


**Cooper Middle**

10621666057285

Principal's Name: Sandra Auble

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sandra Auble	X				
2. Chairperson -Emily Faith		X			
3. Vice-Chairperson- Ben Andrada		X			
4. Teacher/Secretary-Erin Kruse		X			
5. Teacher-Jasmine Aguilera		X			
6. Kystal Gomez			X		
7. Maria Flores				X	
8. Carmen Mendez				X	
9. Angelica Garcia				X	
10. Emily Epperly					X
11. Jacqueline Mota					X
12. Macy Yang					X
13.					
14.					
15.					

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

**Required Signatures**

School Name: Cooper Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Auble		5/20/21
SSC Chairperson	Emily Faith		5/20/21

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 2021/22

Cooper - 0105

**ON-SITE ALLOCATION**

3010	Title I	\$47,136 *
7090	LCFF Supplemental & Concentration	\$141,230
7091	LCFF for English Learners	\$26,670
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$9,740</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$224,776</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	\$1,473
Remaining Title I funds are at the discretion of the School Site Council	<u>\$45,663</u>
Total Title I Allocation	\$47,136

## Cooper Middle 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		29.52 %	2020-2021	36.52 %
I-Ready Math D2 On Level		23.02 %	2020-2021	30.02 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### **I-Ready ELA D2 On Level**

With the transition to distance learning in mid-March of 2019-20 school year, engagement with students, parents, staff, and families have become more impactful, frequent and resulted in continues increase levels of participation among parents over time. Student participation and engagement on Iready ELA was a struggle. ELA I-Ready scores shows a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies, specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies, if permitted due to COVID restrictions. There is a need for parent engagement opportunities to share discuss the importance of I-Ready and strategies with parents on how they can help their child at home including current progress and goal setting.

#### **I-Ready Math D2 On Level**

With the transition to distance learning in mid-March of 2019-20 school year, engagement with students, parents, staff, and families have become more impactful, frequent and resulted in increase levels of participation among parents. Student participation and engagement on Iready Math was a struggle. Math I-Ready scores shows a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies, specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies, if permitted due to COVID restrictions. There is a need for parent engagement opportunities to share discuss the importance of I-Ready and

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

#### **I-Ready ELA D2 On Level**

Administration and teachers analyze the I-Ready Data from D1 and D2 and other data (academics, attendance, discipline, and social-emotional well-being) to determine students who are at-risk in the areas of Reading/Literacy. According to our most recent data, 2020-2021 school year, the following sub-groups have been identified as at-risk. Students with Disabilities, English Learners and African American students.

#### **I-Ready Math D2 On Level**

Administration and teachers analyze the I-Ready Data from D1 and D2 and other data (academics, attendance, discipline, and social-emotional well-being) to determine students who are at-risk in the areas of Math. According to our most recent data, 2020-2021 school year, the following sub-groups have been identified as at-risk. Students with Disabilities, English Learners and African American students.

strategies with parents on how they can help their child at home including current progress and goal setting.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

With the transition to distance learning in mid-March of 2019-20 school year, engagement with students, parents, staff, and families have become more impactful, frequent and resulted in increase levels of participation among parents. Student participation and engagement on Iready Reading and Math was a struggle. Reading and Math I-Ready scores showed a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies. Specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies were reduced or not in placed due to COVID restrictions and school scheduling. Through Microsoft TEAMS, School Messenger, Cooper website and Phone calls, we were able to provide parent information that shared the importance of I-Ready and strategies with parents on how they can help their child at home including current progress and goal setting.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

ELA and Math I-Ready data shows a need for continued and targeted, high quality first instruction across all 6-8 grade levels using effective evidence based strategies, specialized times of alternate instruction like before/after-school intervention, tutorial, advisory and/or Saturday Academies, if permitted due to COVID restrictions. There is a need for parent engagement opportunities to share discuss the importance of I-Ready and strategies with parents on how they can help their child at home including current progress and goal setting.

**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:

The following items were suggested:

- Tutorials Technology
- Parent Workshops: IB information, IB Report Cards and Unit of study.
- Incentives for students
- More support staff for tier 2-3 students (full time social-worker, RP Counselor)

**2** ELAC:

The following items were their suggestions.

- Tutorials
- Technology
- Parent Workshops: IB information, IB Report Cards and Unit of study.
- More exposure for parents and students to attend colleges
- Afterschool Literacy class for EL
- Summer School Literacy for EL on site

**3** Staff:

The following items were their suggestions.

- Professional learning opportunities with IB Tutorial improvements
- More support staff for tier 2-3 students (full time social-worker, RC counselor)
- Tutorials
- Technology
- Data analysis SBAC/Iready alignment and analysis of questions PL
- IB Training Materials and supplies



## Action 1

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

### Action Details:

Cooper Academy will increase Math proficiency and performance of all students through the implementation of high quality classroom instruction and CCSS aligned curriculum across all subject areas with an emphasis on periodic common formative and summative assessments. Also common instructional practices that promote growth and narrow the achievement gaps for English learners, SPED students, African-American, and Hispanic/Latino subgroups to eliminate barriers to student success.

<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

Implement the use of Interim Blocks provided by Smarter Balanced to assess existing instructional practices 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, teachers

#### 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 I-Ready data, IABs, CFA data, Scope and sequence, formative information, and student work linked to CCSS student attainment and instructional practice guide tool that inform day-by-day instruction.

#### 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

Continue to design and implement common Math Assessments that reflect learning targets aligned to CCSS. Lead teachers in using result of CFA to create cycles of improvement (Plan, Teach, Assess, Reflect, Reteach).

#### Owner(s):

Accountable Communities (AC)

#### Timeline:

-Monthly  
-Ongoing

#### 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

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

Professional Development in research-based instructional strategies for teachers.

Owner(s):

Math Leads Teacher  
Math Department  
Math Admin.

Timeline:

Ongoing

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

Before/After School Support for Math-Continue tutoring

Owner(s):

Math Teachers

Timeline:

Ongoing

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

Math articulation across all grade levels(6th-8th) for sequencing and to determine essential skills students need to master at each grade-level.

Owner(s):

Math Teachers  
Math Admin.  
Math Lead

Timeline:

Quarterly

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

School-Wide PL on culturally responsive teaching and learning and examination of implicit bias.

Owner(s):

School Staff

Timeline:

Ongoing

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

Progress monitoring (classroom observations, feedback, reflective conversations) and weekly discussion of trends from IPG Data Report.

Owner(s):

Administration

Timeline:

Daily, weekly, Ongoing

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

COST Team: The COST team will meet every two weeks to discuss intervention strategies with teachers of students(Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

Owner(s):

Administration, Counselor, RC, Social Worker,  
Teachers

Timeline:

Byweekly

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 IReady and IABs.
- Dry erase markers, Smart Board, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoint and access to videos or data related to mathematics skills
- Math journals and/or portfolios for students to assist with organization and use as a resource tool.
- Instructional leadership team (ILT) will meet monthly to identify needs for professional learning and make recommendations.
- Teacher Planning Days- incorporating ELD standards to IB units, Use of GoMath when preparing lessons aligned to common core state standards, challenging content, teachers collaboration creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- Provide substitute teachers to allow teachers release time to attend SST student meetings.
- Provide substitute teachers to allow ACs to meet and plan instruction utilizing FUSD scope and sequence
- IB consultant
- Fun Work-Test Prep Event
- iReady for diagnostic and classroom instruction, intervention and support
- Student's awards for academic growth and achievement
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in Math and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student individual needs.

#### Specify enhanced services for EL students:

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

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

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

## Action 2

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

#### Action Details:

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

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**

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

**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 PLC and Admin. to ensure students' opportunity of engagement with ELA CCSS obtainment.

**Owner(s):**

Admin. Team, PLC, ILT, IB Coordinator

**Timeline:**

-Monthly  
-Prior 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

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

Teachers will continue to increase student ownership through the use of academic discourse strategies.

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

Teachers

[Timeline:](#)

Daily

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

School-Wide PL on culturally responsive teaching and learning and examination of implicit bias.

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

Staff

[Timeline:](#)

Ongoing

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

Analysis Protocol of CFA by ILT and administration to ensure CFAs are high quality with clear learning targets, Include a follow-up process conducted by teachers for students not meeting reading and writing at grade-level standards.

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

ILT, Administration

[Timeline:](#)

Monthly,Ongoing

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

Implement the use of Interim Blocks provided by Smarter Balanced to assess existing instructional practices and address the instructional needs of all learners.Communication of assessment data from Admin. to PLCs /staff to use as a basis for improving ELA instruction.

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

Principal, VP, GLA, teachers

[Timeline:](#)

Quarterly, Ongoing

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

Continue to design and implement common ELA Assessments that reflect learning targets aligned to CCSS. Lead teachers in using result of CFA to create cycles of improvement(Plan, Teach, Assess, Reflect, Reteach).

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

ELA Teachers

[Timeline:](#)

Ongoing

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

Provide supplemental contracts for teachers to provide academic tutoring Before/After School.

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

ELA teachers

[Timeline:](#)

Daily

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

Provide substitute teachers for ELA teachers to engage in the work of articulation across all grade levels(6th-8th) for sequencing and to determine essential skills students need to master at each grade-level.

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

ELA Teachers

[Timeline:](#)

Quarterly

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

Progress monitoring (classroom observations, feedback, reflective conversations) and weekly discussion of trends from IPG Data Report.

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

Admin.

[Timeline:](#)

Daily,Weekly,Ongoing

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

COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students(Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

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

Administration, Counselor, RC, Social Worker, Teachers

[Timeline:](#)

Byweekly

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

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- 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
- Credentialed staff after school to provide additional supports to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Access to laptops and tablets to influence the use of technology while assessing in Iready/IABs
- Dry erase markers, Schology, Elmo, laptop, and whiteboard for teacher instruction PowerPoints and access to the internet to access videos or data related to literacy skills
- Folders to track progress and chats
- Tablets to use literacy program for after school RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology
- Rubrics to assess EL progress in meeting ELPAC and ELA standards Interim reflection process- Reflection journals
- Teacher Planning Days- incorporating ELD standards to IB units, Use of Wonders, Springboards when preparing lessons aligned to common core state standards, challenging content.
- Teachers collaboration in creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.
- Provide substitute teachers to allow teachers release time to attend SST student meetings.
- Provide substitute teachers to allow ACs to meet and plan instruction utilizing FUSD scope and sequence
- IB Consultant
- Fun Work-Test Prep Event
- Small group instruction for identified students within the classroom
- IReady for diagnostic and classroom instruction, intervention and support
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning in ELA and provide differentiated support (small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Academic Counselor will provide support through check-and-connects to target student' individual needs.
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#### Specify enhanced services for EL students:

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

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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for PL and planning - No IEPs	5,646.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for Math and ELA	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL and planning	6,890.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	10,403.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,257.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutoring and PL, planning	3,317.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Computer and technology supplies	4,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL and planning - No IEPs	8,615.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	14,257.00
G1A2	Title 1 Basic	Instruction	Travel			Math and ELA conf. IB conference	2,000.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Agendas, personal project , class materials	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, planning	16,593.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,743.00
G1A2	Sup & Conc	Instruction	Travel			National Math conference, IB conference	4,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Office copier lease	6,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs	200.00
G1A2	One-Time School	Instruction	Mat & Supp			: materials and supplies	5,740.00

**\$121,661.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

Cooper Academy is committed to aligning our efforts and resources to expand students centered and real-world learning experiences through the engagement and exposure to careers. CA 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 while keeping CDC and district guidelines to ensure safety and health of all parties involved. CA will continue to providing a wide array of real-world learning experience that are paired with student interest and adult interest to ensure students are part of real-world learning experiences.

- Exposure to careers
- Guest speakers from a variety of careers
- 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.
- CA provides a Varsity and Junior Varsity offerings in athletic sports when their enough interest and players in the particular sport and if allowed by CDC and district guidelines.
- CA will also provide necessary resources (supplies, materials, consumables, incentives) to support the aforementioned activities clubs and sports.
- Campus Culture- Continue to scanning student ID's and/or utilizing sign-ins at events to capture students attending.
- Pull monthly reports of students not involved in order to target those students Utilize morning announcements and/or advisory to disseminate info to students regarding upcoming events and activities Fall & Spring Club Rush to help students find clubs they are interested in joining
- Meeting with club advisers regarding expectations for clubs.
- Resources allocated were used in the following areas: Building positive relationships between students and adults (Virtually), Performing arts Supplemental pay contracts to teachers serving as

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

**Student-centered real world learning experience - Site Defined**

As a result of students being virtual as of March 2019, CA was not able to take students to college campuses as a form of exposure to careers like previous years. Also CA participation rate has dropped showing 100% of students engaged in 2019-20 and 97.5% in 2020-21 school year engaged in arts and activities according to PowerBI data report. Athletics were not offered due to COVID 19.



- club advisers.
- Student incentives

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

CA will 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.. Resources allocated will be used in the following areas: Building positive relationships between students and adults, Supplemental pay contracts to teachers serving as club advisers, Student Incentives, Transportation, Student Recognition, Action 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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 student and staff incentives
- Better connect tutorial and engagements (eligibility)
- Importance of engagement is well-communicated Athletic/Activity/Tutoring for Student Athletes.
- Value of engagement is well-communicated so students are aware of what is going on around campus.

**2** ELAC:

- Look at incentive for engagement
- Transportation
- Engagement opportunities are 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:** Exposure to Careers

### Action Details:

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

eliminate barriers to student success.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

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 STEMSTEAM Career Exploration, to provides students the opportunity to see how workers in STEMSTEAM fields define and solve problems through the use of science, technology, engineering and math to benefit our world.

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

Administration, Counselor, Teachers

[Timeline:](#)

Monthly

Ongoing

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

- Career exploration field trips
- 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
- YMAYWA
- 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:

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

Specify enhanced services for low-performing student groups:

- 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

**Goal 3 - STUDENTS: Increase student engagement in their school and community.****Needs Assessment****School Quality Review**

## School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		5.7 %	2020-2021	3.7 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

The overall implementations to the following actions were limited as a result of instruction being virtual for 2020-21 school year.

- Transportation- Buses were only needed when small cohorts of students were on campus.
- Progress made due to intentional intervention systems.
- Continue to monitor and provide incentives to promote regular attendance.
- Positive connections with staff during virtual instruction
- Incentives for attendance and engagement
- Parent meetings - Coffee hour, Parent University, Restorative Practices, Awards, Rallies were virtual
- Attendance meetings with admin team
- HS Readiness/Climate and Culture Team
- COST Team: The COST team meet once every two weeks to discuss intervention strategies with teachers of students (Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

**Suspensions students with 1 or more**

Due to virtual instruction, no suspensions were made. We continued our work in the following:

- Consistent Positive Behavior Interventions and Supports (PBIS) and regular Culture-Climate Team work.
- Early development of Tier 2 and Tier 3 group supports needs
- Weekly Advisory class meetings (Mondays)
- Clubs
- Positive incentives
- Strategic job assignments
- COST Team: The COST team met once every two weeks to discuss intervention strategies with

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

**Chronic Absenteeism**

PowerBI Absenteeism data per 100:

- SPED - 25.8%
- ELL- 20.3%
- Other- 12.8%
- Hispanic/Latino - 16.0%
- White - 12.3%
- African American- 25.6%
- Foster Youth- 37.9%
- Homeless- 59%
- Students receiving Special Education services sometimes have health concerns and multiple appointments that lead to absenteeism. Special Education absenteeism rose from 24.7% to 25.8% during the 2020-2021 school year during distance learning.
- Homeless students rose from 53% to 59%. Homeless students had a difficult time attending class virtually and connecting with their teachers and other students in the class.
- Foster Youth, homeless, and ELL students were among our first kids we invited back to school for targeted support when approved by district to bring back small cohorts of students.

**Suspensions students with 1 or more**

There was a site wide decrease in 2019-2020 for all grade levels in suspensions per 100 students prior to Covid-19 distance learning going from 6.47 in 2018-19 to 3.09% in 2019-2020 school year.

See by grade level below Suspension per 100 students for 2018-19 and 2019-20 school year. There were no suspensions for the 2020-21 school years due to virtual instruction.

- 6th grade- 3.77% to 3.09%
- 7th grade- 8.56% to 3.14%

teachers of students(Tier 2-3) who are not meeting standards and/or were identified through assessments, attendance, and/or behavior data as needing extra support.

- 8th grade- 6.31% to 4.41%

This decrease is due to the consistent school-wide Positive Behavior Interventions and Supports(PBIS). Also, the use of data in real time to respond, the creation of a site Levels of Misbehavior form that tracks student sent out and assesses weekly misbehavior data. Admin. team pull weekly discipline data and discuss students who have repeat referrals and the actions that will be put in place to supports(social-emotional, Academic) the students well-being and his/her decision-making.

PowerBI Suspension data per 100 for 2019-20 school year:

- SPED- 5.26%
- ELL- 2.5%
- African American - 8.57%
- White - 3.45%
- Other- 17.65%

The significant subgroup with significant dis-proportionality are students with disabilities and AA. The needs for students with disabilities and AA subgroup are being supported though targeted instruction, Before and after school tutorial, weekly CFA, tutorial. Also, use alternative means of correction such as individual and group counseling. We also use and implement site Levels of Misbehavior form that tracks student sent out and review weekly misbehavior data. Our After-School Program provides students the opportunities for students to connect with coaches, and teaching staff in a variety of ways to encourage relationship-building. We will continue to use our COST Team to constantly monitor students who are considered "High Risk." Team consists of Administration, Restorative Counselor, School Social Worker, School Psychologist and Site Nurse, etc.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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. Continue the use alternative means of correction such as individual and group counseling. We also use and implement site Levels of Misbehavior form that tracks student sent out and assesses weekly misbehavior data. Our After-School Program provides students the opportunities for students to connect with coaches, and teaching staff in a variety of ways to encourage relationship-building. Continue to use our COST Team to constantly monitor students who are considered "High Risk." Team consists of Administration, Restorative Counselor, School Social Worker, School Psychologist and Site Nurse, etc. Also, CA participation rate has dropped showing 100% of students engaged in 2019-20 and 97.5% in 2020-21 school year engaged in arts and activities according to PowerBI data report. Athletics were not offered due to COVID 19.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Suspension data decrease in 2019-2020 for all grade levels in suspensions per 100 students prior to Covid-19 distance learning going from 6.47 in 2018-19 to 3.09% in 2019-2020 school year. It 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. Continue to use our COST Team to constantly monitor students who are considered "High Risk." Team consists of Administration, Restorative Counselor, School Social Worker, School Psychologist and Site Nurse, etc.

**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:
<ul style="list-style-type: none"> <li>Student social-emotional support from pandemic</li> <li>Support for students with attendance concerns (e.g., bus tokens)</li> <li>Continue to message the importance of attendance</li> <li>Provide incentives</li> <li>Supports for students with missing assignments (get back on track)</li> </ul>	<ul style="list-style-type: none"> <li>Provide effective communication for students with attendance concerns</li> <li>Transportation</li> <li>Continue to message the importance of attendance</li> <li>Provide incentives</li> <li>Supports for students with missing assignments (get back on track)</li> </ul>	<ul style="list-style-type: none"> <li>Technology in Classroom: More incorporation of technology</li> <li>Increase/continue efforts to decrease level 1 and 2 misbehaviors</li> <li>Continue work to ensure that all students have an accepting climate at Cooper</li> <li>PL on Social-emotional teaching and learning practices</li> </ul>

**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](#)

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

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

Monitor student participation and attendance data in Goal 2 activities, as evidenced by ID cards scanned at events, and Engagement entries in ATLAS.

Owner(s):

Campus Culture Director

Athletic Director

Timeline:

Monthly

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

- Engagement strategies and recognition of Engagements provided for students
- Weekly lunchtime activities every week for all students to participate
- Rallies
- Student's vs staff events: students have the chance to jump onto a field/court and have some competitive fun against teachers to help build student and staff relations.
- School community service days
- Athlete Tutorial Program: Provide resources to keep students athletically eligible
- Tutorial services
- 8th graders will visit Fresno High the spring before entry to select electives, learn about Goal 2 opportunities, and gain a sense of the culture and climate of Fresno High and how to be IB program will continue.
- WEB monthly activities, both academic and social. Provide supplemental contracts to WEB coordinators and resources for incoming 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:

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

Specify enhanced services for low-performing student groups:

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

## Action 2

Title: Attendance

### Action Details:

Cooper Academy will support attendance of students by providing a comprehensive, tiered program of attendance monitoring and intervention. We will target our low-performing group, African American (15.2%). 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.

<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

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.

**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.

### Action 3

**Title:** Suspension

**Action Details:**

Suspension per 100 students was 3.09% in 2019-2020. 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 group, African American (8.57%). 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 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

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

COST Team: The COST team will meet once every two weeks to discuss intervention strategies with teachers of students(Tier 2-3) who are not meeting standards and/or are identified through assessments, attendance, and/or behavior data as needing extra support.

Owner(s):

Administration, Counselor, RPC, Social Worker, Teachers

Timeline:

Byweekly

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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			College visits	2,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Bell schedules, certificates, agendas, process journal	3,000.00
G3A2	Sup & Conc	Instruction	Oth Cls-Sub			Sub for classified support	2,132.00
G3A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support - supplemental contract	318.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.7500		51,714.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		14,705.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Support for parents and students	1,068.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for parents and students	207.00
G3A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent meetings and PTC	318.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL travel	200.00

**\$75,662.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

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

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

**Staff Goal - Site Defined**

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

Data that will be monitored includes: CAASPP, iReady- 3x a year, Reclassification- trimester or quarterly, and D/F rates- trimester or quarterly.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning our EL goal setting and tracking was difficult to maintain for students that did not return back in cohorts. Professional Learning took a turn to support students through the distance learning platform and supporting EL students was a discussion in content PLC's.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Professional Learning around Cultural Proficiency and Cultural Responsive
- Incentives for EL
- Staff Professional Learning around equity of grading and assessing work through PLC's.

**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:
- Tutorial used a intervention for at-risk students.
  - Purchasing around site aligned grading practices materials.
  - PL for staff around grading, culturally responsive teaching and social emotional support of students.

- 2** ELAC:
- Communication home in home languages
  - Professional Learning around supporting EL students in all content courses.
  - Translate flyers and other communications in multiple languages.

- 3** Staff:
- Variety of after-school opportunities.
  - Continued improvement to site facilities.
  - Need for more timely feedback/incentives (immediate)
  - Use of social media for advertising and celebrating school accomplishments.

**Action 1**

**Title:** English Learner Development

**Action Details:**

CA will provide comprehensive programs to serve English Learners in all stages of language acquisition and literacy development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing re-designation and proficiency levels in ELA. School will implement school-wide literacy strategies across all classes with a focus on ELA, History and Science. Students will engage in complex text, write regularly, and participate in academic discourse. Teachers will monitor progress of English Learners and use evidence based strategies to support and challenge students to continued developing literacy skills.

**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**

Increase enrollment of Long Term English Learners in Accelerated Math and ELA courses.

**Owner(s):**

Principal  
Counselor

**Timeline:**

Fall 2021

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

Using iReady and CFAData to determine EL growth in both Math and ELA courses.

**Owner(s):**

GLA  
Teachers

**Timeline:**

Quarterly

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

Grades, behavior, and attendance data in ATLAS monitored by COST Team. English Learners will have their grades and attendance monitored by GLA Admin., Teachers, counselors, and Home School Liaison will be informed.

**Owner(s):**

GLA  
HSL

**Timeline:**

Byweekly

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

PLC Agendas and artifacts will be reviewed during ILT to ensure performance of English Learners are analyzed and decisions are being made to meet their academic and social-emotional needs.

**Owner(s):**

Principal  
ILT  
VP  
GLA

**Timeline:**

Quarterly

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

Using iReady and CFAData to determine EL growth in both Math and ELA courses.

**Owner(s):**

GLA  
Teachers

**Timeline:**

Quarterly

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

Grades, behavior, and attendance data in ATLAS monitored by COST Team. English Learners will have their grades and attendance monitored by GLA Admin., Teachers, counselors, and Home School Liaison will be informed.

**Owner(s):**

GLA  
HSL

**Timeline:**

Byweekly

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

Tier I: Teachers will support language development of English Learners in all content-area; support for long-term ELs as well as students at earlier levels of proficiency. Credentialed teachers receive support strategies for EL students at tier 3 of MTSS for Literacy skills. GLA will support EL students through monitoring, ensuring they receive targeted instruction during tutorial and provide professional learning to certificated staff. Seminars and conferences specifically designed around IB instruction, rubric and technology resources including Khan Academy, GoMath Online, TEAMs, etc. to support in differentiating instruction. Continue focus on Challenging Content, ownership, and cultural proficiency across all subject areas

Tier II: Conduct ELPAC data chats and iReady data chats with targeted students. Provide supplemental contracts/resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.

Students will be actively involved in using their own achievement and proficiency data to set goals for growth. Direct instruction in academic writing skills, reading comprehension to support with ELPAC focus areas(Reading, writing, listening, speaking). Before and After school tutorial through After School Program.

Tier III: Classroom support, tutoring, and materials.

Specify Professional Development or Staff Services to support EL students:

- Goal setting and communication of progress towards goals with guardians.
- Intervention: EL students scoring significantly below grade level reading will meet in flexible intervention tutorial groups.
- Supplemental books and resources to support EL students.
- Teachers will provide support in all classes and ensuring support during instruction.
- Training and support provided to Teachers

Specify Professional Development or Staff Services to support low-performing student groups:

Targeted tutorial during advisory, before and after school interventions will be provided to support EL students who are struggling with their core classes. Data will be reviewed weekly during admin. meetings to track students attendance, grades, and behavior progress.

## Action 2

**Title:** Ds and Fs rate Monitoring

Action Details:

CA will continue to monitor students with two or more Ds and Fs for each quarter. On-going interventions by tutorials, targeted interventions, classroom supports, grade monitoring student weekly slip, and enrichment opportunities for students. Focus will remain on increasing the amounts of students reaching mastery in all core areas.

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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

Counselor will monitor D/F data every 2 weeks.

Owner(s):

Counselor

Timeline:

Biweekly

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

PLC's coordinate tutorials based on student performance and identified student needs.

Owner(s):

Teachers

Timeline:

ongoing

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

Counselor will monitor student grades and communicate with students and parents about tutorials and interventions.

Owner(s):

Counselor

Timeline:

Ongoing

Quarterly



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

Counselor will monitor D/F data during every grading period: progress report, quarterly run grade reports and share data with administrators and teachers.

**Owner(s):**

Admin.  
Counselor  
COST Team

**Timeline:**

Quarterly

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

For tier 1, PLC's CFA aligned to focus standards. In tier 2, PLC's will collaboratively review data and plan RTI for students. PLC's and Lead Teachers will conduct cycle of continuous improvement once per quarter to monitor student progress and identify instructional needs. For tier 3, systematic intervention groups will be formed based on student needs in relation to content standards. Differentiated instruction based on results of assignments and CFA. Lessons include front loading strategies, re-engagement, re-teaching, and collaborative strategies. Aligned curriculum that vertically articulates and assesses progress uniformly. Culturally inclusive classrooms which foster student engagement and support student-centered learning. Consistent grading practices in departments in alignment with Fresno Unified Board Policy. Student grades will be monitored by teachers, administration, counselors, and support services staff. Technology, incentives, books materials and supplies to support instruction for all students. Tutorials will include but are not limited too: technology based learning programs, after school program, supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

**Specify Professional Development or Staff Services to support EL students:**

GLA will work with specific groups of EL students to provide support as well as work with teachers regarding instructional strategies to best support EL's. GLA will work with AC's to ensure proper implementation of ELD standards. Academic Counselors, School Psychologist, RP counselor and our Re-engagement Center will provide support for our economically disadvantaged and foster students. EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials. Training and support provided to Principal, VP, GLA and counselor.

**Specify Professional Development or Staff Services to support low-performing student groups:**

GLA will monitor EL students each semester grade/attendance reports to provide targeted interventions to ensure EL/RFEP population is tracked. Admin. will monitor effective teaching and learning strategies are being used during instruction to support ELA/Math teachers to prepare students for iReady, CFA, and SBAC. African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally and social-emotionally. Project Access will monitor Foster/Homeless students by connecting monthly tracking attendance, grades and behaviors.

**Action 3**

**Title:** Culturally Responsive Classroom Experiences

**Action Details:**

By June 2022, CA staff will engage in activities that address inclusion, diversity, social justice and bias in order to create conditions for a culturally responsive classroom and school. Through the learning, our staff will be able to diversify their teaching to teach all learners. As a school, we will ensure students and staff feel valued and included.

**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](#)

Integrating positive examples and models of acceptance and kindness, our Behavior Expectations, and learner Profiles in Morning Message and Monthly News Letter.

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

CCD  
Administration  
Teachers

[Timeline:](#)

Daily  
Weekly  
Ongoing

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

Integrating and promoting books for students and teachers to read from our library with a focus on the acceptance of others or bringing awareness to our students

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

Librarian  
Staff  
Teachers  
Administration

[Timeline:](#)

Ongoing

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

Positive messaging to inspire others around the school

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

CCD  
Staff  
Administration

[Timeline:](#)

Ongoing

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

Integration of content during instruction that recognizes various contributions from people with different ethnicity and cultural background.

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

Teachers

[Timeline:](#)

Ongoing

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

School surveys

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

Teachers  
Administration

[Timeline:](#)

Yearly

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

ASB organize school focus days that promote the acceptance of others throughout the year.

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

ASB  
CCD

[Timeline:](#)

Ongoing

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

Continue to provide staff PL experience with "Culturally Proficient Instruction" In supporting conversations around hard topics like implicit biases.

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

Teachers  
Administration

[Timeline:](#)

Ongoing

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

Continue to build trust with each other as a staff through trust building activities, collaboration meetings, training, and daily interactions.

Owner(s):

Teacher  
Staff  
Administration

Timeline:

Ongoing

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

Survey staff to measure effectiveness of PL around relational trust and Culturally responsive Classroom.

Owner(s):

Teacher  
Administration

Timeline:

Twice Yearly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

Specify Professional Development or Staff Services to support EL students:

Our EL students and parents will benefit from the experiences and activities connected to becoming a culturally responsive school by creating experiences where they feel valued and accepted. Teachers, staff, and students will provide meaningful experiences in promoting optimal human development for all students.

Specify Professional Development or Staff Services to support low-performing student groups:

Our low performing students and parents will benefit from the experiences and activities connected to becoming a culturally responsive school by creating experiences where they feel valued and accepted. Teachers, staff, and students will provide meaningful experiences in promoting optimal human development for all students.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	LCFF: EL	Instruction	Teacher-Subs			Subs for tutoring, planning, and PL	1,380.00
G4A1	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC	1,902.00
G4A1	LCFF: EL	Instruction	Mat & Supp			EL Materials and supplies	13,403.00
G4A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL students	3,200.00
G4A1	LCFF: EL	Instruction	Travel			EL conference	1,750.00
G4A1	LCFF: EL	Instruction	Direct-Graph			EL certificates, process journals	700.00

**\$22,335.00**

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.****Needs Assessment****School Quality Review**

## School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	70 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Actions listed were implemented throughout the year. Parent communication using school messenger, Fliers posted on Cooper Academy Website, Cooper Academy social media page, school agendas, monthly calendar, and our home-school Liaison were effective ways to communicate parent engagement opportunities. Parent who attended SSC, ELAC, and other virtual parent meetings provided feedback.

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

**Family Goal - Site Defined**

The result of our Climate Culture Surveys through Panorama addressed how comfortable our parents feel at Cooper Academy. From Spring 2019 to Spring 2020 it increased by 1% going from 92% to 93% due to our increased effort to improve communication with Covid-19 distance learning.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A major difference was starting the school year with virtual instruction, due to COVID 19 pandemic. All our parent meetings and connections with parents were done virtually. We noticed a increase in parent participation. Intended implementation and budgeted did not change.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

By June 2022, we will increase the number of parents that attend our school-wide family events, parent meetings, parent trainings, (SSC, ELPAC, Parent Coffee Hour, Parent Conferences, etc.) and increase our parent volunteers on campus by 5% each year.

**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:

- Continued messaging and support through Cooper Website, social-media, Coffee Hour, school messenger, etc.

**2** ELAC:

- Tutorial Support
- Parent workshops (Coffee Hour)

**3** Staff:

- Training on ATLAS, and other Technology to support parent involvement
- School Messenger
- School engagement activities like Back to School Night, Open House, Athletic Events, and school-wide events

**Action 1**

**Title:** Parent Engagement

[Action Details:](#)

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

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

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

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

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

- Parents will be provided information regarding student's expectation, curriculum related information and common grade-level agreement at Back to School Night and parent/teacher conferences in both English and Spanish.
- School newsletters/calendars will be sent home in English and Spanish monthly to keep parents informed of important school events and curriculum related information.
- Parent Coffee Hour designed to keep parents informed and involved in their child's education. Topic include: • How to Access to Parent Portal • Internet Safety • Positive Mental Health/Suicide Prevention • Healthy Cooking • High School/A-G requirement
- IB Parent Night/ 8th grade Community Project Display Event
- Parent-Teacher Conferences will take place two times a year. Fall conferences inform parents of progress made by the student. Conferences will provide an opportunity for teacher, parent and struggling students to develop a success plans together with action steps to follow.
- Teachers will provide information and strategies for parents during conferences on how they can help their children in the areas of English language arts, mathematics at home and other subject areas based on student's need.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and conferences. Translators will be provided for conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about activities/events at school and how they can support their child's achievement.
- Classroom visitations will be scheduled for parents to observe their child's in class upon request.
- Literacy awareness seminars/meetings to build awareness around literacy across the content areas (specific focus on biliteracy, language arts, STEM and STEAM)
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas.
- Parent IB continuum classes at Cooper Academy and Fresno High School.
- Title 1 Parent Meeting
- ELAC Meeting used to keep English Learner parents up to date on Student's performance, share voice of parent ideas, comments, and concerns.

- Parent meeting with admin. and teachers to report on progress, assessment results, resources to support English Learner achievement. Transportation available.
- Grade Level Counselor meetings provide specific areas of need, A-G on track, additional support, and tutoring.
- Parents of re-designated students will be informed of their students' success and given information on continued academic and proficiency growth.
- Progress reports sent home quarterly Report cards sent home quarterly Communicate and facilitate parent access to ATLAS Online System and Edutext
- Weekly School Messenger messages Regular reporting of student progress by administration during SSC meetings
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and/or phone to parents of students identified at-risk in academics and/or behavior
- Title 1 Involvement Policy and Staff-Student-Parent compact with all stakeholders

#### Specify Direct Service and Opportunities for parents and families to support EL students:

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

#### Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parents will be informed of student behavior expectations, dress code, daily schedule through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year. Materials will be translated into Spanish as needed.
- Our home school liaison will work with students and families to promote success of all students on campus. Our home school liaison will also be available for parents during school, and after-school.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0105 Cooper Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			PTC conference	318.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Communication, Parent meeting, IB parent meeting	2,300.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent IB night, parent meetings	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent meeting supplies	500.00

**\$5,118.00**



## 2021-2022 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 PL and planning - No IEPs	5,646.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for Math and ELA	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL and planning	6,890.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	10,403.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,257.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutoring and PL, planning	3,317.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Computer and technology supplies	4,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL and planning - No IEPs	8,615.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	14,257.00
G1A2	Title 1 Basic	Instruction	Travel			Math and ELA conf. IB conference	2,000.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Agendas, personal project , class materials	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutoring, PL, planning	16,593.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	5,743.00
G1A2	Sup & Conc	Instruction	Travel			National Math conference, IB conference	4,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Office copier lease	6,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs	200.00
G1A2	One-Time School	Instruction	Mat & Supp			: materials and supplies	5,740.00
G3A1	Sup & Conc	Instruction	Direct Trans			College visits	2,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Bell schedules, certificates, agendas, process journal	3,000.00
G3A2	Sup & Conc	Instruction	Oth Cls-Sub			Sub for classified support	2,132.00
G3A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent support - supplemental contract	318.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.7500		51,714.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		14,705.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Support for parents and students	1,068.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for parents and students	207.00
G3A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent meetings and PTC	318.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL travel	200.00
G4A1	LCFF: EL	Instruction	Teacher-Subs			Subs for tutoring, planning, and PL	1,380.00
G4A1	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC	1,902.00
G4A1	LCFF: EL	Instruction	Mat & Supp			EL Materials and supplies	13,403.00
G4A1	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL students	3,200.00
G4A1	LCFF: EL	Instruction	Travel			EL conference	1,750.00
G4A1	LCFF: EL	Instruction	Direct-Graph			EL certificates, process journals	700.00

G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	PTC conference	318.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Parent Communication, Parent meeting, IB parent meeting	2,300.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent IB night, parent meetings	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	: Parent meeting supplies	500.00
					<b>\$224,776.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,136.00
Sup & Conc	7090	\$141,230.00
LCFF: EL	7091	\$26,670.00
One-Time School	7099	\$9,740.00
<b>Grand Total</b>		<b>\$224,776.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$121,661.00	
G3 - Increase student engagement in their school and community	\$75,662.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$22,335.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,118.00	
<b>Grand Total</b>		<b>\$224,776.00</b>