parents and students daily, helping facilitate A1 meetings, and making changes in attendance as needed.

Owner(s):

GLA over attendance, Home School Liaison, Attendance Clerk

Timeline:

Daily

Weekly

Ongoing

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

Site records (attendance call logs, home visit logs, sign-ins from A1 parent meetings) monitored weekly by GLA over Attendance to ensure intervention strategies being implemented.

Owner(s):

GLA

Timeline:

Weekly

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

Edu-Text usage statistics and School Messenger logs monitored monthly to ensure communication to families about attendance is occurring.

Owner(s):

GLA

Timeline:

Monthly

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

Agendas and records from Parent workshops and A1 meetings show implementation of planned attendance education/intervention sessions with parents.

Owner(s):

GLA

Timeline:

Monthly

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

Owner(s):

Principal

Timeline:

Monthly

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

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

#### Specify enhanced services for EL students:

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

#### Explain the actions for Parent Involvement (required by Title I):

- Home School Liaison and School Readiness Facilitator will coordinate parent workshops and focus groups to address particular problems of attendance.
- Parents will be provided with information, encouragement, and support to register for Edutext to monitor daily attendance during their visits to the site and during daily home visits conducted by the Home School Liaisons and/or School Readiness Facilitator.
- Parents will continue to receive automated phone notification when their student is absent.
- Parents will receive truancy notifications and participate in A1 Parent Meetings to support daily attendance.
- Attendance Clerk will run daily logs of absences, make personal phone calls to parents to inquire about the reason for absences, and coordinate with home school liaisons, School readiness facilitator and GLA to provide interventions for students.

#### Specify enhanced services for low-performing student groups:

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

#### Describe Professional Learning related to this action:

- Administration will engage in a Cycle of Inquiry about best practices for attendance intervention within the team and with colleagues across the region.
- All staff will understand the importance of accurate and timely attendance recording; and will develop and communicate an all-site common message about attendance.
- All staff will engage in a continuous inquiry and professional learning to increase engagement in lessons and build relationships with students.
- All staff will plan for Tier 1 classroom systems that support regular attendance, including systems for quickly catching students up following an absence. (Part of classroom CHAMPS plan in MTSS system).
- Administrative team and relevant staff will engage in a book study of Safe and Civil Schools' attendance intervention resources in order to develop systems of attendance intervention.
- Attendance Clerk will receive regular training and feedback from district support staff about effective attendance procedures.

## Action 2

Title: Suspension

#### Action Details:

Suspension per 100 students was 6.13 in 2016-2017. As part of a Multi-Tiered System of Supports (MTSS), Cooper Academy will provide a tiered approach to positive behavior using the Safe and Civil Schools Framework for PBIS (Positive Behavior Intervention and Supports). Cooper will focus on our low performing groups, Students with Disabilities (40%) and ELL (13.51). Cooper staff will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new policies and procedures to support our goals. Tier 1 services focus on common areas and school-wide policies, consistent agreements across the staff about response to misbehavior through an instructional approach; addressing safety, conflict, and bullying. Tier 2 supports include includes opportunities for reflection, an emphasis on restoration and learning from mistakes; and Tier 3 includes connection to services to meet underlying needs and an expansion of efforts to involve and support families.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Suspension rate and the rate of unique students suspended reviewed quarterly by Administrative team.

**Owner(s):**

VP, Admin. Team

**Timeline:**

Quarterly  
Ongoing

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

The rate of misbehaviors/suspensions incidents and the rate of students with 2 or more suspensions will be monitored bi-weekly and discussed with Admin Team.

**Owner(s):**

Admin. Team, Staff

**Timeline:**

Bi-Weekly

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

Student ATLAS Portfolio Behavior entries will be analyzed for patterns (e.g., where misbehavior happens, consistency of admin responses, students with repeated behaviors).

**Owner(s):**

Principal, Admin. Team

**Timeline:**

Monthly

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

Behavior Reflection Forms and Referrals logged daily and reviewed weekly to ensure completion of communication feedback protocol between teachers, Admin. team, RP Staff, counselor and re-engagement center staff.

**Owner(s):**

Admin. Team, Staff

**Timeline:**

Daily, shared with admin team

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

Agendas from Professional Learning sessions and Admin meetings show implementation of planned PL.

**Owner(s):**

Principal

**Timeline:**

Monthly

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

Artifacts from Class Meetings, school-wide assemblies, and common lessons show evidence of instruction in SEL social-awareness skills and a balance of positive-behavior building/reinforcement with communication of rules, consequences, and other structures.

**Owner(s):**

Admin. Staff, Staff

**Timeline:**

Weekly Class Meetings, Quarterly Behavior Assemblies

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

Agendas and records from Parent Workshops, VP and counselor conference logs, and Home School liaison logs of home visits show intervention and outreach sessions with parents.

**Owner(s):**

VP

**Timeline:**

Monthly

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

Classroom observations using the Instructional Practice Guide show evidence of creating a culture of learning and ownership.

**Owner(s):**

Admin. Team

**Timeline:**

Daily

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

Students with 3 or more referrals to the office and 2 or more suspensions will be referred to the Tier 2 system for intake process. The student completes behavior workshop and then is monitored to ensure there are no further referrals or suspensions.

**Owner(s):**

VP

**Timeline:**

Monthly

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

- Mini-lessons taught by all teachers at the beginning of each quarter to go over Guidelines for Success, consequences for misbehaviors, school-wide and common area expectations, and resources for help.
- Students referred to the office for Level 2 or chronic Level 1 misbehaviors will engage in reflection, goal setting, and conflict resolution that encourages accountability and restoration.
- Provide staff and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing classwork.
- Structure Wednesday-Thursday Advisory Lessons provide to teachers for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and Cyber Safety.
- Opportunities to engage with Fresno High Human Element and Breaking Down the Walls to build knowledge and reinforcing Social Emotional skills.
- Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehaviors.
- Tier 2 program-regulators- created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.
- Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention.
- Establish systems for students to provide feedback and voice about school climate issues.
- Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
- Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentorships.
- Provide opportunities for student leadership through clubs, peer mediation and mentorship (both here at Cooper and region schools), student advisory committees, Men's & Women's Alliance, etc.

**Specify enhanced services for EL students:**

- Ensure that EL Students are given the opportunity to verbally process, ask questions, and understand the content during Class Meetings and school-wide instruction.
- Re-Entry Meeting with RP Counselor With Agreements to prevent possible future suspension
- Student Study Team analyzing trends and patterns where incidents are occurring
- Behavior Support Plan with VP/GLA
- Check and Connect Mentoring and progress monitoring with Principal/VP/GLA/Counselor

**Specify enhanced services for low-performing student groups:**

Re-Entry Meeting with RP Counselor With Agreements to prevent possible future suspensions  
Climate Team analyzing trends and patterns where incidents are occurring  
Behavior Support Plan for our targeted groups, students with disabilities and ELL with VP/GLA  
Check and Connect Mentoring and progress monitoring for our low-performing groups (Students with disabilities, ELL, and AA with Principal/VP/GLA/Counselor)

**Explain the actions for Parent Involvement (required by Title I):**

- Admin., teachers, and staff will communicate with families regarding behavior; refer to local agencies or school services as appropriate; and coordinate family educational opportunities and promote family and community involvement in school activities.
- Parents of students who have been suspended will meet with school officials to discuss behaviors and develop a behavior contract.
- Parents of students who have been suspended more than once will be required to have a meeting, with a home visit conducted if necessary.
- Regular messaging to families will include Guidelines for Success and awareness of resources as well as consequences for misbehavior.
- Parents of students whose behavior appears to be connected to emotional issues will receive information about counseling and support services.

**Describe Professional Learning related to this action:**

- Team Awesome, comprised of teachers, classified staff, administrators, counselors, and students will meet monthly to function as a leadership team for climate—reviewing data, recommending plans, and presenting to staff.
- Members of Team Awesome will engage in off-site professional learning at the Safe and Civil Schools National Conference with the focus on systems to support SEL and greater connectedness to school.
- Team Awesome and site administrative team will use data to identify trends and adapt strategies to address behaviors.
- Team Awesome will align with feeder schools in order to develop a strategic and cohesive plan to support Tier 1 school-wide systems that support positive behavior.
- Provide continued support for staff to engage in off-site professional learning opportunities on culture/climate topics (e.g., restorative practices, conflict mediation, trauma-sensitive practices). Describe Professional Learning related to this action:
- All staff will engage in professional learning about Tier 1 classroom systems that support positive behavior, make agreements about consistent messaging across campus, and build relationships with and among students.

- RP counselor, Academic Counselor, and administrative team will review and implement conflict mediation training.
- Administrative team will focus bi-weekly meetings on analysis of behavior data, with an emphasis on building consistency in response across the team, noticing patterns, and identifying and implementing intervention and support strategies.
- Professional learning to support CCSS implementation will emphasize strategies for engagement, dialogue, and Ownership tenet of the Instructional Practice Guide; which in turn supports the development of relationships and the teaching of social emotional skills.
- Professional learning for teachers to integrate SEL strategies in regular classroom instruction: growth mindset, self-awareness, self-management, self-efficacy and social awareness through a variety of strategies.
- Involve all staff in examination of data and goal-setting (SMART goals) for culture and climate indicators: sense of belonging, misbehaviors, attendance.



## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent support	313.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support	313.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement for attendance and school readiness	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2875	Parent support	9,611.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.7500	Student and Parent support for school readiness and success	46,452.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent participation support	313.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1500	Parent support	5,013.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL mileage	200.00
G4A2	Sup & Conc	Instruction	Dues And Mem			Memberships to School Culture	500.00

**\$63,715.00**

## 2019-2020 Budget for SPSA/School Site Council

### State/Federal Dept 0105 Cooper Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for ELA and Math professional development	4,823.00
G1A1	Title 1 Basic	Instruction	Travel			Math CMC conferences	2,000.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Agendas, posters	4,000.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent meetings	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning and professional learning	5,884.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			IB leadership, planning and professional development	13,861.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Math and ELA supplies	10,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Math and ELA technology	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cornerstone Educational Consulting, LLC : IB training	3,500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for parents and students	208.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies	4,834.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts ELA and Math planning	7,196.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Math and ELA supplies - No Food/Incentives	3,580.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Math and ELA computers and carts	5,400.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady diagnostic and lessons	10,000.00
G1A2	Sup & Conc	Instruction	Travel			ELA, Math, VAPA, PE conferences	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Agendas, certificates, posters	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning and professional development	1,177.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			IB leadership, planning and professional development	2,771.00
G1A2	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC assessment support	1,249.00
G1A2	LCFF: EL	Instruction	Travel			Language B standards conference	1,750.00
G1A2	LCFF: EL	Instruction	Direct-Graph			Language B documents	600.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Supplies	30,164.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease	4,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Band reviews, Folklorico, college visits	1,000.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent support	313.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support	313.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement for attendance and school readiness	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2875	Parent support	9,611.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.7500	Student and Parent support for school readiness and success	46,452.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent participation support	313.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1500	Parent support	5,013.00

G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag	HSL mileage	200.00
G4A2	Sup & Conc	Instruction	Dues And Mem	Memberships to School Culture	500.00
					<b>\$194,712.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,312.00
Sup & Conc	7090	\$137,493.00
LCFF: EL	7091	\$17,907.00
<b>Grand Total</b>		<b>\$194,712.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$95,833.00	
G2 - All students will engage in arts, activities, and athletics	\$34,164.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$1,000.00	
G4 - All students will stay in school on target to graduate	\$63,715.00	
<b>Grand Total</b>		<b>\$194,712.00</b>