

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cordova Villa Elementary School	34673306033187	August 31, 2020	October 22, 2020

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## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Title I Schoolwide

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

We will follow all Every Student Succeeds Act (ESSA) requirements and be aligned with the Folsom Cordova Unified School District (FCUSD) Local Control and Accountability Plan (LCAP).

## School Vision and Mission

Our mission at Cordova Villa Elementary School is to provide a community for our students that fosters social, emotional, and behavioral skill development in order to achieve academic success.

Vision:

In partnership with families and community organizations, Cordova Villa Elementary will inspire students to achieve the highest standards of intellectual and personal development through stimulating and comprehensive programs within a caring, respectful, and multicultural environment. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become responsible, successful adults.

## School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,600 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Cordova Villa Elementary School, located in the community of Rancho Cordova, operates on a traditional schedule August through May. During the first month of the 2019-20 school year, 466 students were enrolled in grades TK through fifth, with students with disabilities making up 14.6% of our population. Our school consists of the following race/ethnicity groups: 42.7% Hispanic/Latino, 16.3% African American, 15.2% White, 8.2% Asian, 3.4 % Pacific Islander, 1.7% Filipino, 0.9% American Indian, and 11.2% reporting two or more races. As a Title 1 school, we have 89% poverty rate, including 1% foster youth and 6% homeless. Our English Learner population makes up 31% of our enrollment, of which 8% have been in the country less than three years. Our English Learners speak a variety of languages including Spanish, Farsi, Pashto, Russian and Ukrainian. In addition, we have 57% of students reporting being on welfare. Our students with disabilities make up 14.6% of our population, including preschool. In addition to a special education preschool program, our site also houses a state preschool program consisting of 55 students. Cordova Villa Elementary has 72 students enrolled in the ASES program known as "STARS" daily until 6:00pm.

Cordova Villa is a community school and we work with parents as partners in their child's education. We continue to find creative ways to involve our parents through school events such as field trips, drama productions, chili cook-offs, English Learner Advisory Committee (ELAC), and School Site Council. Teachers regularly communicate home and support families not only in academics, but with social emotional needs as well. With a focus on the California Common Core State Standards, we hold high expectations for students and provide additional supports throughout the school day to meet the needs of each individual student. As a Positive Behavioral Interventions and supports (PBIS) school, we focus on structures and supports that promote positive behavior management in and out of the classroom, teaching and reinforcing behavior expectations to help prevent problem behaviors from interfering in student learning. We support our

students social and emotional needs through classroom structures and lessons designed for emotional regulation and have a designated Marriage Family Therapist (MFT) and school psychologist on site.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Cordova Villa families are encouraged to provide input and feedback about school improvement through the Folsom Cordova Unified School District (FCUSD) Title I parent survey, English Learner Advisory Committee (ELAC) committee input surveys, and Cordova Villa parent workshop survey. Results from each of these surveys are analyzed by school staff and School Site Council to ascertain areas of relative strengths as well as areas upon which the school needs to focus. Results from the Title I parent survey indicate that some parents would like additional support in helping their children in reading and math instruction. ELAC committee input surveys reflect an ongoing interest in offering extended day interventions and homework support. Parent workshop surveys reflect an overall interest in assisting parents with effective strategies to help students with reading, writing, mathematics skills, and technology. Our fifth grade students participated in the California Healthy Kids Survey (CHKS). Highlights of this survey show that 85% of students are academically motivated, 61% of students feel safe at school, 88% of students feel that they are treated with respect, and 91% of students feel that adults have high expectations for them. The key indicators that need the most improvement include meaningful student participation (41%), students treated fairly when breaking the rules (38%), and school connectedness (58%). Staff also participated in the California Healthy Kids survey. Highlights show that 94% of staff agreed that we set high standards for student achievement, 97% of staff agreed our school is a safe place for staff, and 85% of staff agreed that adults really care about students. Key indicators that need the most improvement include staff trust and collegiality (69%) and staff participates in decision making (66%).

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classroom observations are scheduled two to four times a year per the FCUSD evaluation process. Specific feedback is written and provided to teachers following classroom observations; feedback targets the six California Standards for the Teaching Profession (CSTP). Overall findings from the 2019-20 school year indicate that all classroom teachers at Cordova Villa were consistent with the professional standards, and high quality instruction. Informal observations are completed on a weekly basis by the Principal and Assistant Principal.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Cordova Villa participates in all required State, District and local testing, such as California Assessments of Student Performance & Progress (CAASPP), English Language Proficiency Assessments for CA (ELPAC), and i-Ready. Assessments are scored, teachers and Principal meet each trimester during Every Child By Name (ECBN) conferences and every six weeks as grade levels to plan and modify instruction based on the data. When State assessment results are returned at the beginning of each new school year, the results are analyzed by teachers and Principal to determine if materials, instructional strategies, or instructional priorities need to be continued, modified or replaced. Data analysis and planning to improve instruction is the primary goal of our Professional Learning Communities (PLC) time. Our intervention program is using the results of initial Oral Reading Passages (ORP's), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) assessment, i-Ready, math fact assessments and Basic Phonic Skill Test (BPST) to identify students in need of extra support.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use data from CAASPP, ELPAC, i-Ready, and curriculum assessments to regularly monitor student progress. Teachers review the data results from the required district and state testing, as well as the results of formative assessments from their daily classroom instruction. The results identify students for before and after school interventions, as well as help identify needs for Multiple Tiered System of Supports (MTSS) groupings. During this MTSS time students participate in reading and math groups and may travel to other grade levels as needs demands. Due to school closures because of COVID-19 and the move to Distance Learning in the spring of 2020, our collaboration time will focus on identifying gaps in learning based on essential standards. Teachers will develop common formative assessments by grade level, based on the identified essential standards, and use data from these assessments to provide interventions during the learning cycle.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Cordova Villa, in concert with the FCUSD Human Resource staff, ensures that all staff meet the requirements of highly qualified teachers.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Cordova Villa teachers have access to and participate in ongoing professional development of State Board of Education (SBE)-adopted instructional materials as well as supplemental research-based materials. Professional development is incorporated through FCUSD professional development days, site teacher release time with district lead teachers and program improvement coach, and regular dedicated time for professional development at staff collaboration meetings. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers and program improvement coach.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Cordova Villa professional development is aligned to and directly targets quality first instruction and supplemental instruction of Common Core State Standard (CCSS), data review and analysis of student performance and professional needs as determined by staff input, and data through Illuminate, i-Ready, and California Assessment of Student Performance and Progress (CAASPP).

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Cordova Villa provides ongoing instructional assistance and support of teachers through English Learner Arts (ELA) and math professional development, site professional development during Professional Learning Communities (PLC) time, regular informal/formal meetings with FCUSD lead teachers, program improvement coach, and Sacramento County of Education (SCOE) professional development. Due to school closures because of COVID-19 and the move to Distance Learning in the spring of 2020, teachers will need additional support in effective teaching strategies for distance learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Formally, grade level collaborations and vertical articulation occur at our weekly staff meetings. These collaborations center around curriculum delivery, behavior interventions and supports, and social emotional learning needs. Teachers frequently meet informally to share lesson ideas, problem-solve around difficult lessons or student behaviors, plan for upcoming assessments, and review data. This collaboration occurs across grade levels and between special education and general education teachers. On a weekly rotation, grade levels hold Response to Intervention (RtI) meetings to focus on students who are not making adequate progress. Strategies and interventions are planned and implemented for data collection and review. Each grade level is provided half day release time each trimester to collaborate on data analysis of current assessments, instructional planning on essential standards, developing flexible Multi-Tiered Systems of Systems (MTSS) leveled groups of students, and extended day interventions.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Cordova Villa follows the alignment of curriculum instruction and materials to support the CCSS. Each teacher utilizes the FCUSD Common Core ELA and mathematics curriculum alignment and instruction binder as evidenced by classroom observations. Early childhood teachers follow the alignment of the California Pre-School Learning Foundations with Key Early Education Resources and utilize a district lesson plan template to support instructional planning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Cordova Villa develops a school wide instructional schedule for English Language Arts (ELA) and mathematics to ensure recommended minutes are met.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Cordova Villa teachers follow the FCUSD recommended lesson pacing guidelines for English Language Arts (ELA) and mathematics and provide targeted instruction through MTSS time. English Language Development (ELD), and targeted skills/concepts interventions during and beyond the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have been provided with instructional materials as mandated by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Cordova Villa uses all adopted and standards-aligned instructional materials available to us. Preschool uses Houghton Mifflin curriculum for English Learner Arts (ELA) and Math. Transitional Kindergarten (TK) uses Handwriting Without Tears, Envisions, and Benchmark materials. Grades K - 5 use Envisions, Benchmark, SIPPS, Therapeutic Crisis Intervention (TCI) curriculum for Social Studies and Amplify curriculum for Science. All curriculum is Board adopted.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Cordova Villa utilizes a learning center model called Multiple-tiered System of Support (MTSS). This model enables students to be grouped with other students at a similar level for some of their language arts instruction. In addition to the core instruction they receive from their classroom teachers, students receive instruction based on the needs of these groups. In addition, our site offers before and after school interventions. The addition of a full time intervention teacher and academic support coach is instrumental in helping us meet the needs of our English Learners and struggling students.

## Evidence-based educational practices to raise student achievement

Teachers at Cordova Villa provide excellent first instruction by using Board-adopted materials and instructional techniques and strategies that are research based. This year we are aligning our practices to those that have been determined to have higher effect sizes based on the research of John Hattie. Using the practices that have a higher effect size will be critical as we work through distance learning to focus on the addressing the loss of learning during to the COVID-19 pandemic. All teachers have the appropriate credentials and ongoing training is provided through district professional development.

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Cordova Villa actively seeks and appreciates the resources to assist under achieving students from families and community partners (i.e., River City Christian Church, Intel PC Pals, Costco, Walmart, Target, WinCo, Dignity Health, Kaiser, Grocery Outlet, Rancho Cordova Rotary Club, Community Readers). The school and FCUSD also provide resources to support under achieving students (i.e., parent workshops, lending libraries).

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We provide opportunities for parents, staff and community members to take part in the planning, implementation, and evaluation of programs through participation in our School Site Council, English Learner Advisory Committee, and quarterly meet and greets with the Principal.

## Funding

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Cordova Villa allocates categorical funds (i.e., Title I, English Learners/Low Income (EL/LI)) to support/supplement targeted needs of underperforming students (i.e., Academic Support Coach, SIPPS materials).

### Fiscal support (EPC)

Cordova Villa consistently plans for and allocates site funding, donations from Intel PC Pal (matching funds) program, Medical Administrative Activities (MAA) reimbursement, and Mandated Costs reimbursements to supplement the acquisition of materials (i.e., new Common Core expository/non-fiction grade level resources, additional Read Naturally materials, document cameras, Chrome books, technology and licensing to support Accelerated Reader/Lexia, professional development, and teacher release time for collaboration and support of district lead teachers and program improvement coach.

## Stakeholder Involvement

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

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

Throughout the year Cordova Villa involves our school community, including parents, staff and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership team (Guiding Coalition, monthly)

Academic Leadership Team (Implementation coaches, bi-monthly)

Site Council (reviews and approves the plan by October 1, 2020; monitors throughout the year)

English Learner Advisory Committee (ELAC)

Parent Survey (Fall and Spring)

Every Child By Name (ECBN) meetings three times a year

Consultations with the Director of Categorical Programs (ongoing)

Title I Budget development and monitoring (ongoing)

Faculty meetings (LCAP workshop and review)



## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

For the upcoming school year starting in Distance Learning and eventually moving into a hybrid model, there is a need for greater Professional Development for teachers in effective instructional strategies and the new learning management systems. We will also need to support our students in learning at home with access to technology, internet, and school supplies for at home use.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.63%	0.86%	0.21%	3	4	1
African American	14.58%	16.31%	15.35%	70	76	72
Asian	6.88%	8.15%	8.32%	33	38	39
Filipino	2.71%	1.72%	1.92%	13	8	9
Hispanic/Latino	42.50%	42.7%	43.92%	204	199	206
Pacific Islander	3.13%	3.43%	2.13%	15	16	10
White	18.13%	15.24%	14.71%	87	71	69
Multiple/No Response	0.21%	0.43%	13.22%	1	2	1
<b>Total Enrollment</b>				480	466	469

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	98	93
Grade 1	83	74	85
Grade 2	90	81	70
Grade3	72	80	88
Grade 4	69	68	69
Grade 5	67	65	64
<b>Total Enrollment</b>	480	466	469

### Conclusions based on this data:

1. Enrollment at Cordova Villa fluctuates due to mobility and transiency.
2. Our African American and Hispanic/Latino populations continue to be our highest student group. In addition, there has been an increase in our Asian population.
3. Enrollment in grade levels remains consistent.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	159	144	140	33.1%	30.9%	29.9%
Fluent English Proficient (FEP)	28	45	42	5.8%	9.7%	9.0%
Reclassified Fluent English Proficient (RFEP)	11	32	0	7.6%	20.1%	0.0%

### Conclusions based on this data:

1. No students were Reclassified Fluent English Proficient (RFEP) due to school closures in the spring for COVID-19.
2. Our population of English Learners has been slowly decreasing that past few years.
3. The goal of targeted ELD instruction in the classroom has supported the efforts of increasing English language fluency with our multi-lingual students. ELD instruction has increased due to staff training in GLAD and ELA and professional development of instruction with our Benchmark ELA curriculum.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	71	80	74	68	78	74	68	78	97.4	95.8	97.5
Grade 4	56	68	65	55	68	63	55	67	63	98.2	100	96.9
Grade 5	68	67	68	68	66	67	68	66	67	100	98.5	98.5
All	200	206	213	197	202	208	197	201	208	98.5	98.1	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2400.	2412.	10.81	19.12	17.95	27.03	19.12	19.23	25.68	26.47	35.90	36.49	35.29	26.92
Grade 4	2411.	2444.	2429.	9.09	13.43	12.70	14.55	26.87	12.70	23.64	20.90	23.81	52.73	38.81	50.79
Grade 5	2439.	2467.	2483.	2.94	9.09	16.42	20.59	27.27	31.34	25.00	25.76	17.91	51.47	37.88	34.33
All Grades	N/A	N/A	N/A	7.61	13.93	15.87	21.32	24.38	21.15	24.87	24.38	26.44	46.19	37.31	36.54

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	14.86	13.43	15.38	50.00	46.27	53.85	35.14	40.30	30.77	
Grade 4	7.27	16.67	15.87	50.91	56.06	53.97	41.82	27.27	30.16	
Grade 5	10.29	12.50	17.91	44.12	62.50	50.75	45.59	25.00	31.34	
All Grades	11.17	14.21	16.35	48.22	54.82	52.88	40.61	30.96	30.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.86	11.94	15.38	44.59	44.78	55.13	40.54	43.28	29.49
Grade 4	5.45	10.61	9.52	47.27	51.52	46.03	47.27	37.88	44.44
Grade 5	8.82	15.63	16.42	39.71	45.31	52.24	51.47	39.06	31.34
All Grades	10.15	12.69	13.94	43.65	47.21	51.44	46.19	40.10	34.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	13.24	20.51	64.86	73.53	66.67	18.92	13.24	12.82
Grade 4	3.64	8.96	9.52	67.27	74.63	60.32	29.09	16.42	30.16
Grade 5	2.94	12.50	8.96	69.12	60.94	64.18	27.94	26.56	26.87
All Grades	8.12	11.56	13.46	67.01	69.85	63.94	24.87	18.59	22.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.57	20.90	15.38	48.65	46.27	53.85	33.78	32.84	30.77
Grade 4	5.45	15.15	9.52	50.91	54.55	46.03	43.64	30.30	44.44
Grade 5	10.29	15.63	23.88	39.71	54.69	49.25	50.00	29.69	26.87
All Grades	11.68	17.26	16.35	46.19	51.78	50.00	42.13	30.96	33.65

**Conclusions based on this data:**

1. Our data indicates that students in 3rd grade continue to show growth in reading, writing, and listening.
2. In 2018, 69.03% of students were At/Near/Above Standard in literary & non-fictional text, an increase of nearly 11%.
3. Overall achievement in grades 3 and 5 has continued to improve as fewer students are performing in the standard not met category. The overall data shows that more support is needed in 4th grade.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	70	80	74	68	80	74	68	80	97.4	97.1	100
Grade 4	56	68	65	55	65	65	55	65	65	98.2	95.6	100
Grade 5	68	67	68	68	65	68	68	64	68	100	97	100
All	200	205	213	197	198	213	197	197	213	98.5	96.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.	2412.	2415.	20.27	14.71	8.75	29.73	23.53	35.00	29.73	30.88	26.25	20.27	30.88	30.00
Grade 4	2447.	2457.	2432.	7.27	9.23	4.62	18.18	26.15	18.46	40.00	38.46	36.92	34.55	26.15	40.00
Grade 5	2439.	2440.	2461.	0.00	1.56	5.88	10.29	15.63	16.18	26.47	21.88	30.88	63.24	60.94	47.06
All Grades	N/A	N/A	N/A	9.64	8.63	6.57	19.80	21.83	23.94	31.47	30.46	30.99	39.09	39.09	38.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.14	29.85	18.75	37.84	32.84	43.75	27.03	37.31	37.50
Grade 4	14.55	16.92	9.23	40.00	40.00	30.77	45.45	43.08	60.00
Grade 5	0.00	4.69	11.76	29.41	20.31	33.82	70.59	75.00	54.41
All Grades	17.26	17.35	13.62	35.53	31.12	36.62	47.21	51.53	49.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.57	16.42	20.00	55.41	35.82	48.75	27.03	47.76	31.25
Grade 4	7.27	12.31	7.69	49.09	55.38	43.08	43.64	32.31	49.23
Grade 5	5.88	4.69	5.88	33.82	43.75	48.53	60.29	51.56	45.59
All Grades	10.66	11.22	11.74	46.19	44.90	46.95	43.15	43.88	41.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	27.03	23.88	21.25	56.76	47.76	48.75	16.22	28.36	30.00
<b>Grade 4</b>	10.91	16.92	16.92	50.91	55.38	36.92	38.18	27.69	46.15
<b>Grade 5</b>	4.41	6.25	4.41	30.88	42.19	55.88	64.71	51.56	39.71
<b>All Grades</b>	14.72	15.82	14.55	46.19	48.47	47.42	39.09	35.71	38.03

**Conclusions based on this data:**

1. Overall data indicates that students performing at standard not met has been steady at 39%. We will need to increase of support in mathematics schoolwide.
2. The data in 4th grade Concepts and Procedures show 60% performing below standard; a significant increase of 17% from the spring of 2018 to 2019. More targeted support will be needed in 4th grade.
3. The data shows an increase in Communicating Reasoning scores of nearly 12% in 5th grade.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1405.1	1420.2	1420.8	1440.4	1368.3	1372.6	36	26
Grade 1	1427.8	1441.4	1433.9	1447.7	1421.2	1434.6	30	35
Grade 2	1449.5	1460.5	1445.3	1467.2	1453.3	1453.3	22	27
Grade 3	1458.2	1468.6	1464.2	1459.1	1451.6	1477.6	17	23
Grade 4	1506.1	1483.8	1509.7	1476.4	1502.2	1490.8	17	19
Grade 5	1503.0	1488.3	1509.6	1487.4	1495.9	1488.8	17	20
All Grades							139	150

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	19.23	*	26.92	38.89	38.46	*	15.38	36	26
1	36.67	2.86	*	37.14	*	40.00	*	20.00	30	35
2	*	22.22	*	40.74	*	11.11	*	25.93	22	27
3	*	17.39	*	30.43	*	21.74	*	30.43	17	23
4	*	10.53	76.47	63.16	*	5.26	*	21.05	17	19
5	*	5.00	*	30.00		45.00	*	20.00	17	20
All Grades	23.02	12.67	34.53	37.33	19.42	28.00	23.02	22.00	139	150

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	36.11	53.85	*	15.38	*	15.38	36	26
1	43.33	14.29	*	34.29	*	37.14	*	14.29	30	35
2	50.00	37.04	*	33.33	*	11.11	*	18.52	22	27
3	*	30.43	*	17.39	*	21.74	*	30.43	17	23
4	*	26.32	*	52.63		0.00	*	21.05	17	19
5	*	25.00	*	40.00	*	20.00	*	15.00	17	20
All Grades	38.13	24.00	33.09	38.00	9.35	19.33	19.42	18.67	139	150



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	41.67	15.38	44.44	69.23	*	15.38	36	26
<b>1</b>	53.33	34.29	*	57.14	*	8.57	30	35
<b>2</b>	50.00	25.93	*	51.85	*	22.22	22	27
<b>3</b>	*	13.04	*	47.83	*	39.13	17	23
<b>4</b>	*	21.05	76.47	57.89	*	21.05	17	19
<b>5</b>	*	10.00	*	65.00	*	25.00	17	20
<b>All Grades</b>	38.85	21.33	43.88	58.00	17.27	20.67	139	150

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	38.46	44.44	46.15	41.67	15.38	36	26
<b>1</b>	40.00	5.71	40.00	74.29	*	20.00	30	35
<b>2</b>	63.64	44.44	*	37.04	*	18.52	22	27
<b>3</b>	64.71	39.13	*	26.09	*	34.78	17	23
<b>4</b>	76.47	57.89	*	21.05	*	21.05	17	19
<b>5</b>	*	60.00	*	25.00	*	15.00	17	20
<b>All Grades</b>	46.76	37.33	30.22	42.00	23.02	20.67	139	150

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	0.00	66.67	84.62	*	15.38	36	26
<b>1</b>	36.67	11.43	*	48.57	36.67	40.00	30	35
<b>2</b>	*	7.41	*	59.26	*	33.33	22	27
<b>3</b>		4.35	*	56.52	70.59	39.13	17	23
<b>4</b>		5.26	70.59	63.16	*	31.58	17	19
<b>5</b>	*	5.00	*	75.00	*	20.00	17	20
<b>All Grades</b>	15.11	6.00	49.64	63.33	35.25	30.67	139	150

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	19.23	61.11	53.85	*	26.92	36	26
<b>1</b>	*	0.00	50.00	77.14	*	22.86	30	35
<b>2</b>	*	14.81	54.55	59.26	*	25.93	22	27
<b>3</b>	*	8.70	*	69.57	*	21.74	17	23
<b>4</b>	*	15.79	82.35	57.89	*	26.32	17	19
<b>5</b>	*	0.00	64.71	70.00	*	30.00	17	20
<b>All Grades</b>	19.42	9.33	58.99	65.33	21.58	25.33	139	150

**Conclusions based on this data:**

1. While students in 5th grade show increased achievement in the speaking domain, while reading, writing, and listening achievement has not.
2. Students performing at level 4 in Overall Language has decreased by 10%, which may be due to students being reclassified.
3. Our enrollment of English Learners continues to increase resulting in additional support needed for classroom teachers working with these students.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
466	89.3	30.9	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	144	30.9
Foster Youth	4	0.9
Homeless	30	6.4
Socioeconomically Disadvantaged	416	89.3
Students with Disabilities	68	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	76	16.3
American Indian	4	0.9
Asian	38	8.2
Filipino	8	1.7
Hispanic	199	42.7
Two or More Races	52	11.2
Pacific Islander	16	3.4
White	71	15.2





### Conclusions based on this data:

1. With 42.7% of our student population Hispanic and 30.9% English Learners, we will need on-going support with translation services to support our students and families.
2. With 89.3% of our student population socioeconomically disadvantaged, continued support in SEL and trauma informed practices will be necessary.
3. With our diverse population, including 16.3% African American, our equity work will need to be a focus this year.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 506 857 537">Yellow</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1336 537">Green</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 378 735">Orange</p>		

### Conclusions based on this data:

1. The team at Cordova Villa continues to support students in Restorative and inclusion practices and collaborates to minimize student suspensions.
2. Achievement in math and English language arts continue to be a concern. Our work this year will focus on essential standards and quality first instruction.
3. Chronic absenteeism is a concern and our efforts this year will focus on engagement in distance learning.

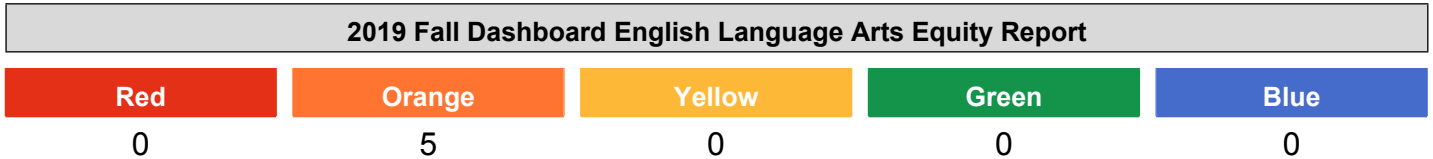
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 25.1 points below standard Maintained -2.6 points 193	<p><b>English Learners</b></p>  Orange 24.3 points below standard Declined -7.2 points 82	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 67.5 points below standard Declined Significantly -35.8 points 12	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 27.6 points below standard Maintained ++0.3 points 179	<p><b>Students with Disabilities</b></p>  No Performance Color 95.7 points below standard Declined -8.9 points 25

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 56.5 points below standard Maintained -1.5 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 6.3 points above standard 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.4 points below standard Maintained -0.2 points 75	 No Performance Color 37 points below standard Declined -10.7 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 6.5 points below standard Maintained -2.8 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.2 points below standard Declined -7.6 points 50	39.5 points above standard Increased ++11.8 points 32	30.4 points below standard Declined -3 points 106

**Conclusions based on this data:**

1. The California Dashboard has identified Cordova Villa ELA student status as low, with no significant change.
2. Our English Learner achievement in ELA has declined and is performing 24.3 points below standard. Our reclassified EL's did show an increase of 11.8 points, but are still performing below the English only students.
3. Our African American students will need support in ELA as they are performing 56.5 points below standard. Our equity work will need to focus on inclusive instructional practices that meet the needs of all students.

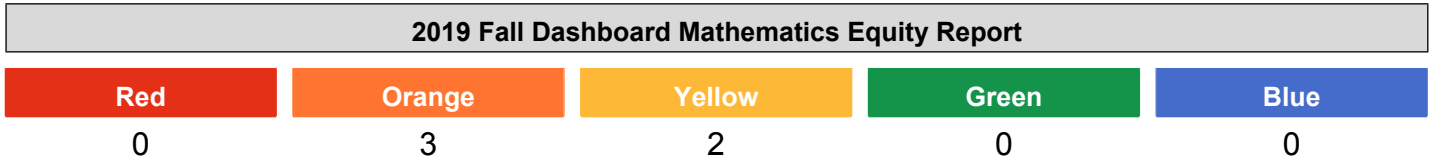
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 39.9 points below standard Maintained -2 points 193	<p><b>English Learners</b></p>  Orange 29.4 points below standard Maintained ++0.6 points 82	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color 52.9 points below standard Declined Significantly -24.6 points 12	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 41.3 points below standard Maintained ++2 points 179	<p><b>Students with Disabilities</b></p>  No Performance Color 120.8 points below standard Declined Significantly -19.7 points 25

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 79.5 points below standard Declined -5.2 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 5.6 points above standard 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.1 points below standard Increased ++6.3 points 75	 No Performance Color 50.9 points below standard Declined Significantly -21.6 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 22.8 points below standard Declined -9.3 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
54.9 points below standard Increased ++4.8 points 50	10.4 points above standard Increased ++7.3 points 32	51.6 points below standard Declined -7.1 points 106

#### Conclusions based on this data:

1. While the California Dashboard reflects mathematics achievement overall maintained, students are performing 39.9 points below standard.
2. Students with disabilities are performing significantly lower than all other student groups.
3. Our African American students will need support in math as they are performing 79.5 points below standard. Our equity work will need to focus on inclusive instructional practices that meet the needs of all students.

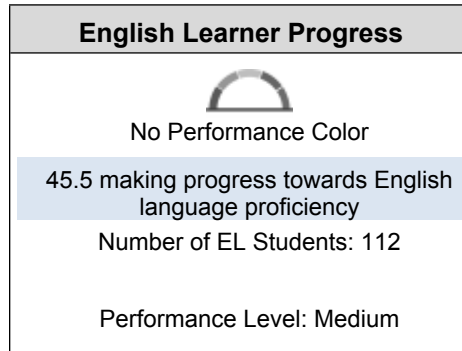


# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	42	5	46

#### Conclusions based on this data:

1. The California Dashboard indicates that Cordova Villa has identified 112 English Language Learners (ELL), which represents 24% of our population.
2. The data indicates that 45.5% are making progress towards English language proficiency.

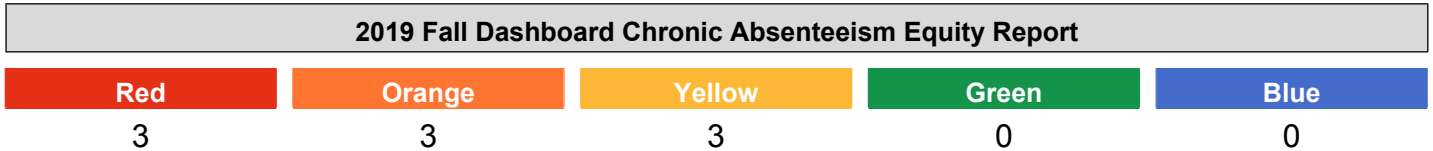
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 17.6 Declined -2.8 518	<p><b>English Learners</b></p>  Orange 10.6 Maintained +0.3 160	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  Orange 37.8 Declined -8.9 45	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 18 Declined -2.8 455	<p><b>Students with Disabilities</b></p>  Red 29.4 Increased +1.8 85

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 Orange	 No Performance Color
24.7	Less than 11 Students - Data Not Displayed for Privacy	12.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	4	Increased +1.7	8
85		40	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Yellow	 No Performance Color	 Red
14.6	16.7	12.5	21.7
Declined -2.4	Declined -14.7	Declined -12.5	Maintained 0
213	60	16	92

**Conclusions based on this data:**

1. Cordova Villa is implementing initiatives and strategies to support students and families to address challenges in attending school regularly. More outreach will be necessary to contact families during distance learning if students are not regularly engaging.
2. The student groups in most need of outreach are EL, students with disabilities, and African American.

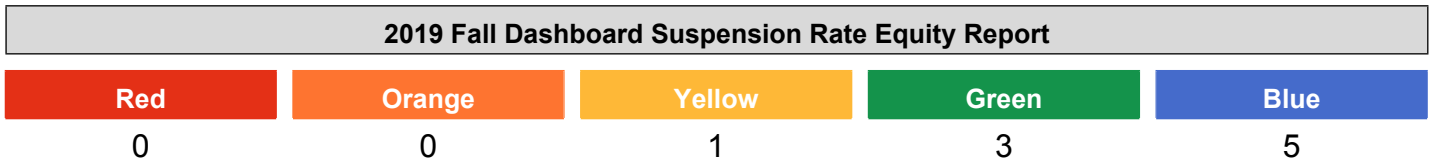
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>1.2</p> <p>Declined Significantly -2.2</p> <p>575</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0</p> <p>Declined Significantly -2.2</p> <p>173</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p>  <p>Blue</p> <p>0</p> <p>Declined -9.4</p> <p>55</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>1</p> <p>Declined Significantly -2.7</p> <p>487</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>2.2</p> <p>Declined -1.9</p> <p>93</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 3.2 Declined -1 93	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Declined -2.4 47	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.9 Declined Significantly -2.2 231	 Green 1.4 Declined -2.6 73	 No Performance Color 0 Maintained 0 18	 Green 1 Declined -3.9 100

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.5	1.2

**Conclusions based on this data:**

1. While overall the dashboard shows us in the green, the data does show significant disproportionality with our African American students regarding suspensions.
2. Cordova Villa continues to define and implement Positive Behavior Intervention and Support (PBIS) on a school wide basis and implement alternatives to suspension and punitive consequences.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

## Goal 1

All students will have access to grade level curriculum and instruction aligned to the state standards as measured by student performance data and textbook audit. (Williams Act)

## Identified Need

Ensure student access to state approved curriculum and a safe learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Various assessments including but not limited to, CAASPP, Benchmark and Envision Unit assessments and iReady diagnostics will be recorded and measured for effectiveness.	Students showed incremental growth in assessments which translated to a maintenance of the grade level standards expected achievement.	Student achievement increases through appropriate application and implementation of interventions and supportive instructional practices.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Academic coach and intervention teachers will help facilitate internal and state data review of student progress to ensure academic growth for all students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19,624	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
5054	Title I 3000-3999: Employee Benefits certificated/classified benefits
50	Title I 2000-2999: Classified Personnel Salaries IA subs
	Title I 3000-3999: Employee Benefits classified benefits

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Targeted MTSS groups during the school day for reading and math intervention.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
4000-4999: Books And Supplies  
supplies for intervention

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Weekly collaboration meetings will be held each Thursday to analyze data, plan instruction to meet instructional priorities, and provide professional development on instructional best practices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures  
PD

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Teacher release time for PLC work.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Teacher release time for collaboration

Title I  
3000-3999: Employee Benefits  
Benefits

Title I  
1000-1999: Certificated Personnel Salaries  
subs

Title I  
3000-3999: Employee Benefits  
for subs

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Instructional Software and materials to support the core program.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

250

Title I  
4000-4999: Books And Supplies



Supplemental books/supplies/computer software, technology and supplies

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and parent workshops.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

125

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Classified extra help for student and parent support

Title I  
3000-3999: Employee Benefits  
Classified Benefits

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Conferences to support core instruction and behavior management.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

250

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended Day Interventions when it is safe to do so during the pandemic.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental  
None Specified  
Interventions

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Field trips

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
Fieldtrips

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Activity fees

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
4000-4999: Books And Supplies  
technology equipment

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The resources that are provided support the instructional and social emotion growth and development of the students of Cordova Villa Elementary school.

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

There were no major differences in budget expenditures for this area.

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

Changes will be made on this goal in regard to extended day interventions and teacher release time due to COVID-19.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

## Goal 2

Increase parent and student engagement and provide a safe, healthy, and positive learning environment as measured by attendance data and engagement survey data.

## Identified Need

Increase stakeholders partnerships to improve student attendance and engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA dashboard shows chronic absenteeism to be an area of need.	17.6%, decline of 2.8 %	16%, and increase of 1.6%
Community partnership events.	2 events	2 events
Family surveys.	1 survey	2 surveys

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintain an Academic Support coach and intervention staff to support student engagement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,623	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
50	Title I 2000-2999: Classified Personnel Salaries IA subs
5054	Title I 3000-3999: Employee Benefits certificated/classified benefits

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

MTSS instructional groups for reading and math to support student engagement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies supplies for intervention

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

PBIS team focus on attendance and school connectedness, including strategies for SEL.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I

	4000-4999: Books And Supplies supplies for PBIS
	2000-2999: Classified Personnel Salaries Translation services and parent outreach

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental instructional materials to support instruction and school connectedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I  
4000-4999: Books And Supplies

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Outreach and school communication through parent coordinator.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I  
4000-4999: Books And Supplies  
Supplies for parent engagement

Title I  
3000-3999: Employee Benefits  
Benefits

Title I  
2000-2999: Classified Personnel Salaries

	Classified support for school translation, conferences and events
--	---

	Title I 2000-2999: Classified Personnel Salaries Admin, . Clerk, Parent Coordinator and BIA IA Registration/Infosnap/Events
--	--

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Offer a continuum and variety of intervention programs during the school day.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
4000-4999: Books And Supplies  
Library books to promote literacy

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology and online curriculum to support student engagement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
4000-4999: Books And Supplies  
Chromebooks/computer software, technology and supplies (Ladybug cameras and headphones)

250

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Other serv. & Operating Software Lic. & Online  
serv.

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conferences that support school connectedness, including SEL and PBIS.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
SEL and PBIS

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Communication

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I  
5900: Communications  
Postage

125

Title I  
2000-2999: Classified Personnel Salaries  
Clerical support

Title I  
3000-3999: Employee Benefits  
for clerical support



## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Social Emotional student supports through Special Friends.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

5250

#### Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
Special Friends

Title I  
3000-3999: Employee Benefits

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Field Trips

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
field trips

Title I  
5000-5999: Services And Other Operating  
Expenditures

# Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

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

The resources that are provided support the instructional and social emotion growth and development of the students of Cordova Villa Elementary school.

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

There were no major differences in budget expenditures for this area.

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

To support Goal 2 we will provide more targeted support through our PBIS team and include schoolwide SEL strategies.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

## Goal 3

Provide staff with opportunities for professional development to support classroom instruction and practices, as well as ensure access to a broad course of study.

## Identified Need

Increase teacher efficacy in literacy, math skills, and SEL.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional development	All staff is offered PD through district provided professional development in reading and math support as well as new curriculum adoptions. PD was offered at the start of the year for distance learning.	Continue building capacity for teacher efficacy in distance learning.
EL instruction	Currently all staff is GLAD trained.	Professional development opportunities for integrated and designated ELD within the curriculum.
Access to STEM	Currently there is limited STEM access.	Increase accessibility to STEM through the PD opportunities.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintain Academic Support Coach and Intervention Staff.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,623	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
5054	Title I 3000-3999: Employee Benefits Certificated/classified benefits
50	Title I 2000-2999: Classified Personnel Salaries IA subs

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Resources and PD for staff in supporting students social emotional and academic achievement and growth.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 5000-5999: Services And Other Operating Expenditures Professional development
250	Title I 4000-4999: Books And Supplies resources for SEL

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Weekly collaboration time to analyze data, plan instruction to meet essential standards, and provide professional development on quality first instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Maintain bilingual instructional assistants to support instruction for a broader course of study.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent and School Communication

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

	Title I 5900: Communications Parent and School Communication
125	Title I 2000-2999: Classified Personnel Salaries clerical help
	Title I 3000-3999: Employee Benefits

classified benefits

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Access to technology.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
4000-4999: Books And Supplies  
Chromebooks/computer software, technology  
and supplies

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development conferences to support academic and social emotional needs.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
conferences

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental materials that support professional development, EL instructional strategies, and STEM.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Online software

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library books to promote SEL and school connectedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
4000-4999: Books And Supplies  
books other than textbooks

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Field trips

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
field trips

[Empty box for Amount(s)]

Title I

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The resources that are provided support the instructional and social emotion growth and development of the students of Cordova Villa Elementary school.

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

There were no major differences in budget expenditures for this area.

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

More targeted PD to support distance learning.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

## Goal 4

Through the use of assessment, all students including those in the groups Low Income, English Learner, Foster Youth, and Students with Disabilities, will achieve yearly progress toward proficiency in Reading/Language Arts and Math.

## Identified Need

Our student groups African American and Students with Disabilities continue to perform lower than their grade level peers in ELA and Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA data	<p>ELA achievement: Overall students are performing 25.1 points below standard African American Students are performing 56.5 points below standard Students with Disabilities are performing 95.7 points below standard</p>	Growth in assessment data for African American students and students with disabilities.
CAASPP Math data	<p>Math achievement: Overall students are performing 39.9 points below standard African American Students are performing 79.5 points below standard Students with Disabilities are performing 120.8 points below standard</p>	Growth in assessment data for African American students and students with disabilities.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain Academic Support Coach and Intervention Staff. Release time for teacher collaboration for ECBN meetings.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,623	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
50	Title I 2000-2999: Classified Personnel Salaries IA subs
4423	Title I 1000-1999: Certificated Personnel Salaries subs
6159	Title I 3000-3999: Employee Benefits Certificated/classified benefits

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly collaboration time for PLC.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I

5800: Professional/Consulting Services And  
Operating Expenditures  
prof dev

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Supplemental curriculum and resources to support SEL and academics.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

250

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Provide resources to support student academic  
and social emotional growth and achievement

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Technology to support core instruction.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

250

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Chromebooks/computer software, technology  
and supplies

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Conferences that promote PD on quality first instruction and Rtl.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Common core/ SEL/SCOE/Solution Tree

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials that support professional development, EL instructional strategies, and STEM.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
On - line services, Reflex math and other instructional software

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide rich and varied reading materials.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

250

Title I  
4000-4999: Books And Supplies  
library/scholastic

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Community outreach

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

125

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
clerical support

Title I  
3000-3999: Employee Benefits  
classified benefits

Title I  
5900: Communications  
postage

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Field trips

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
field trips

Title I

5000-5999: Services And Other Operating Expenditures  
bus fees

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The resources that are provided support the instructional and social emotion growth and development of the students of Cordova Villa Elementary school.

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

There were no major differences in budget expenditures for this area.

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

No changes will be made to this goal.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,187.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$119,187.00

Subtotal of additional federal funds included for this school: \$119,187.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$119,187.00

# School Site Council Membership

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

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

Name of Members	Role
Christy Wilkerson	Principal
Dawn Calcagno	Classroom Teacher
Staci Guillen	Classroom Teacher
Nereida Cabrera	Classroom Teacher
Tina Waddy	Other School Staff
Jamiela Dinkins	Parent or Community Member
Rebecca Evers, Asst Principal	Other School Staff
Cindy Zepeda	Parent or Community Member
Jasmin Valencia	Parent or Community Member
Jennifer Enser	Parent or Community Member
Sharonda Major	Parent or Community Member

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



# English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Christy Wilkerson	Principal
Jazmin Valencia	Parent or Community Member
Hector Bonilla Munoz	Parent or Community Member
Erin Worley, Intervention	Other School Staff
Marjorie Diaz, BIA	Other School Staff
Rebecca Evers, Asst Principal	Other School Staff
Nereida Cabrera, Academic Coach	Classroom Teacher
Tina Waddy, parent coordinator	Other School Staff

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 31, 2020.

Attested:



Principal, Christy Wilkerson on August 31, 2020



SSC Chairperson, Tina Waddy on August 31, 2020



**Cordova Villa ELAC Meeting  
(English Learner Advisory Committee)  
Sept 25, 2020  
2-3pm via zoom**

<https://fcusd-edu.zoom.us/j/91539693984?pwd=T0grOUVsL1Q1NUFBS1hQb3dVV2E2QT09>

Meeting ID: 915 3969 3984 Passcode: 535562

**AGENDA/MINUTES**

- **Welcome/Introductions**
- **ELPAC updates**
- **Reclassification**
- **Distance Learning interventions**
- **Elementary waiver update**
- **Select DELAC rep**
- **Questions/Concerns for next meeting**
- **Next meeting Oct 20**



**Cordova Villa ELAC Meeting  
(English Learner Advisory Committee)  
Sept 25, 2020  
2-3pm via zoom**

<https://fcusd-edu.zoom.us/j/91539693984?pwd=T0grOUVsL1Q1NUFBS1hQb3dVV2E2QT09>

Meeting ID: 915 3969 3984 Passcode: 535562

## Minutes

- **Welcome/Introductions**
  - Christy Wilkerson, Principal
  - Rebecca Evers, Asst Principal
  - Nereida Cabrera, Academic Coach
  - Erin Worley, Intervention coach
  - Marjorie Diaz, BIA
  - Tina Waddy, Parent coordinator
  - Hector Bonilla Munoz, parent
  - Jazmin Valencia, parent
- **ELPAC updates**
- **Reclassification**
- **Distance Learning interventions**
  - Starting next week our intervention team will be pulling kids into small groups (virtual) to provide additional academic support. Groups will be run by Academic Coach, Intervention teacher, and BIA's.
- **Elementary waiver update**
  - District is pursuing and elementary waiver from the state that would allow us to bring students back for in-person instruction. If the waiver is approved, we may be able to open school for in person instruction on Nov 30.
  - State guidance may allow us to open up schools earlier, if we stay in the red zone for 14 consecutive days. Potential start date if that happens could be Nov 9.
  - Small cohorts of students may be able to come back Oct 19 to receive special ed services
  - All of these are pending negotiations with teacher's union.
- **Select DELAC rep**

- o Hector will be our DELAC rep
- **Questions/Concerns for next meeting**
  - o Questions regarding intervention groups
  - o An idea was brought up about providing virtual social groups for students.
- **Next meeting Oct 20**

**CVE ELAC Meeting**  
**Sept 25, 2020**  
**2-3pm**  
**Via zoom**

<b>Name</b>	<b>Digital Signature</b>
Christy Wilkerson, Principal	<i>Christy Wilkerson</i>
Rebecca Evers, Asst Principal	<i>Rebecca Evers</i>
Hector Bonilla Munoz, parent	<i>Hector Bonilla Munoz</i>
Jazmin Valencia, Parent	<i>Jazmin Valencia</i>
Nereida Cabrera, Academic coach	<i>Nereida Cabrera</i>
Erin Worley, Intervention	<i>Erin Worley</i>
Tina Waddy, parent coordinator	<i>Tina Waddy</i>
Marjorie Diaz, BIA	<i>Marjorie Diaz</i>

**CVE School Site Council Meeting**  
**August 31, 2020**  
**4-5 pm**  
**Via Microsoft Teams**

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Conference ID: 250 530 943#

[Local numbers](#) | [Reset PIN](#) | [Learn more about Teams](#) | [Meeting options](#)

<b>Name</b>	<b>Digital Signature</b>
Christy Wilkerson, Principal	<i>Christy Wilkerson</i>
Rebecca Evers, Asst Principal	<i>Rebecca Evers</i>
Cindy Zepeda, Parent	<i>Cindy Zepeda</i>
Jasmin Valencia, Parent	<b>absent</b>
Tiny Waddy, Parent Coordinator	<i>Tina Waddy</i>
Dawn Calcagno, Teacher	<i>Dawn Calcagno</i>
Staci Guillen, Teacher	<i>Staci Guillen</i>
Nereida Cabrera, Academic Coach	<b>absent</b>



**CVE School Site Council Meeting**  
**August 31, 2020**  
**4-5 pm**  
**Via MS Teams**

**AGENDA**

- **Introductions**
  - Attendance: Christy Wilkerson, Principal; Rebecca Evers, Asst Principal; Dawn Calcagno, Teacher; Staci Guillen, Teacher; Cindy Zepeda, Parent; Tiny Waddy, Parent Coordinator.
  - Absent: Jasmin Valencia, Parent.
  
- **SPSA Review**
  - Mission/Vision
  - School Profile
  - Demographics
  - Data Review
  - Goals/Title 1 funds
  
- **Safety Plan**
  - Written Worksite Specific Plan
  
- **Next Meeting, Oct 20, 2020**





**CVE School Site Council Meeting**  
**August 31, 2020**  
**4-5 pm**  
**Via MS Teams**

**MINUTES**

- Introductions
  - Attendance: Christy Wilkerson, Principal; Rebecca Evers, Asst Principal; Dawn Calcagno, Teacher; Staci Guillen, Teacher; Cindy Zepeda, Parent; Tiny Waddy, Parent Coordinator.
  - Absent: Jasmin Valencia, Parent.
  
- SPSA Review
  - Mission/Vision
  - School Profile
  - Demographics
  - Data Review
  - Goals/Title 1 funds
    - A few questions about funding for copying needs for supplemental materials for DL. Will work that into supplemental materials budget as needed.
  - Motion to approve SPSA/budget, Tina
    - Seconded: Staci
    - Approved, all in favor 5, opposed 0.
  
- Safety Plan
  - Written Worksite Specific Plan
    - Some questions about Check in/check out form and who has access to that. Discussed it is for us to use for contact tracing and for Principal to communicate with custodial staff.
  - Motion to approve Safety plan, Dawn
    - Seconded: Cindy
    - Approved, all in favor 5, opposed 0.

- Next Meeting, Oct 20, 2020