

Cooper Middle School

10621666057285

Principal's Name: Sandra Auble

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	26/67	17.39 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	66/68	36.36 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	62/67	%
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	48/68	63.64 %
<input type="checkbox"/>	Middle	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	14/17	62.5 %
<input checked="" type="checkbox"/>	Middle	EL Redesignation	4- LTEL Redesignation Rate	4774	Number and percentage of Long Term English Learner students redesignated	10/17	29.03 %
<input type="checkbox"/>	Middle	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	9/16	17.39 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	18/68	45.11 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	66/68	12.5 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	38/67	13.04 %
<input type="checkbox"/>	Middle	Suspension	3- Appropriate Behavior Intervention	6282	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	14/17	20.69 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	12/67	5.05 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: 20 of the 33 student classified as English Learners scored an overall score of ‘Intermediate’ on the 2015- 2016 CELDT assessment. That is 67% of our English Learner population. If percentage of EL students for 2016-2017 remains constant, and 40% of our EL population advances at least one proficiency level, that would move 40% of our students into meeting a redesignation criteria of Early Advance. Therefore this would cause a trickledown effect and increase the percentage of students eligible for redesignation. With the appropriate supports in place, the second criteria for redesignation could be met through literacy interventions.		
SQII Element: EL Redesignation	SQII Sub-element(s): Long Term English Learner (LTEL) Redesignation Rate (4774)	Site Growth Target: 40% Advance one proficiency level. 33% EOY Long Term English Learner Redesignation	Vendor (contracted services) Bob Smith (IB Unit Training) International Baccalaureate Training through IBO Illuminate Informal Reading Inventory Assessment ManageBAC Teaching Fellows Extra-Pay Credential Teacher Contracts
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June 2017, CELDT data will indicate at least 40% of English Learner students will advance at least one proficiency level on the 2016- 2017 CELDT performance (4071). Additionally, by June 2017, our Long Term English Learner student redesignation will increase by 10%, this will increase the redesignation from 23% on June 2015 to 33% by June 2017 (SQII 4774).			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline	

<p>1. English Language Development and Assessment Across Curriculum</p> <ul style="list-style-type: none"> • DRP Assessments- -Quarterly reflective chats • CELDT Assessment -Quarterly reflective chats • Collaboration with IB Coordinator • Collaboration with EL services • Collaboration with EL staff around practices and approaches to RTI • Use of Common Assessments/assignments around ELD implementation into IB units • Bi-Weekly Collaboration with principal and Vice-principal around professional learning opportunities and IB unit creation • Instructional Practice Guide Data • Monitoring of other SQII indicators that supports the overall goal • Weekly AC Assist with IB student and staff reflections • Walkthrough assessment data based on challenging content for Literacy • Identification of Long Term EL Students <p>2. IB unit creation, implementation, and assessment around EL needs</p> <ul style="list-style-type: none"> • Monitoring progress through DRP, Interim and CELDT assessments • ELA interim assessments • Planning and buybacks • IB unit assessments for ELA content area • IB unit assessments for all content areas in which literacy and communication is addressed • Informal Reading Inventory Progress Monitoring • Team Meetings and AC Meetings • Implementation and chart of EL standards into IB units • Collaboration with all staff members around use of Informal Reading Inventory Assessment (RTI model) • AC and Team meetings 	<p>1. Guidance Learning Advisor</p> <p>1. IB Coordinator</p> <p>2. English Teachers</p> <p>2. Guidance Learning Advisor</p> <p>2. IB Coordinator</p> <p>2. Staff across all content areas</p> <p>2.English Teachers</p> <p>2.Afterschool Program Coordinator</p> <p>3.IB Coordinator</p> <p>3. Guidance Learning Advisor</p>	<p>-June 2016- Identification process</p> <p>-September 2016 EL Chats and DRP Chats</p> <p>-Weekly ACs</p> <p>-Bi-weekly Collaboration/communication</p> <p>-Monthly Planning</p> <p>-Quarterly reflections/check-in</p> <p>-End of semester</p> <p>-End of Year 2016-2017</p> <p>-Weekly ACs</p> <p>-Monthly</p> <p>-Quarterly</p> <p>-Semester</p> <p>-End of Year</p>
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<ul style="list-style-type: none"> • Formative assessment data • Rubric needs assessment • Collaboration with afterschool program to address needs and provide additional support to EL tier 3 on RTI model <p>3. Reflections</p> <ul style="list-style-type: none"> • IB MYP staff reflections • IB MYP student reflections 		
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent education courses focused on IB in partnership with Parent University • ELAC Meetings • DELAC meetings • Spanish Home School Liaison to communicate with parents and translate • PIQUE informational parent meetings • Dia de La Familia Trip (Fresno State University) • IB Reporting parent nights to educate parents regarding their child’s criterion based development across the content areas • Parent Coffee hours • Parent Conferences • Title 1 parent night 		
<p>Describe related professional learning:</p> <p>-English Learners/ Special Populations/sub groups</p> <p>-Site 54 Professional Learning/ Site –</p> <p>*10 hours out of 54 PL hours dedicated</p> <ul style="list-style-type: none"> • Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners • Literacy across curriculum/ Socratic seminars to help with listening and speaking <p>-Curriculum Development</p> <p>*4 collaboration days dedicated to planning</p> <ul style="list-style-type: none"> • Planning- incorporating ELD standards to IB units, Use of DRP when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data. <p>-Reading Comprehension/ Literacy</p> <p>-Site 54/134 Accountable Community</p>		

***3 hours out of 54 PL hours dedicated**

- CELDT Chats
- DRP Chats
- Monitoring student learning

-Reading Comprehension/ Literacy**-Leadership Team (ILT)*****2 hours of ILT Meetings dedicated**

- CELDT Data analysis
- DRP data analysis
- Common assessments/ assignments
- Reading Inventory Assessments

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Teacher team teach to provide appropriate strategies to reach all learners
- Student binders for EL progress check
- Paper for goal setting and chats
- Pencils and pens for goal setting and chats
- Reward system for progress on goals
- PowerPoint presentations for goal settings and chats
- Credentialed staff afterschool to provide additional supports afterschool to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Chart paper for group projects
- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic and literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use literacy program for afterschool RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology

- Rubrics to assess EL progress in meeting CELDT standards

Specify additional targeted actions for EL students:

- EL specialist to provide Professional development to staff around EL best practices and assessment geared to track progress
- EL specialist to provide Professional development around EL curriculum in Exploration of a Language (English) for language learners
- Set fieldtrips and celebrations for the year as students meet progress on EL chat goals
- Set fieldtrips and celebrations for the year as students meet redesignation criteria around CELDT, DRP or ELA interim assessment.
- Parent and student recognition ceremonies for meeting criteria for redesignation
- College visits to help EL students and parents create long term goals and close achievement gap

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	3	EL	Instruction	Teacher-Substitute Salaries				Substitute teacher for planning	2,284
1	3	EL	Instruction	Teacher-Supplemental Salaries				Teacher planning to support EL students	1,743
1	3	EL	Parent Participation	Classified Support-Supplemental				Translating for EL students	587
1	3	EL	Instruction	Direct-Other (Dr)				REA Charges for CELDT Assessors	600
1	3	EL	Instruction	Materials & Supplies				Materials and supplies for EL support	2,000
1	3	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support EL culture and climate	1,668
1	1	EL	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	650
Total									\$9,532

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	Detail the action: 2014-2015 Math SBAC data suggest that 17% of students Met or Exceeded standards. Current and future intentional professional development, 6-8 grade math collaboration, focus on Challenging content, and mathematics implementation across content areas will promote growth in the 2016- 2017 Math SBAC assessment across grade levels. Collaboration with our Math Teams and intentional Team collaboration between science, math and design courses will be essential. By teaching math skills across content areas our students will benefit from exposure to math skills throughout the day and will see the application of mathematics in all content areas therefore practicing skills and seeing the relevance of mathematics in the real world.		
SQII Element: Math (SBAC)	SQII Sub-element(s): 2- Standards Met/Exceeded	Site Growth Target: 27% EOY 2016-2017	Vendor (contracted services) Bob Smith (IB Unit Training) International Baccalaureate Training through IBO Illuminate Math 180 ManageBAC Teaching Fellows Extra-Pay Credential Teacher Contracts STEAM & STEM Training
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June 2017, SBAC Math assessment will demonstrate a 10% increase of students school wide scoring Standard Met or Standard Exceeded when compared to 2014-2015 school year Math SBAC student attainment (SQII 6169).			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) 1. Math Alignment <ul style="list-style-type: none"> • Collaboration with Math accountable community to assess student needs, reflect on Interim Assessment data 		Owner(s) 1. Vice-Principal 1. Math team 2. Math team 3.School Counselor	Timeline -Weekly -Ongoing -Biweekly Team meetings -Monthly

<ul style="list-style-type: none"> • Checks for math progress across grade levels regularly through interim and formative data • Collaborate with Math Leadership teams to create Professional Learning (PL) around areas of needed growth based on interim and common assessments and assignments. • Meet in quarterly ILT meetings to engage in mathematics across content areas and provide opportunities of PL around mathematics across content areas. • Creation of IB units aligned to Scope and sequence and algebra foundational standards • Monthly progress monitor of Math standards covered across grade levels correlated to Scope and sequence • Instructional Practice Guide Data Collected by administrative team • Monitoring of other SQII Indicators that supports the overall goal • Walkthrough assessment data based on challenging content for Mathematics <p>2. Math implementation and Progress Monitoring</p> <ul style="list-style-type: none"> • Collaborating with peers across content areas to track math skills taught across content areas • AC collaboration to meet student assessed needs. • Common assessments and units check as compared to SBAC and Math Progression alignment • Math assessments <ul style="list-style-type: none"> -Pre -Post • IB unit assessments for Math content area • IB unit assessments for all content areas in which Mathematics and Algebra foundational skills are addressed • Formative assessment data • Rubric needs assessment • Common assessment/assignments • Math 180 and Illuminate assessments <p>3. Student Monitoring</p> <ul style="list-style-type: none"> • D's and F's monitoring 	<p>3. Math team 3. Afterschool Program Coordinator 4. School Counselor 5. IB Coordinator 5. Math team</p>	<p>-Quarterly progress monitoring and reflection -Semester -End of Year</p>
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<ul style="list-style-type: none"> • Student Chats • Working on alignment with afterschool program to meet needs of students earning a D or F in their math class. • Afterschool Tutorial to math student assessed needs <p>4. A-G chats across grade levels</p> <p>5. IB MYP staff reflections IB MYP student reflections</p>		
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent education courses focused on IB in partnership with Parent University • Math awareness seminars/meetings to build awareness around STEM • STEM night • IB Reporting parent nights to educate parents regarding their child’s criterion based development across the content areas • Parent Coffee hours • Parent Conferences • Title 1 parent night 		
<p>Describe related professional learning:</p> <p>Mathematics/Curriculum Development</p> <p>-Site 54 Professional Learning/ Site – *12 hours out of 54 PL hours dedicated</p> <ul style="list-style-type: none"> • Deconstructing the standards, Inquiry in IB math classroom IB training around incorporation of Math Common Core State Standards • Challenging Content 2A and 2B • Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners • Literacy across curriculum/ Socratic seminars to help with listening and speaking <p>-Curriculum Development *4 collaboration days dedicated to planning</p> <ul style="list-style-type: none"> • Planning- incorporating ELD standards to IB units, Use of DRP when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data. <p>-Site 54/134 Accountable Community/Team meetings *6 hours out of 54 PL hours dedicated</p>		

- Sequence mapping of standards form 6-8th grade
- Coherence and Progression of standards in 6-8 grade Mathematics courses
- Unit alignments to Algebra I foundational standards
- Understanding DOK level in mathematics
- Interim assessment sequencing and planning

-Literacy and Mathematics across content areas

-Leadership Team (ILT)

***3 hours of ILT Meetings dedicated**

- Use of cycle of continuous improvement with math data
- SDAIE strategies in the IB world
- Interim assessment sequencing and planning
- Scaffolds to reach a variety of learners Examining
- Algebra I foundational skills support across content areas

-Professional Learning Column/Personal Professional Growth

-Mathematics

*16 hours out of 54 hours will be provided for Personal Professional Growth PL at Staff discretion based on assessed needs

- STEM and STEAM Professional development
- Common Core State Standards in IB
- Creation of IB units
- Monitoring student learning
- Understanding DOK level in mathematics
- Assessment and Rubrics
- Interim assessment sequencing and planning

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Use of Inquiry questions
- Projects based learning
- Supplies for projects as seen necessary by teacher
- Anticipatory set experiences, supplies as needed
- Binders and folders for projects and classwork
- 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 or tablets for group and individual math projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic skills
- Math 180 and Illuminate for assessment purposes
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematic skills
- Afterschool designated class for students earning a D or an F in a math class

Specify additional targeted actions for EL students:

- Goal monitoring with Guidance Learning Advisor and parent to look at areas of needed improvement and providing them with next steps and supports
- Math 180 and Illuminate for assessment purposes
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematic skills
- Afterschool designated class for students earning a D or an F in a math class
- Use of SDAIE strategies across content areas to reach all learners

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute teacher for planning	2,284
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute teachers for planning	1,144
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher supplemental for student tutorial	2,440
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher supplemental for tutorial	3,488

2	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translating services for parent participation	1,879
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				equipment for Math 180	2,000
2	1	EL	Instruction	Materials & Supplies				Materials and supplies to support EL students	584
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support students	2,000
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support students	2,933
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Bob Smith	1,000
2	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics for agendas and materials for Math Support	1,467
								Total	\$21,219

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p>Detail the action: Misbehavior entries for Local Control Funding Formula (LCFF) population of students have fluctuated within the last three years. In a proactive measure to promote social emotional competencies and growth, we will focus with intentionality, addressing student and staff social emotional needs in order to promote a decline in misbehavior across grade levels and within the Fresno High Region around restorative practices. Professional development and training outside of our district through conflict resolution courses will lead our focus and progress monitoring will be done by all staff, safe and civil teams as well as administrative team. The use of restorative practices, Safe and Civil Schools partnership and trainings, student engagement and mentoring opportunities, and progress monitoring will help in the reduction of misbehaviors across grade levels.</p>		

<p>SQII Element: Suspension</p>	<p>SQII Sub-element(s): Behavior Growth (SQII 3962)</p>	<p>Site Growth Target: 32% End of Year 2016-2017 19.7% Winter 2016-2017</p>	<p>Vendor (contracted services) *Restorative Practices Training through Fresno Pacific University *Safe and Civil Schools Training *WEB trainings *Leadership Training *Boys to Men *Girl Power *Young Men’s Alliance *CHAMPs training *Bob Smith Unit Creation</p>
<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p>Write a SMART Goal to address each data point: By June 2017, percentage of unduplicated Local Control Funding Formula (LCFF) students with misbehavior entries will be reduced by 10% from 42.45% on End of year (EOY) 2014-2015 and 29.7% Winter 2015-2016 to at least 32% EOY 2016-2017 and 19.7% Winter 2016-2017(SQII 3962).</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> 1. Assessing school trends and needs and Providing feedback, professional development and implement changes to meet culture/climate school needs <ul style="list-style-type: none"> • Collaboration with staff and administrative team around data collection based on monthly trends • Provide training and assistance around implementation of restorative practices and tiered levels of intervention • Implementation of CHAMPs is evident in every classroom • Report to staff in monthly meetings • Facilitates PL around restorative practices and social emotional competencies • Help in creation of Behavior assemblies aligned to culture and climate needs. • Creation of Scholar Meeting lessons aligned to school climate/culture needs 		<p>Owner(s)</p> <ol style="list-style-type: none"> 1. Safe and Civil Team 2. All Staff 2. Guidance Learning Advisor 3.Guidance Learning Advisor 3. Counselor 3. Culture/Climate Coordinator 	<p>Timeline</p> <ul style="list-style-type: none"> -August -Monthly -Quarterly -End of Semester -End of Year 2016-2017

<p>2. Implementation and monitoring of Safe and Civil lessons and restorative approaches</p> <ul style="list-style-type: none"> • Use of Common Assessments/assignments around restorative practices • Daily implementation of restorative practices and approaches, weekly scholar meetings provided to students • Monthly check in with Safe and Civil Team based on assessed needs • Monitoring use of restorative approaches utilized and effect on student behavior through data collection • Having Conflict resolution meetings with students • Reflective journals students • Common practices in class show an increase of student applying learned skills through scholar meetings <p>3. Data analysis and progress monitoring of school wide structures</p> <ul style="list-style-type: none"> • Instructional Practice Guide Data- Joy for Learning • Monitoring of other SQII indicators that supports the overall goal • Common practices in class show an increase of student applying learned skills through scholar meetings • Misbehavior data collection • Goals settings with students • Conflict resolution meetings • Quarterly misbehavior data • Follow up meetings from conflict resolutions sessions show students have not engage in further altercations with peers • Students meeting behavior goals increase through counselor meetings • WEB trainings, Leadership trainings, progress monitor. 		
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent education courses focused on IB in partnership with Parent University • Math awareness seminars/meetings to build awareness around STEM • STEM night • Spanish Home School Liaison to communicate with parents and translate • IB Reporting parent nights to educate parents regarding their child’s criterion based development across the content areas • Cooper Parent Club 		

- Parent Coffee hours
- Parent Conferences
- Title 1 parent night

Describe related professional learning:

-Social Emotional/ Culture Climate

-Site 54 Professional Learning/ Site –

***4 hours out of 54 PL hours dedicated**

- Amygdala, Tiered system of interventions RTI,
- Level 1, 2, and 3 misbehaviors
- Restorative practices, positive to Negative ratio
- School to prison pipeline

-Curriculum Development

***4 collaboration days dedicated to planning**

- Planning- incorporating Social Emotional Competencies, ELD standards to IB units, Use of DRP when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

-Site 54/134 Accountable Community

***3 hours out of 54 PL hours dedicated**

- CHAMPs sessions with Pete Summers
- Implementation of Social Emotional Competencies in IB Units

-Leadership Team (ILT)

***2 hours of ILT Meetings dedicated**

- Use of cycle of continuous improvement with misbehaviors
- Conflict resolution
- Analysis of data from surveys

-Professional Learning Column

***8 hours of paid PL will be provided for trainings around**

- Conflict resolution
- Restorative Circles
- Classroom Meetings

- Tiered system of interventions RTI
- Positive to Negative ratio

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- IB Units with focus on Social Emotional Competencies
- Use WEB students to lead incoming 6th graders
- WEB meeting with 6th grade student to teach leadership skills and social emotional skills
- WEB Meetings quarterly with WEB Leaders and spiders (mentee) to track progress
- Scholar Meetings with focus on areas of misbehavior data to teach according to the misbehavior we observe.
- Continue with Quarterly Behavior Assemblies to reteach expectations school wide
- Provide students with purple tickets for positive behavior
- Boys to Men program for 6th grade students falling under tier 2 and 3 of RTI pyramid
- Girl Power Program for 6th grade girls falling under tier 2 and 3 of RTI pyramid
- Start Young Men's Alliance through the lens of Design for 7-8 grade students
- Restorative practices Training for students
- Utilize and implementation of Restorative practices and hold students accountable to follow through with contracts
- Provide Conflict resolution training for students in WEB
- Provide Conflict resolution training for students with high number of misbehaviors related to K (Disrespect)
- Counselor provided support in the areas of structure, academic counseling and goal setting, and social emotional support
- Binders and folders for projects and classwork
- 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 or tablets for group and individual math projects
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, Smartboard, Elmo, laptop, and whiteboard for teacher instruction
- PowerPoints and access to the internet to access videos or data related to social emotional skills

Specify additional targeted actions for EL students:

- Goal monitoring with Guidance Learning Advisor and parent to look at areas of needed improvement and providing them with next steps and supports
- Credentialed teacher to help students at tier 3 of RTI pyramid for social emotional skills
- Therapy referral for students reaching tier 2-3 of social emotional RTI pyramid
- Afterschool designated class for students earning a D or an F in any class

- Use of SDAIE strategies across content areas to reach all learners

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Facltr, Schl Readiness	0.7500		Facltr, Schl Readiness	42,723
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2650		HSL	7,012
3	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1725		HSL	4,564
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time for HSL	1,045
3	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Supplemental				Translating services	763
3	3	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies to support parent involvement	1,000
3	3	Sup & Conc	Other Instructional Resources	Equipment Lease				Ricoh	3,700
3	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Recruitment visits	1,500

3	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support climate and culture	2,000
3	2	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support social/emotional for students	3,631
3	2	EL	Instruction	Materials & Supplies				Materials and supplies for EL support	500
								Total	\$68,438

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	Detail the action: 2014-2015 ELA SBAC data suggest that 35.4% of students Met or Exceeded standards. Current and future intentional professional development, 6-8 grade ELA collaboration, focus on Challenging content, and professional development geared towards promoting literacy across content areas will promote growth in the 2016-2017 ELA SBAC assessment across grade levels. ELA team members in collaboration with IB coordinator will work with all content areas to provide areas where student are struggling and will collaborate with other content areas to create units that influence access to literacy. The afterschool program and counselor will focus on targeting students that are behind in reading and English skills to provide them with extra support through afterschool program.		
SQII Element: ELA (SBAC) (SQII 5926)	SQII Sub-element(s): Academic Performance (SQII 5926)	Site Growth Target: 45% of students Meeting or Exceeding standards	Vendor (contracted services) Bob Smith (IB Unit Training) International Baccalaureate Training through IBO Illuminate Informal Reading Inventory Assessment ManageBAC Teaching Fellows Extra-Pay Credential Teacher Contracts
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point:			

By June 2017, SBAC ELA assessment will demonstrate a 10% increase of students school wide scoring Standard Met or Standard Exceeded when compared to 2015-2016 school year ELA SBAC student attainment (SQII 5926).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:
(Include all interim monitoring evidence points showing impact)

1. Collaboration, Creation and implementation of IB MYP units aligned to common core state standards
 - Creation of IB MYP common assignments and units aligned to common assessments that meet both IB and common core state standards.
 - Collaboration with all subject areas to focus on promoting literacy across content areas through Professional Learning opportunities and team meetings.
 - Mapping of ELA standards and literacy skills taught across all subject areas and skills to help students access literacy.
 - Reflect on practices with IB coordinator and help lead literacy across all content areas as well as through the use of EXPLO classes.
 - Use of Common Assessments/assignments
2. Progress Monitoring and Needs Assessment
 - Collaboration with ELA team and ILT team around use of Illuminate assessments to promote SBAC and Common Core Aligned assessments and units.
 - Weekly AC meetings around ELA units and student needs.
 - Help with reflective process of Implementation of literacy across content areas Instructional Practice Guide Data
 - Monitoring of other SQII indicators that supports the overall goal
 - DRP Assessments
 - ELA interim assessments
 - Illuminate Assessments
 - IB unit assessments for ELA content area
 - IB unit assessments for all content areas in which literacy and communication is addressed

- Owner
1. ELA Team
 1. IB Coordinator
 2. Principal
 2. IB Coordinator
 2. ELA Team

- Timeline
- Weekly AC meetings
 - Bi-Weekly feedback from staff and PL creation around EL assessed needs
 - Monthly collaboration with Instructional Leadership Team to address needs and lead teams to influence the use of literacy across content areas
 - Quarterly
 - Semester
 - End of Year

<ul style="list-style-type: none"> • Formative assessment data • Rubric needs assessment • Walkthrough assessment data based on challenging content for Literacy • IB MYP staff reflections • IB MYP student reflections 		
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent education courses focused on IB in partnership with Parent University • Literacy awareness seminars/meetings to build awareness around literacy across the content areas (specific focus on biliteracy, language arts, STEM and literacy in the arts) • IB Reporting parent nights to educate parents regarding their child’s criterion based development across the content areas. • Parent Coffee hours • Parent Conferences • Title 1 parent meeting • Parent visit of IB continuum classes at Cooper Academy and Fresno High School. 		
<p>Describe related professional learning:</p> <p>--Reading Comprehension/ Literacy</p> <p>-English Learners/ Special Populations/sub groups</p> <p>-Site 54 Professional Learning/ Site –</p> <p>*10 hours out of 54 PL hours dedicated</p> <ul style="list-style-type: none"> • Literacy across grade levels/ sequencing and deconstruction the ELA Common Core Standards • Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners • Literacy across curriculum/ Socratic seminars to help with listening and speaking • Focus on Challenging Content tenant 2 a. and 2 b. when creating lessons with accountable community • Socratic Seminars <p>-Curriculum Development</p> <p>*4 collaboration days dedicated to planning</p> <ul style="list-style-type: none"> • Planning- incorporating ELD standards to IB units, Use of DRP when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data. 		

-Reading Comprehension/ Literacy

-Site 54/134 Accountable Community

***3 hours out of 54 PL hours dedicated**

- CELDT Chats
- DRP Chats
- Monitoring student learning
- Use of DRP and Reading Inventory assessments in planning

-Reading Comprehension/ Literacy

-Accountable Community outside of 54 hours- 6 hours utilized

- IB units
- Accessing Literacy across content areas
- Monitoring student learning
- Use of DRP, CELDT, RFEP forms and Reading Inventory assessments in planning
- Interim Assessment data analysis
- Teacher reflections and data analysis around common assignments and assessments

-Reading Comprehension/ Literacy

-Leadership Team (ILT)

***2 hours of ILT Meetings dedicated**

- DRP data analysis
- Common assessments/ assignments
- Reading Inventory Assessments
- Challenging Content
- CELDT Data analysis

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Teacher team teach to provide appropriate strategies to reach all learners
- Student binders for Literacy and EL progress check
- Paper for goal setting and chats
- Pencils and pens for goal setting and chats and group activities
- Credentialed staff afterschool to provide additional supports afterschool to follow RTI model for Long Term EL students in tier 3 of the pyramid.
- Chart paper for group projects

- Color markers, crayons, pencils, pens, sharpies for activities and group projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding
- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic and literacy skills
- Whiteboards and dry-erase markers for activities such as checking for understanding and collaborative grouping in building literacy
- Manipulatives for activities that require scaffolds
- Use of graphic organizers for activities that require scaffolds
- Monitor checking on student goal progress
- Folders to track progress and chats
- Tablets to use literacy program for afterschool RTI 3 support
- Tablets to use for accessing literacy in the classroom through the use of technology
- Tablets or laptops to influence use of technology in assessing student learning through Illuminate
- Rubrics to assess EL progress in meeting CELDT and ELA standards
- DRP reflection process- Reflection journals

Specify additional targeted actions for EL students:

- EL specialist to provide Professional development to staff around EL best practices and assessment geared to track progress
- EL specialist to provide Professional development around EL curriculum in Exploration of a Language (English) for language learners
- Set fieldtrips and celebrations for the year as students meet progress on EL chat goals
- Set fieldtrips and celebrations for the year as students meet redesignation criterial around CELDT, DRP or ELA interim assessment.
- Parent and student recognition ceremonies for meeting criteria for redesignation
- College visits to help EL students and parents create long term goals and close achievement gap

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute teacher for planning	2,284
4	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute teachers for planning	1,144

4	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher supplemental for tutorial	3,488
4	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher supplemental for tutorial support	2,440
4	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translating services to support parent participation	1,879
4	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies	2,969
4	1	EL	Instruction	Materials & Supplies				Materials for EL support	585
4	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support students	2,000
4	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics for agendas and materials for ELA Support	1,466
								Total	\$18,255

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p>Detail the action: The Middle Years Programme that we promote at Cooper Academy feeds into the Middle Years Programme at Fresno High School which in turn then moves students into the Diploma Programme. In order for our students to have access to the Diploma Programme, they must take and complete an Algebra I course prior to their Freshman year. Our Math team will utilize coherence and progression math maps to help lead conversations and unit creations that target Algebra I foundational skills across grade levels. Progress monitoring of such skills will lead our math team to collaborate with other content areas in order to create cross curricular units that focus on targeting Algebra I foundational skills. Professional learning and IB coordinator in collaboration with our Math team will help guide to work in making sure more student have acquired the skills needed to be successful in an Algebra I class.</p>					

<p>SQII Element: International Baccalaureate Diploma Programme Readiness</p>	<p>SQII Sub-element(s): Algebra I A-G Completion</p>	<p>Site Growth Target: 83.4% students earning 10 A-G Algebra I credits</p>	<p>Vendor (contracted services) Bob Smith (IB Unit Training) International Baccalaureate Training through IBO Illuminate Math 180 ManageBAC Teaching Fellows Extra-Pay Credential Teacher Contracts PIQUE STEAM & STEM Training</p>
<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p>Write a SMART Goal to address each data point: By June 2017, the percentage of 8th grade students enrolled in an Algebra I class and earning 10 A-G credits will increase by 10% from 2015-2016 school year.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> Staff collaboration around implementation of Algebra I foundational skills into IB MYP units across content areas and across grade levels <ul style="list-style-type: none"> Use of Coherence and Progression maps to guide discussions around Algebra I foundational skills with math, science, design teachers across content areas. Assess students for Algebra foundational skills through an illuminate assessment and monitor progress. Work with Teams to build coherence within 6-8th grade math courses to lead a larger number of students to be eligible to take Algebra I by 8th grade. Help with creating opportunities for implementation of foundational Algebra skills across content areas through PL creation and collaboration as well as Team meeting discussion and skills mapping. Use of Common Assessments/assignments Use of Instructional Practice Guide Data to progress monitor and assess needs Progress Monitoring, Needs Assessments and Reflection 		<p>Owner(s)</p> <ol style="list-style-type: none"> Algebra I Team All Staff Math Team Vice Principal Algebra I Team Vice Principal School Counselor 	<p>Timeline</p> <ul style="list-style-type: none"> -Weekly AC meetings -Biweekly Team meetings -Monthly ILT meetings -Monthly Algebra chats with other ACs -Quarterly Team meetings reflection -Semester progress monitor assessments -End of year reflection

<ul style="list-style-type: none"> • Use of Instructional Practice Guide Data to progress monitor and assess needs • Monitoring of other SQII indicators that supports the overall goal • Pre and Post Math Assessments with focus on Algebra I skills • Algebra interim assessments • Illuminate Assessments • IB unit assessments for Math/Algebra content area • IB unit assessments for all content areas in which Mathematics and Algebra foundational skills are addressed • Formative assessment data • Rubric needs assessment • Walkthrough assessment data based on challenging content for Mathematics • Math 180 and Illuminate assessments • IB MYP staff reflections • IB MYP student reflections • IB assesses unit progress and possible gaps in each content area <p>3. Coherence across all stake holders</p> <ul style="list-style-type: none"> • A-G Chats across grade levels • Parent Meetings around A-G requirements (grade requirements) • D and F grade monitoring for math courses and Algebra I classes <ul style="list-style-type: none"> -teacher discussion -student discussions -parent discussion • Collaboration with Afterschool program to ensure proper placement of students with credential teachers in ASP. • Meetings with rest of admin. Team to report trends. 		
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> • Parent education courses focused on IB in partnership with Parent University 		

- Math awareness seminars/meetings to build awareness around STEM
- STEM night
- PIQUE
- Home School Liaison to communicate and translate for parents
- Cooper Parent Club
- IB Reporting parent nights to educate parents regarding their child's criterion based development across the content areas
- Parent Coffee hours
- Parent Conferences
- Title 1 parent night

Describe related professional learning:

Mathematics/Curriculum Development

-Site 54 Professional Learning/ Site –

***12 hours out of 54 PL hours dedicated**

- Deconstructing the standards, Inquiry in IB math classroom
IB training around incorporation of Math Common Core State Standards
- Challenging Content 2A and 2B
- Algebra Foundational skills across content areas
- Examining ELD standards/ SDAIE strategies in the IB world/ Scaffolds to reach a variety of learners
- Literacy across curriculum/ Socratic seminars to help with listening and speaking

-Curriculum Development

***4 collaboration days dedicated to planning**

- Planning- incorporating ELD standards to IB units, Use of DRP when preparing lessons, challenging content, teachers Co-teaching and creating assessments to reach all EL learners and use of cycle of continuous improvement with EL data.

-Site 54/134 Accountable Community

-14 hours prep. Period Accountable Community outside of 54 hours will be utilized for the following

- Sequence mapping of standards form 6-8th Algebra I foundational standards
- Coherence and Progression of standards in 6-8 grade Mathematics courses
- Unit alignments to Algebra I foundational standards
- Collaboration with Fresno High School around Algebra I units and progression

- Interim assessment sequencing and planning around Algebra I skills and content

-Literacy and Mathematics across content areas

-Leadership Team (ILT)

***3 hours of ILT Meetings dedicated**

- Use of cycle of continuous improvement with math data
- SDAIE strategies in the IB world
- Interim assessment sequencing and planning
- Scaffolds to reach a variety of learners Examining
- Algebra I foundational skills support across content areas

-Professional Learning Column/Paid or outside of 54 hour professional learning

-Mathematics

*16 hours outside of 54 hours will be provided for items below

- STEM and STEAM Professional development
- Common Core State Standards in IB
- Creation of IB units
- Monitoring student learning
- Understanding DOK level in mathematics
- Assessment and Rubrics

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Use of Inquiry questions
- Projects based learning
- Supplies for projects as seen necessary by teacher
- Anticipatory set experiences, supplies as needed
- Binders and folders for projects and classwork
- 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 or tablets for group and individual math projects
- Access to laptops and tablets to influence the use of technology while assessing in Illuminate
- Dry erase markers and whiteboards for group collaboration and checking for understanding

- Dry erase markers, smartboard, elmo, laptop, and whiteboard for teacher instruction
- Powerpoints and access to the internet to access videos or data related to mathematic skills
- Math 180 and Illuminate for assessment purposes
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematic skills
- Afterschool designated class for students earning a D or an F in a math class

Specify additional targeted actions for EL students:

- Goal monitoring with Guidance Learning Advisor and parent to look at areas of needed improvement and providing them with next steps and supports
- Math 180 and Illuminate for assessment purposes
- Credentialed teacher to help students at tier 3 of RTI pyramid for mathematic skills
- Afterschool designated class for students earning a D or an F in a math class
- Use of SDAIE strategies across content areas to reach all learners

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.4000		Teacher	33,771
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute teacher for planning	2,284
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental for tutorial	3,488
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute teacher for planning	1,144
5	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher supplemental for student tutorial	2,440

5	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating					Bob Smith	5,000
									Total	\$48,127

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Cooper - 0105

ON-SITE ALLOCATION

3010	Title I	\$37,321 *
7090	LCFF Supplemental & Concentration	\$114,153
7091	LCFF for English Learners	\$14,097
TOTAL 2016/17 ON-SITE ALLOCATION		\$165,571

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,009
Remaining Title I funds are at the discretion of the School Site Council	\$36,312
Total Title I Allocation	\$37,321

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0105 Cooper Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support EL culture and climate	1,668.00
1	3	EL	Instruction	Teacher-Subs			Substitute teacher for planning	2,284.00
1	3	EL	Instruction	Teacher-Supp			Teacher planning to support EL students	1,743.00
1	3	EL	Instruction	Mat & Supp			Materials and supplies for EL support	2,000.00
1	3	EL	Instruction	Direct-Other			REA Charges for CELDT Assessors	600.00
1	3	EL	Parent Participation	Cls Sup-Sup			Translating for EL students	587.00
1	1	EL	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL	650.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for planning	1,144.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental for tutorial	3,488.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental for student tutorial	2,440.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support students	2,933.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			equipment for Math 180	2,000.00
2	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics for agendas and materials for Math Support	1,467.00
2	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating services for parent participation	1,879.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher for planning	2,284.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support students	2,000.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Bob Smith	1,000.00
2	1	EL	Instruction	Mat & Supp			: Materials and supplies to support EL students	584.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support social/emotional for students	3,631.00
3	2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support climate and culture	2,000.00
3	3	Sup & Conc	Instruction	Direct Trans			Recruitment visits	1,500.00
3	3	Sup & Conc	Other Instructional Resources	Equip Lease			Ricoh	3,700.00
3	3	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent involvement	1,000.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Facltr, Schl Readiness	0.750	Facltr, Schl Readiness	42,723.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.265	HSL	7,012.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra Time for HSL	1,045.00
3	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Translating services	763.00
3	2	EL	Instruction	Mat & Supp			: Materials and supplies for EL support	500.00
3	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.173	HSL	4,564.00
4	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for planning	1,144.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental for tutorial support	2,440.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental for tutorial	3,488.00
4	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies	2,969.00
4	1	Title 1 Basic	Instruction	Direct-Graph				1,467.00

4	1	Title 1 Basic	Instruction	Direct-Graph				: Graphics for agendas and materials for ELA Support	1,466.00
4	1	Title 1 Basic	Parent Participation	Cls Sup-Sup				Translating services to support parent participation	1,879.00
4	1	Sup & Conc	Instruction	Teacher-Subs				Substitute teacher for planning	2,284.00
4	1	Sup & Conc	Instruction	Mat & Supp				: Materials and supplies to support students	2,000.00
4	1	EL	Instruction	Mat & Supp				: Materials for EL support	585.00
5	1	Title 1 Basic	Instruction	Teacher-Subs				Substitute teacher for planning	1,144.00
5	1	Title 1 Basic	Instruction	Teacher-Supp				Teacher supplemental for student tutorial	2,440.00
5	1	Title 1 Basic	Instruction	Cons Svc/Oth				Bob Smith	5,000.00
5	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.400		Teacher	33,771.00
5	1	Sup & Conc	Instruction	Teacher-Subs				Substitute teacher for planning	2,284.00
5	1	Sup & Conc	Instruction	Teacher-Supp				Teacher supplemental for tutorial	3,488.00
									\$165,571.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,321.00
Sup & Conc	7090	\$114,153.00
EL	7091	\$14,097.00
Grand Total		\$165,571.00

Domain Totals	Budget Totals
Academic	\$88,251.00
Culture & Climate	\$15,845.00
Social/Emotional	\$61,475.00
Grand Total	\$165,571.00

E.1. Assurances



The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. 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 - Scott Arndt		X			
3. Sara Krider		X			
4. Scott Beck		X			
5. Jacob Carrillo		X			
6. Rebecca Prieto			X		
7. James Ledesma					X
8. Julissa Perry					X
9. Daelyn Turner					X
10. Dolores Allys				X	
11. Sonia Lopez				X	
12. Bertha Rojas				X	
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Cooper Middle School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Auble		4/1/16
SSC Chairperson	Scott Arndt		4/1/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws