

School Year: 2023-24



# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova Villa Elementary School	34673306033187	August 31, 2023	September 21, 2023

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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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Title I Schoolwide, Additional Targeted Support and Improvement (ATSI) Subgroups - African American, ASIA, Homeless, Students with Disabilities, Two or More Races, White

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 vision at Cordova Villa Elementary School is to ensure all students learn at high levels.

Mission:

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 inclusive 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.

## 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 and English Learner Advisory Committee (ELAC) and School Site Council (SSC) committee input surveys. 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. The Whole Child Design Inventory (WCDI) was also given to students and staff to provide us feedback on our implementation of the Community Schools framework.

Our fifth-grade students participated in the California Healthy Kids Survey (CHKS). Highlights of this survey show that 84% of students are academically motivated, 53% of students feel safe at school, 53% of students feel that they are treated with respect, and 72% of students feel that adults have high expectations for them. The key indicators that need the most improvement include meaningful student participation (32%), students treated fairly when breaking the rules (37%), and school connectedness (45%).

A third of our staff also participated in the California Healthy Kids survey. Key indicators show that 39% of staff agreed that we set high standards for student achievement, 34% of staff agreed our school promotes an anti-bullying climate, and 40% of staff agreed that adults really care about students. Key indicators that need the most improvement include a safe place for students and staff (14%) and promotion of parent involvement (15%).

## **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 2021-2022 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 Renaissance. Cordova Villa embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks; Assessments are scored, and teachers and Principal meet during Every Student By Name (ESBN) conferences and at weekly grade levels Professional Learning Teams (PLTs) 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) assessments, Renaissance, 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 demand. Due to the continued effect of the COVID-19 pandemic, 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. Small groups of students with the greatest need for academic support will be provided targeted intervention time with our academic support team.

## 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 meets the requirements of highly qualified teachers. We provide professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefitting from culturally responsive tier 1 instruction and interventions.

Our staff has received Professional Development in Whole Child Design through Turnaround for Children and understanding the brain science of accelerated learning. Our district has also committed to ongoing PD in Behavior Rtl to create a restorative and instructional response to student behavior. FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making, and we teach all students these specific skills through tier 1 instruction using the Second Step/Base Education curriculum.

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

Cordova Villa Elementary School provides professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefitting from culturally responsive tier 1 instruction and interventions. All Cordova Villa teachers have access to and participate in the 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, ongoing training throughout the year from the Curriculum and Instruction Department, and regular dedicated time for professional development at site collaboration meetings. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers and program improvement coach. Our staff has received Professional Development in Whole Child Design through Turnaround for Children and understanding the brain science of accelerated learning. Our district has also committed to ongoing PD in Behavior Rtl to create a restorative and instructional response to student behavior. FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making, and we teach all students these specific skills through tier 1 instruction using the Second Step/Base Education curriculum.

### 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.

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 occur 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 the 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, Systemic Instruction of Phonological Awareness & Site Words (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 a 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 two full time intervention teachers and an 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 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)

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include River City Christian Church, Assistance League of Sacramento, Intel PC Pals, Micron, Costco, Walmart, Target, WinCo, Dignity Health, Kaiser, Grocery Outlet, Rancho Cordova Rotary Club and Huhtamaki Corporation. Through our Community Schools design process, we have noted gaps in caregiver services and supports that we are working as a regional network of schools to address.

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)

Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

### 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.

## **Educational Partner 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 (bi-monthly)

Site Council (reviews and approves the plan by October 1, 2023; monitors throughout the year)

English Learner Advisory Committee (ELAC)

Parent Survey (Fall and Spring)

Every Student By Name (ESBN) 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)

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include River City Christian Church, Assistance League of Sacramento, Intel PC Pals, Micron, Costco, Walmart, Target, WinCo, Dignity Health, Kaiser, Grocery Outlet, Rancho Cordova Rotary Club, and Huhtamaki Corporation. Through our Community Schools design process, we have noted gaps in caregiver services and supports that we are working as a regional network of schools to address.

## Resource Inequities

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

Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low income and Black families. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

# School and Student Performance Data

## Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.21%	0.2%	%	1	1	
African American	15.35%	13.1%	16.48%	72	59	73
Asian	8.32%	10.4%	9.03%	39	47	40
Filipino	1.92%	1.3%	0.45%	9	6	2
Hispanic/Latino	43.92%	46.5%	46.28%	206	210	205
Pacific Islander	2.13%	1.6%	2.26%	10	7	10
White	14.71%	11.3%	9.71%	69	51	43
Multiple/No Response	13.22%	15.3%	15.80%	62	69	70
Total Enrollment				469	452	443

## Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	93	92	102
Grade 1	85	62	71
Grade 2	70	77	61
Grade3	88	68	67
Grade 4	69	86	66
Grade 5	64	67	76
Total Enrollment	469	452	443

### Conclusions based on this data:

1. Enrollment at Cordova Villa fluctuates due to mobility and transiency. Our starting enrollment last year was lower than in previous years.
2. Our African American and Hispanic/Latino populations continue to be our highest student groups with a combined total of 62.7%.
3. Our kindergarten enrollment has continued to increase.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	140	134	125	29.9%	29.60%	28.2%
Fluent English Proficient (FEP)	42	36	30	9.0%	8.00%	6.8%
Reclassified Fluent English Proficient (RFEP)	0	10		0.0%	7.5%	

### Conclusions based on this data:

1. The number of students we reclassified increased significantly from the prior year but has still not reached our previous percentage pre-pandemic.
2. Our population of English Learners has been slowly decreasing the two years prior.
3. The goal of targeted ELD instruction by our intervention team has supported the efforts of increasing English language fluency with our multi-lingual students. Designated 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	80	69	67	78	0	64	78	0	64	97.5	0.0	95.5
Grade 4	65	80	60	63	0	57	63	0	57	96.9	0.0	95.0
Grade 5	68	62	69	67	0	67	67	0	67	98.5	0.0	97.1
All Grades	213	211	196	208	0	188	208	0	188	97.7	0.0	95.9

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2412.		2371.	17.95		10.94	19.23		17.19	35.90		18.75	26.92		53.13
Grade 4	2429.		2404.	12.70		3.51	12.70		14.04	23.81		35.09	50.79		47.37
Grade 5	2483.		2467.	16.42		14.93	31.34		25.37	17.91		17.91	34.33		41.79
All Grades	N/A	N/A	N/A	15.87		10.11	21.15		19.15	26.44		23.40	36.54		47.34

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.38		14.06	53.85		56.25	30.77		29.69
Grade 4	15.87		1.75	53.97		66.67	30.16		31.58
Grade 5	17.91		13.43	50.75		59.70	31.34		26.87
All Grades	16.35		10.11	52.88		60.64	30.77		29.26

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.38		6.25	55.13		51.56	29.49		42.19
Grade 4	9.52		1.75	46.03		47.37	44.44		50.88
Grade 5	16.42		10.45	52.24		50.75	31.34		38.81
All Grades	13.94		6.38	51.44		50.00	34.62		43.62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.51		4.69	66.67		67.19	12.82		28.13
Grade 4	9.52		7.02	60.32		68.42	30.16		24.56
Grade 5	8.96		10.45	64.18		73.13	26.87		16.42
All Grades	13.46		7.45	63.94		69.68	22.60		22.87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.38		6.25	53.85		54.69	30.77		39.06
Grade 4	9.52		3.51	46.03		66.67	44.44		29.82
Grade 5	23.88		10.45	49.25		65.67	26.87		23.88
All Grades	16.35		6.91	50.00		62.23	33.65		30.85

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Across the board we are showing improvements in reading achievement.
2. Writing is an area of concern across the board.
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	80	69	67	80	0	67	80	0	67	100	0.0	100.0
Grade 4	65	80	60	65	0	59	65	0	59	100	0.0	98.3
Grade 5	68	62	69	68	0	68	68	0	68	100	0.0	98.6
All Grades	213	211	196	213	0	194	213	0	194	100	0.0	99.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2415.		2379.	8.75		5.97	35.00		14.93	26.25		25.37	30.00		53.73
Grade 4	2432.		2393.	4.62		3.39	18.46		11.86	36.92		28.81	40.00		55.93
Grade 5	2461.		2434.	5.88		4.41	16.18		8.82	30.88		26.47	47.06		60.29
All Grades	N/A	N/A	N/A	6.57		4.64	23.94		11.86	30.99		26.80	38.50		56.70

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.75		7.46	43.75		52.24	37.50		40.30
Grade 4	9.23		3.39	30.77		44.07	60.00		52.54
Grade 5	11.76		4.41	33.82		38.24	54.41		57.35
All Grades	13.62		5.15	36.62		44.85	49.77		50.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.00		5.97	48.75		38.81	31.25		55.22
Grade 4	7.69		1.69	43.08		32.20	49.23		66.10
Grade 5	5.88		2.94	48.53		45.59	45.59		51.47
All Grades	11.74		3.61	46.95		39.18	41.31		57.22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.25		8.96	48.75		62.69	30.00		28.36
Grade 4	16.92		6.78	36.92		44.07	46.15		49.15
Grade 5	4.41		4.41	55.88		50.00	39.71		45.59
All Grades	14.55		6.70	47.42		52.58	38.03		40.72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall data indicates that math is a huge area of need; over 50% of students are performing below standard in each category.
2. The data in 4th grade Concepts and Procedures show 60% performing below standard; a significant increase of 17% from the spring of 2018-2019. More targeted support will be needed in 4th grade.
3. The data for Problem Solving & Modeling indicates students need more instruction and practice in that area.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1420.2	1407.2	1417.7	1440.4	1424.9	1427.0	1372.6	1365.6	1396.0	26	37	31
<b>1</b>	1441.4	1406.6	1435.3	1447.7	1429.3	1451.2	1434.6	1383.3	1419.0	35	16	18
<b>2</b>	1460.5	1482.1	1465.7	1467.2	1507.8	1457.0	1453.3	1456.0	1473.6	27	14	14
<b>3</b>	1468.6	1470.9	1474.4	1459.1	1475.4	1471.2	1477.6	1465.8	1477.2	23	27	20
<b>4</b>	1483.8	1430.2	1493.0	1476.4	1422.1	1488.3	1490.8	1437.9	1497.1	19	21	27
<b>5</b>	1488.3	*	1524.8	1487.4	*	1522.2	1488.8	*	1526.9	20	8	16
<b>All Grades</b>										150	123	126

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	19.23	5.41	9.68	26.92	29.73	35.48	38.46	43.24	41.94	15.38	21.62	12.90	26	37	31
<b>1</b>	2.86	6.25	11.11	37.14	31.25	27.78	40.00	37.50	44.44	20.00	25.00	16.67	35	16	18
<b>2</b>	22.22	14.29	7.14	40.74	42.86	50.00	11.11	28.57	28.57	25.93	14.29	14.29	27	14	14
<b>3</b>	17.39	7.41	10.00	30.43	25.93	35.00	21.74	44.44	35.00	30.43	22.22	20.00	23	27	20
<b>4</b>	10.53	9.52	11.11	63.16	23.81	40.74	5.26	19.05	22.22	21.05	47.62	25.93	19	21	27
<b>5</b>	5.00	*	12.50	30.00	*	37.50	45.00	*	43.75	20.00	*	6.25	20	*	16
<b>All Grades</b>	12.67	8.13	10.32	37.33	29.27	37.30	28.00	34.96	35.71	22.00	27.64	16.67	150	123	126

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	15.38	10.81	9.68	53.85	29.73	32.26	15.38	37.84	48.39	15.38	21.62	9.68	26	37	31
<b>1</b>	14.29	18.75	27.78	34.29	43.75	27.78	37.14	18.75	38.89	14.29	18.75	5.56	35	16	18
<b>2</b>	37.04	35.71	21.43	33.33	42.86	28.57	11.11	14.29	28.57	18.52	7.14	21.43	27	14	14
<b>3</b>	30.43	22.22	20.00	17.39	44.44	40.00	21.74	14.81	20.00	30.43	18.52	20.00	23	27	20
<b>4</b>	26.32	19.05	29.63	52.63	28.57	37.04	0.00	14.29	14.81	21.05	38.10	18.52	19	21	27
<b>5</b>	25.00	*	37.50	40.00	*	43.75	20.00	*	12.50	15.00	*	6.25	20	*	16
<b>All Grades</b>	24.00	19.51	23.02	38.00	35.77	34.92	19.33	21.14	28.57	18.67	23.58	13.49	150	123	126

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	3.85	8.11	6.45	19.23	13.51	19.35	57.69	35.14	54.84	19.23	43.24	19.35	26	37	31
<b>1</b>	0.00	0.00	5.56	31.43	18.75	22.22	40.00	18.75	27.78	28.57	62.50	44.44	35	16	18
<b>2</b>	11.11	0.00	7.14	33.33	42.86	42.86	29.63	28.57	21.43	25.93	28.57	28.57	27	14	14
<b>3</b>	4.35	0.00	0.00	39.13	7.41	25.00	30.43	40.74	40.00	26.09	51.85	35.00	23	27	20
<b>4</b>	5.26	4.76	3.70	42.11	14.29	22.22	26.32	28.57	33.33	26.32	52.38	40.74	19	21	27
<b>5</b>	0.00	*	6.25	15.00	*	25.00	60.00	*	50.00	25.00	*	18.75	20	*	16
<b>All Grades</b>	4.00	4.07	4.76	30.00	15.45	24.60	40.67	32.52	39.68	25.33	47.97	30.95	150	123	126

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	15.38	10.81	25.81	69.23	72.97	70.97	15.38	16.22	3.23	26	37	31
<b>1</b>	34.29	25.00	38.89	57.14	56.25	55.56	8.57	18.75	5.56	35	16	18
<b>2</b>	25.93	28.57	7.14	51.85	64.29	64.29	22.22	7.14	28.57	27	14	14
<b>3</b>	13.04	14.81	25.00	47.83	70.37	60.00	39.13	14.81	15.00	23	27	20
<b>4</b>	21.05	23.81	44.44	57.89	38.10	37.04	21.05	38.10	18.52	19	21	27
<b>5</b>	10.00	*	18.75	65.00	*	81.25	25.00	*	0.00	20	*	16
<b>All Grades</b>	21.33	17.89	28.57	58.00	60.98	60.32	20.67	21.14	11.11	150	123	126

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	38.46	13.51	3.23	46.15	54.05	74.19	15.38	32.43	22.58	26	37	31
<b>1</b>	5.71	6.25	11.11	74.29	75.00	61.11	20.00	18.75	27.78	35	16	18
<b>2</b>	44.44	50.00	28.57	37.04	42.86	57.14	18.52	7.14	14.29	27	14	14
<b>3</b>	39.13	34.62	45.00	26.09	42.31	35.00	34.78	23.08	20.00	23	26	20
<b>4</b>	57.89	28.57	14.81	21.05	33.33	66.67	21.05	38.10	18.52	19	21	27
<b>5</b>	60.00	*	62.50	25.00	*	25.00	15.00	*	12.50	20	*	16
<b>All Grades</b>	37.33	24.17	23.81	42.00	47.50	56.35	20.67	28.33	19.84	150	120	126

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	5.41	9.68	84.62	54.05	70.97	15.38	40.54	19.35	26	37	31
<b>1</b>	11.43	6.25	16.67	48.57	31.25	11.11	40.00	62.50	72.22	35	16	18
<b>2</b>	7.41	7.14	7.14	59.26	64.29	64.29	33.33	28.57	28.57	27	14	14
<b>3</b>	4.35	0.00	0.00	56.52	44.44	40.00	39.13	55.56	60.00	23	27	20
<b>4</b>	5.26	4.76	0.00	63.16	42.86	59.26	31.58	52.38	40.74	19	21	27
<b>5</b>	5.00	*	6.25	75.00	*	56.25	20.00	*	37.50	20	*	16
<b>All Grades</b>	6.00	4.88	6.35	63.33	47.15	52.38	30.67	47.97	41.27	150	123	126

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	19.23	16.22	16.13	53.85	27.03	48.39	26.92	56.76	35.48	26	37	31
<b>1</b>	0.00	6.25	11.11	77.14	43.75	66.67	22.86	50.00	22.22	35	16	18
<b>2</b>	14.81	7.14	7.14	59.26	57.14	85.71	25.93	35.71	7.14	27	14	14
<b>3</b>	8.70	3.70	10.00	69.57	51.85	75.00	21.74	44.44	15.00	23	27	20
<b>4</b>	15.79	0.00	7.41	57.89	52.38	70.37	26.32	47.62	22.22	19	21	27
<b>5</b>	0.00	*	18.75	70.00	*	62.50	30.00	*	18.75	20	*	16
<b>All Grades</b>	9.33	8.13	11.90	65.33	43.09	65.87	25.33	48.78	22.22	150	123	126

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The speaking domain has the highest overall score at level 4 with 24%.
2. Students performing at level 1 and 2 continues to increase in Overall Language.
3. The listening domain increased 11% last year.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
443	83.3	28.2	0.9
Total Number of Students enrolled in Cordova Villa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	28.2
Foster Youth	4	0.9
Homeless	34	7.7
Socioeconomically Disadvantaged	369	83.3
Students with Disabilities	64	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	73	16.5
American Indian		
Asian	40	9.0
Filipino	2	0.5
Hispanic	205	46.3
Two or More Races	70	15.8
Pacific Islander	10	2.3
White	43	9.7

**Conclusions based on this data:**

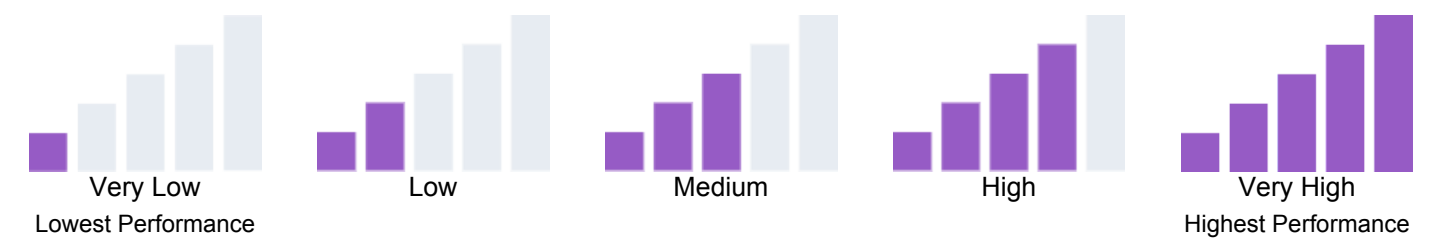
1. With 46.5% of our student population Hispanic and 29.6% English Learners, we will need on-going support with translation services to support our students and families.
2. With 83.3% of our student population socioeconomically disadvantaged, continued support in SEL and trauma informed practices will be necessary.
3. With our diverse population, including 16.5% African American, our equity work will continue to be a focus.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>High</div>		

#### Conclusions based on this data:

1. The team at Cordova Villa continues to support students in restorative and inclusion practices and collaborates to minimize address 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.



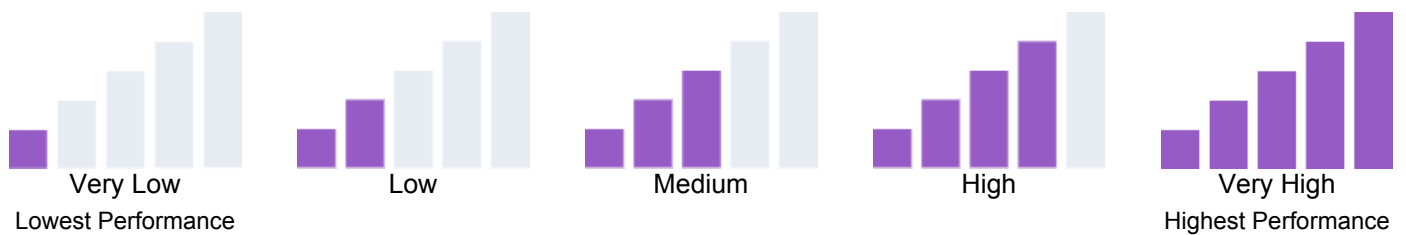
3. Chronic absenteeism is a concern and our efforts this year will focus on student engagement.

# School and Student Performance Data

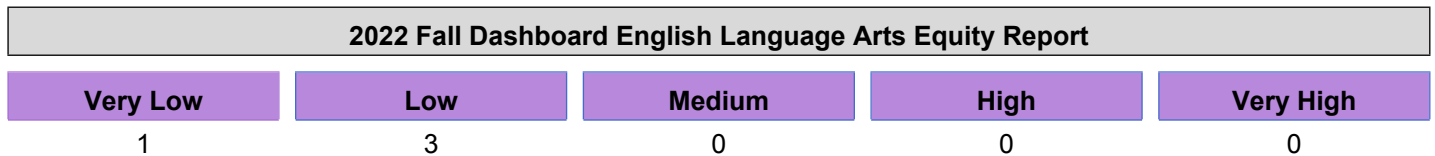
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

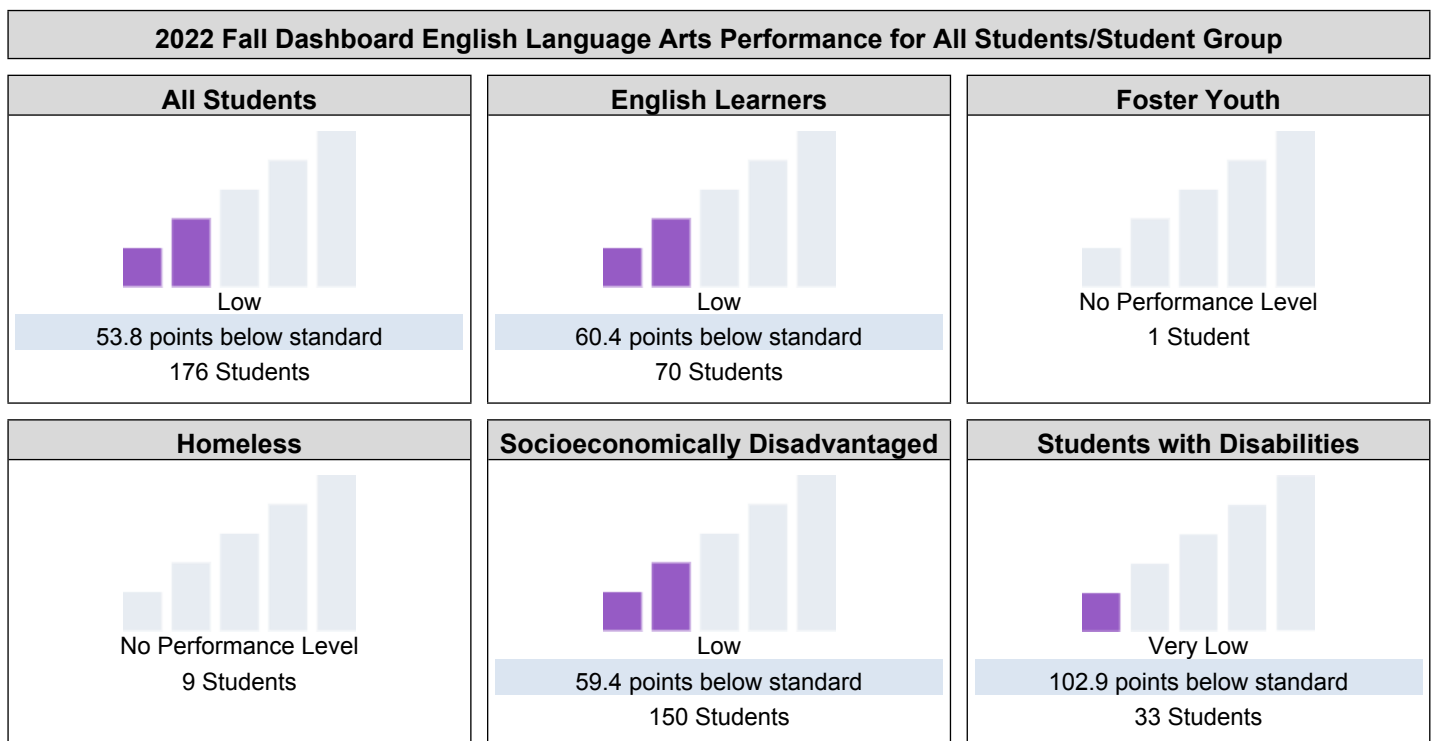
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



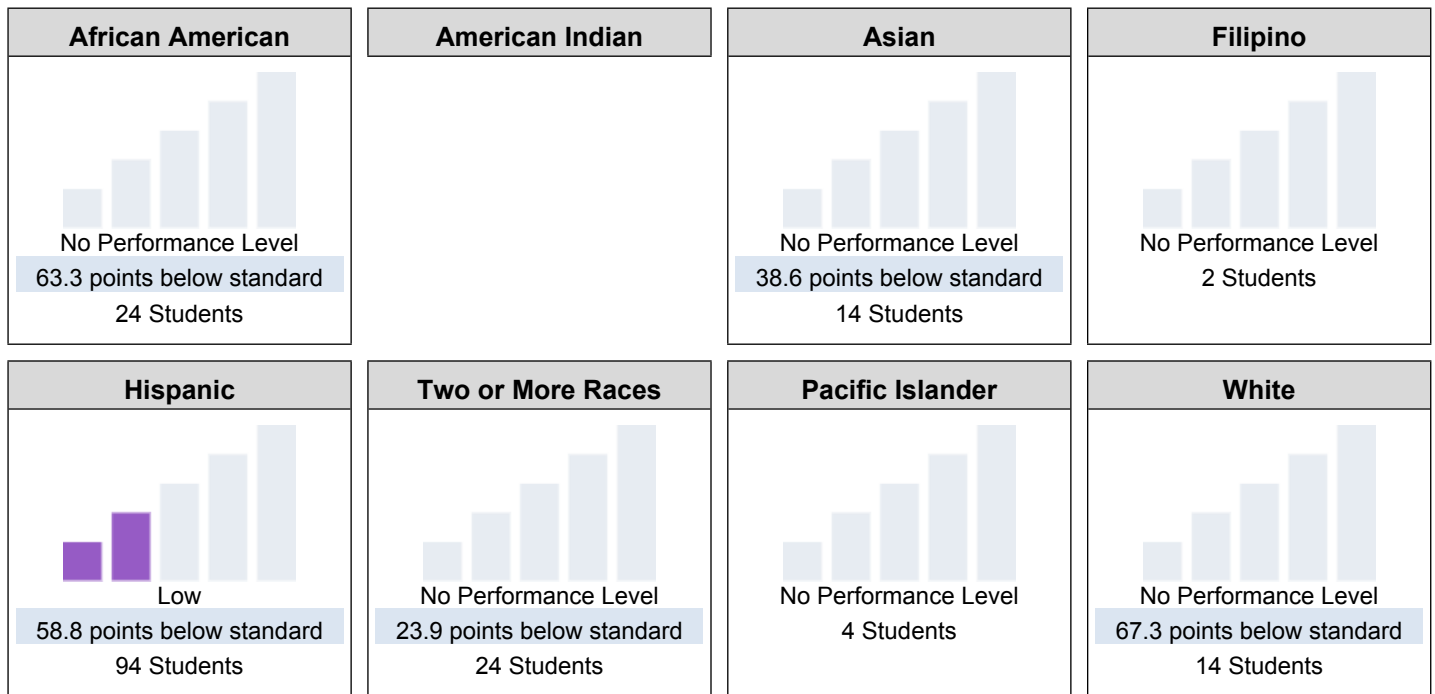
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.7 points below standard 56 Students	65.1 points above standard 14 Students	58.4 points below standard 97 Students

#### Conclusions based on this data:

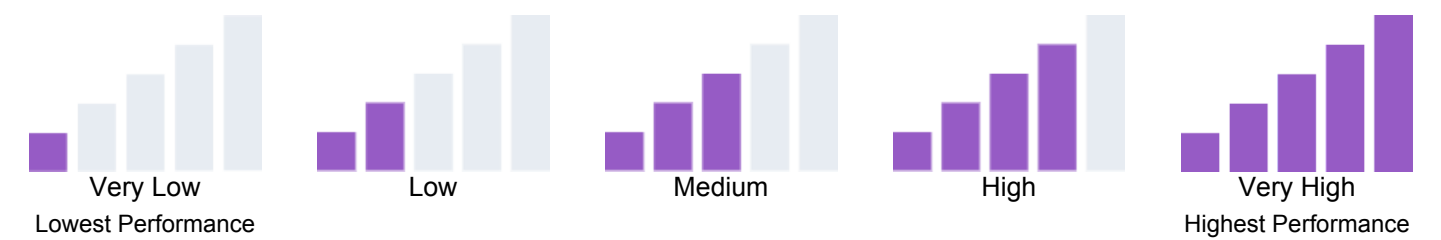
1. Students with disabilities are our lowest performing student group.
2. Our English Learner achievement in ELA has declined and is performing 60 points below standard. Our reclassified EL's did show an increase of 11.8 points but are still performing below the English only students.
3. Our African American students will need support in ELA as they are performing 63.3 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

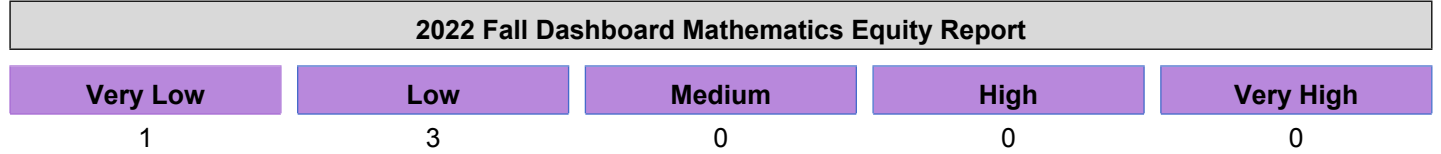
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

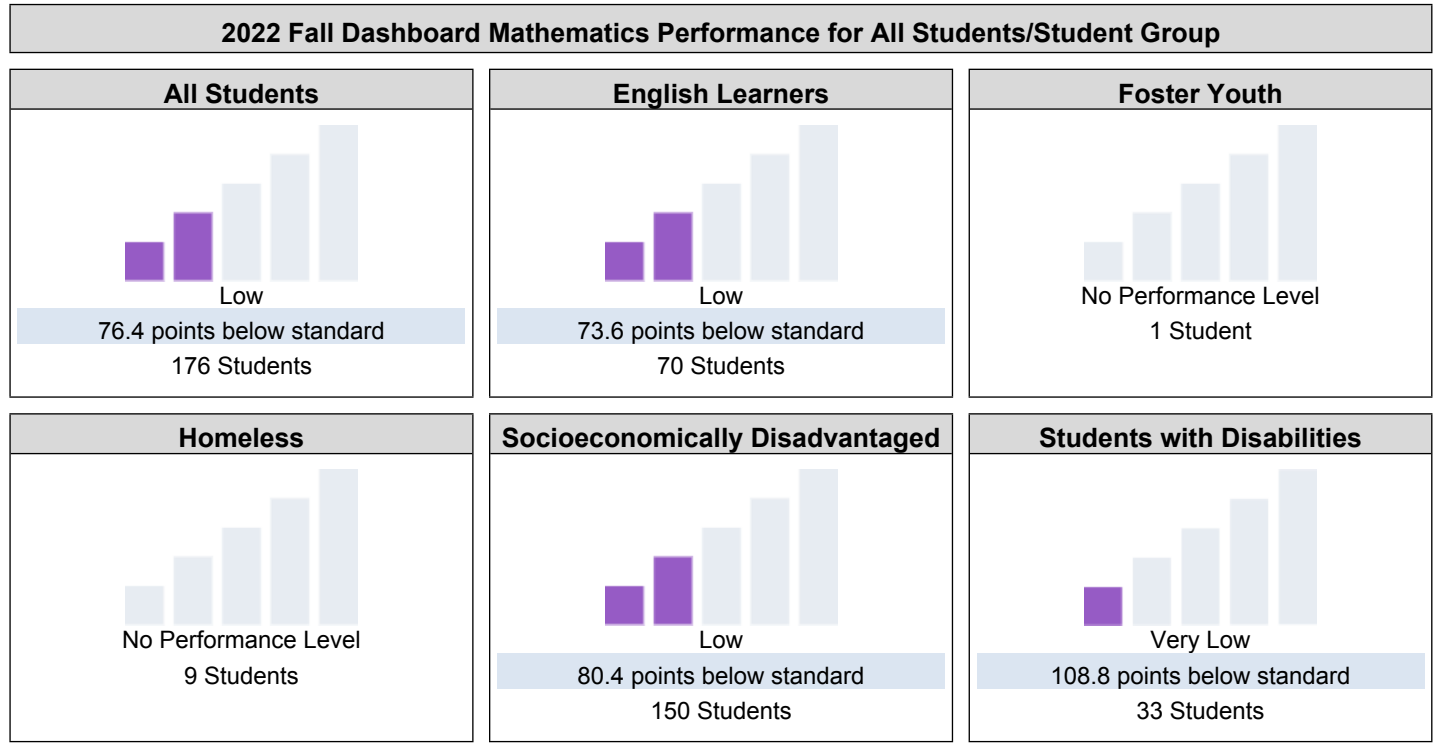
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



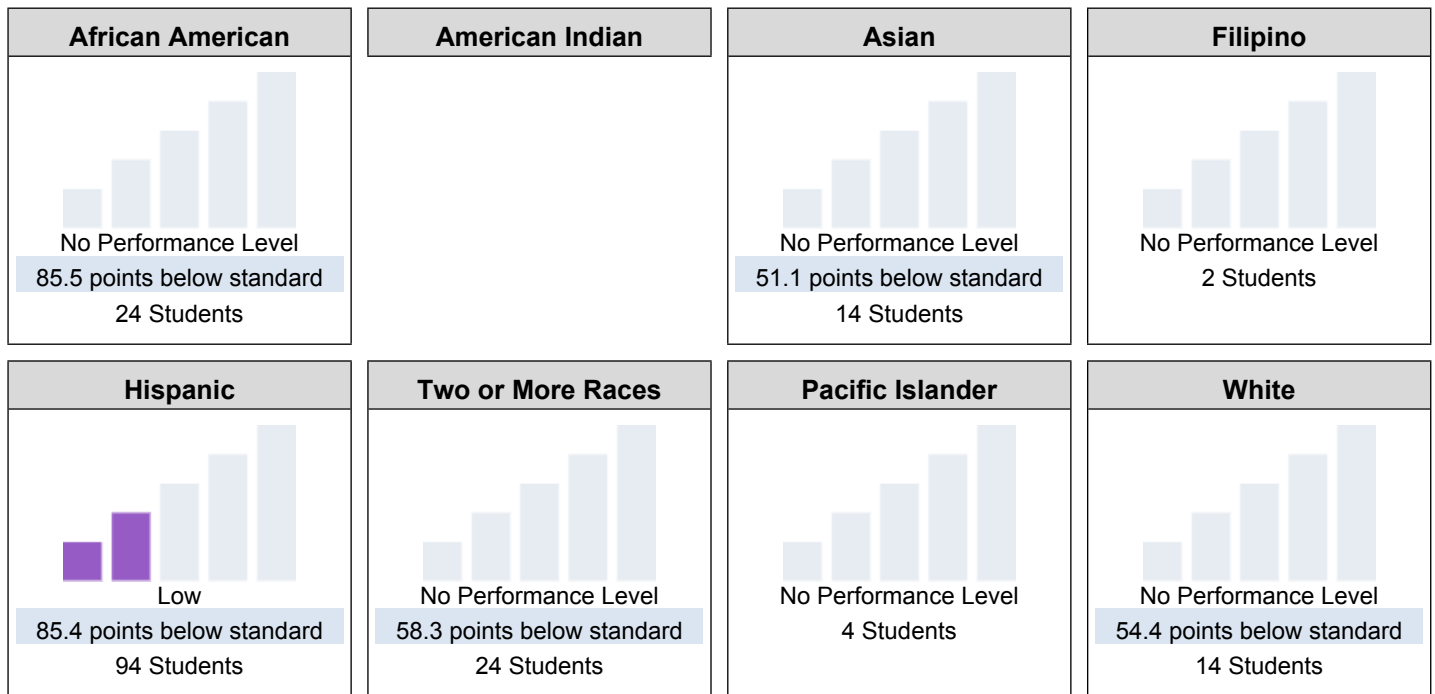
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard 56 Students	13.1 points above standard 14 Students	85.3 points below standard 97 Students

#### Conclusions based on this data:

1. Our math scores overall show a significant need for high quality math instruction; overall score is 76.4 points below standard.
2. Students with disabilities are performing significantly lower than all other student groups; 108 points below standard.
3. Our African American students will need support in math as they are performing 85.5 points below standard. Our equity work will need to focus on inclusive instructional practices that meet the needs of all students.

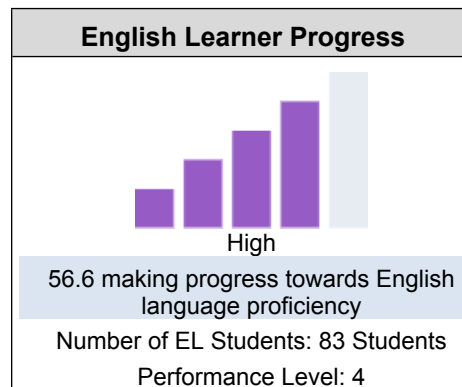
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
13.3%	30.1%	2.4%	54.2%

#### Conclusions based on this data:

1. Of our EL population, 57% are making progress towards proficiency.
2. 86% of ELs either maintained or improved their overall level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

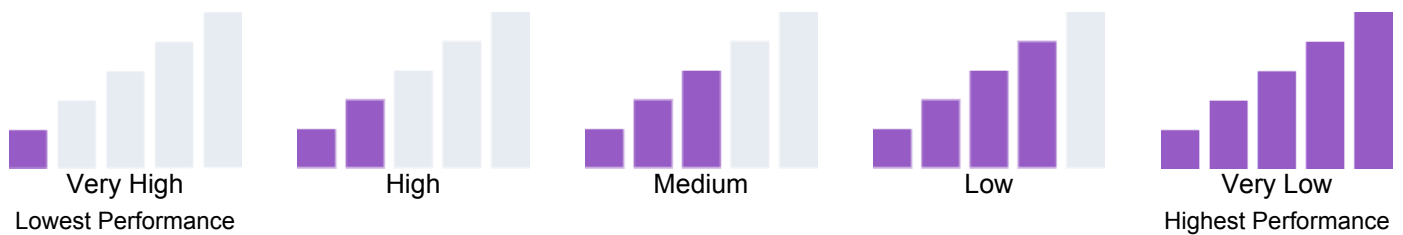
1. Cordova Villa staff will begin focusing students on career and college paths available to students for preparation of their future.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

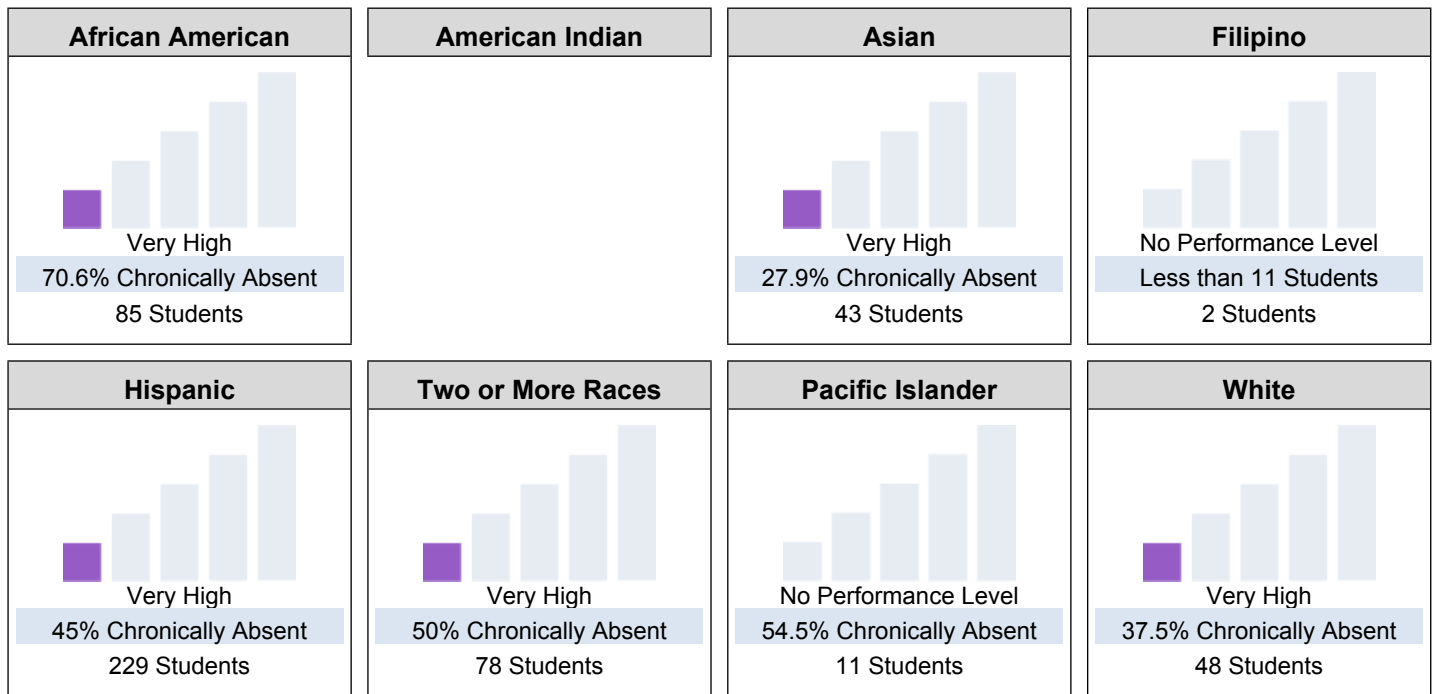
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
9	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b> <p>Very High</p> <p>48% Chronically Absent</p> <p>496 Students</p>	<b>English Learners</b> <p>Very High</p> <p>32.7% Chronically Absent</p> <p>147 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>
<b>Homeless</b> <p>Very High</p> <p>72.5% Chronically Absent</p> <p>51 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>48.5% Chronically Absent</p> <p>421 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>62.2% Chronically Absent</p> <p>82 Students</p>



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



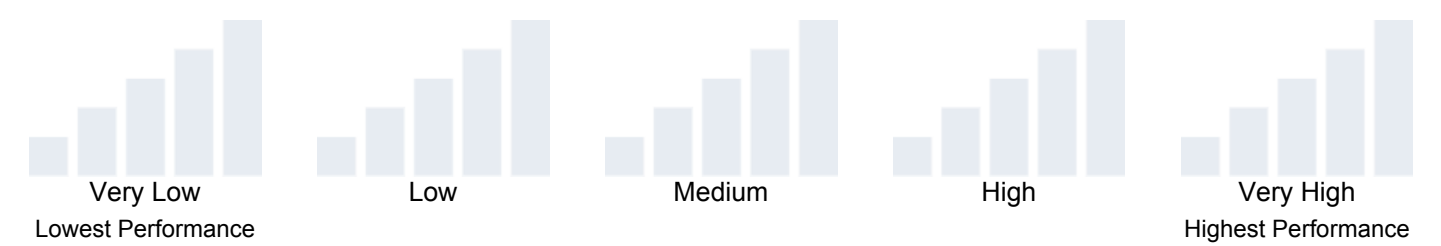
### Conclusions based on this data:

1. Cordova Villa is implementing initiatives and strategies to support students and families to address challenges in attending school regularly.
2. The student groups in most need of outreach is Homeless, Students with Disabilities, and African American.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

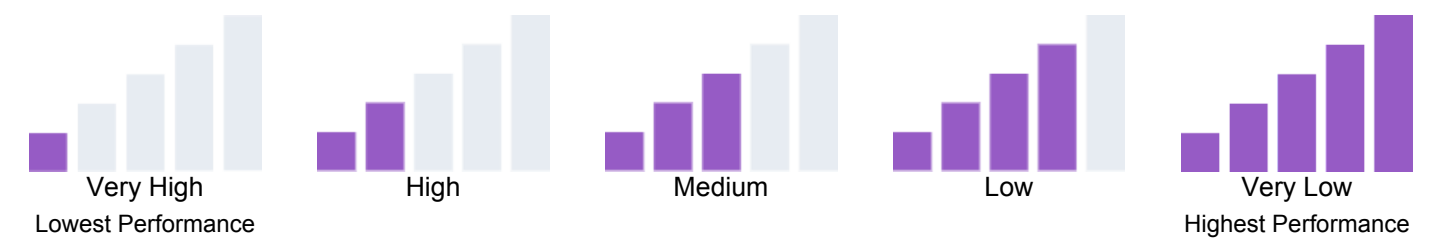
1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



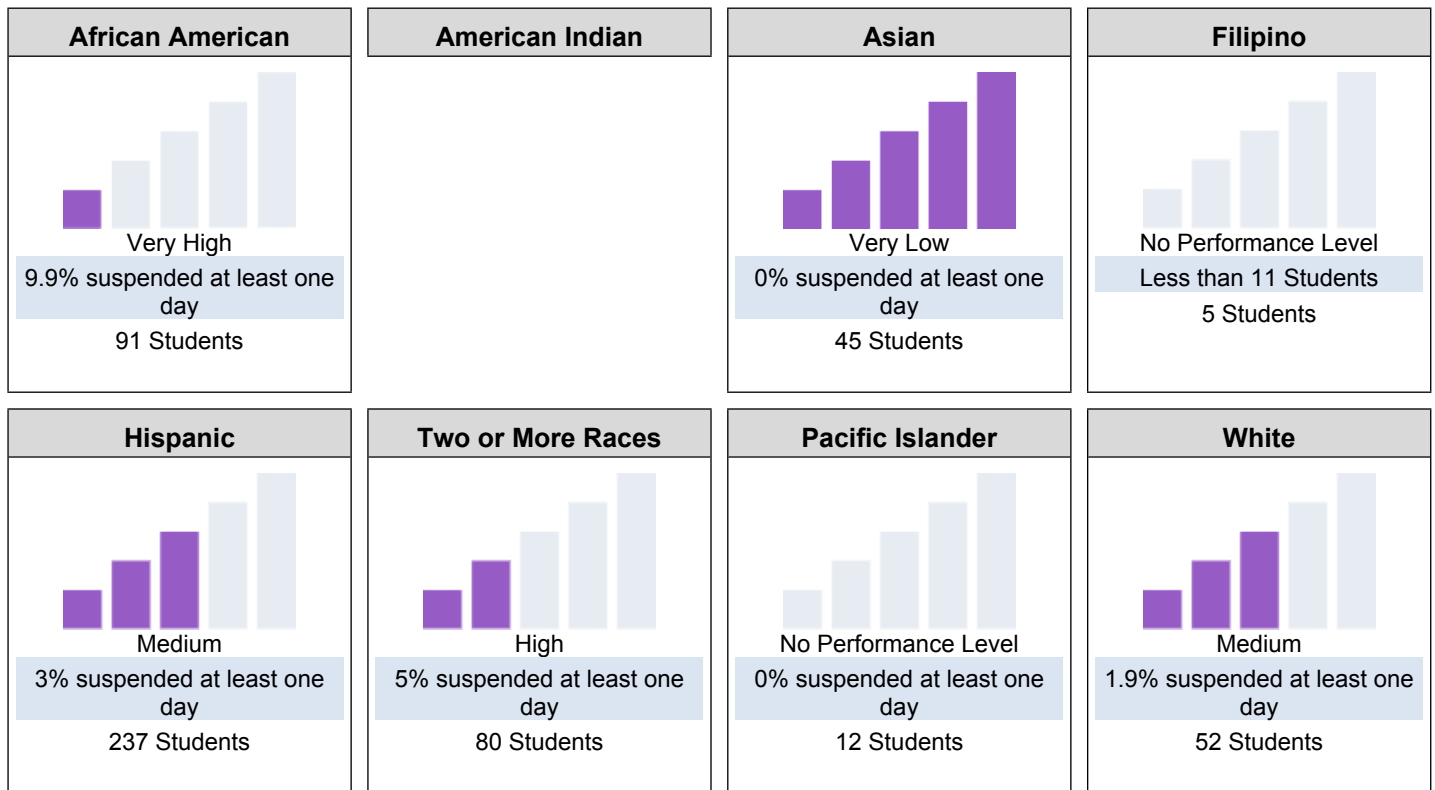
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	4	3	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>4% suspended at least one day</p> <p>522 Students</p>	<p>Medium</p> <p>1.3% suspended at least one day</p> <p>149 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>High</p> <p>5.4% suspended at least one day</p> <p>56 Students</p>	<p>High</p> <p>4.6% suspended at least one day</p> <p>436 Students</p>	<p>High</p> <p>4.4% suspended at least one day</p> <p>91 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The 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.
3. We will continue to teach the SEL skills necessary to support students behavioral and academic needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that promotes college and career readiness.

## LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

## Goal 1

Through a continuous cycle of improvement, our Professional Learning Community will ensure that all students receive high quality first instruction using our board adopted and guaranteed and viable curriculum from a highly qualified teacher in a well-maintained facility.

## Identified Need

1.1 Support first and second year teachers who are new to Cordova Villa.

1.2 Consistent monthly campus inspections.

1.3 Support all teachers in using the core curriculum with fidelity through professional development and collaboration.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Act Audit of Instructional Materials	100% compliance	100% compliance
Facilities Audit	100% in good repair	100% in good repair
Credential Audit	100% compliance	100% compliance

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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

## Strategy/Activity

Our new Instructional Coach will work with teachers on quality first instruction including, engagement strategies, classroom management, small group instruction, and math/reading essential standards.

### 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)
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
5,061	Title I 3000-3999: Employee Benefits certificated/classified benefits
3,496	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach
797	LCFF - Supplemental 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Two interventionists will provide 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)	Source(s)
25,007	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries first interventionist
5,803	LCFF - Supplemental 3000-3999: Employee Benefits first interventionist
23,817	Learning Recovery

	1000-1999: Certificated Personnel Salaries second interventionist
9,337	Learning Recovery 3000-3999: Employee Benefits second interventionist

### Strategy/Activity 3

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

1.5 full time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle.

#### 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)
8,403	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
3,702	LCFF - Supplemental 3000-3999: Employee Benefits
19,738	Title I 1000-1999: Certificated Personnel Salaries
8,486	Title I 3000-3999: Employee Benefits

### Strategy/Activity 4

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

A full time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.

### 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)
26,384	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal
6,588	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

### Strategy/Activity 5

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Compensation for Guiding Coalition team members to facilitate our PLC work and support schoolwide improvement.

### 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)
2500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Guiding Coalition - certificated staff
551	LCFF - Supplemental 3000-3999: Employee Benefits Guiding Coalition - certificated staff

### Strategy/Activity 6

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### 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)	Source(s)
16,267	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified extra help for student and parent support
5,852	LCFF - Supplemental 3000-3999: Employee Benefits Classified extra help for student and parent support

**Strategy/Activity 7**

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

**Strategy/Activity**

Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and 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)	Source(s)
3000	LCFF - Supplemental 4000-4999: Books And Supplies Books and supplies for students.

**Strategy/Activity 8**

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

**Strategy/Activity**

Parent coordinator to support student, family, and community 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)
2172	LCFF - Supplemental 2000-2999: Classified Personnel Salaries parent coordinator
781	LCFF - Supplemental 3000-3999: Employee Benefits parent coordinator

## Strategy/Activity 9

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Educational supplies for classroom use including supply money for 3 specialist teachers providing PLT time for classroom teachers.

### 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)
7375	LCFF - Supplemental 4000-4999: Books And Supplies classroom supplies

## Strategy/Activity 10

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Instructional software to support academics and social emotional learning.

### 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)
4000	LCFF - Supplemental

5800: Professional/Consulting Services And Operating Expenditures  
online software, Accelerated reader

## Strategy/Activity 11

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

We hired a Student Support Specialist that will work on implementation of Community Schools through student and staff support and 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)

20,283

#### Source(s)

California Community Schools  
1000-1999: Certificated Personnel Salaries

7,951

California Community Schools  
3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Overall implementation of the strategies went as planned and the emphasis on teacher collaboration was effective.

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

No major differences between budgeted expenditures.

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 teacher release time. We had to adjust that due to sub shortages.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increase parent and student engagement and provide a safe, healthy, and positive school climate.

## LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).

2.1 - Increase student attendance rates and reduce chronic absences for all students.

2.2 - Increase the high school graduation rate and decrease the dropout rate.

2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.

2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## Goal 2

Through the work of our Climate Team and Community Schools framework, we will increase student and parent engagement by improving positive attendance and reducing chronic absenteeism while using alternative means of discipline to reduce suspension rates.

## Identified Need

Based on data from the California Dashboard and Attention2Attendance (A2A), absenteeism and suspension rates are an area of need. Parent/caregiver partnerships are critical to improve student attendance and engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A data chronic absenteeism data.	37.4%	28% (decrease by 25%)
A2A truancy data.	56.5%	42% (decrease by 25%)
Suspension rate according to CA dashboard.	Very High for African American students; High for Two or More Races, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities; Medium for English Learners, Hispanic, and White students..	Medium to Low.
Panorama survey data on self-regulation	42%	52.5% (increase by 25%)

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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Our new Instructional Coach will work with teachers on quality first instruction including, engagement strategies, classroom management, small group instruction, and math/reading essential standards.

### 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)

22,191

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

5,063

Title I  
3000-3999: Employee Benefits

3,497

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

798

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

## Strategy/Activity 2

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

1.5 full time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle.

### 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)
19,737	Title I 1000-1999: Certificated Personnel Salaries
8,486	Title I 3000-3999: Employee Benefits
8,403	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
3,701	LCFF - Supplemental 3000-3999: Employee Benefits

### Strategy/Activity 3

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Two interventionists will provide 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)	Source(s)
25,008	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries first intervention teacher
5,804	LCFF - Supplemental 3000-3999: Employee Benefits 1st intervention teacher
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries 2nd intervention teacher
9,336	Learning Recovery 3000-3999: Employee Benefits 2nd intervention teacher

## Strategy/Activity 4

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White..

### Strategy/Activity

A full time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.

### 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)

26,385

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

6,589

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 5

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Educational supplies for classroom use including supply money for 3 specialist teachers providing PLT time for classroom teachers.

### 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)

7,375

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
classroom 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Compensation for Guiding Coalition team members to facilitate our PLC work and support schoolwide improvement.

#### 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)

2,500

##### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

552

LCFF - Supplemental  
3000-3999: Employee 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Extra hours for our school office clerk will assist with outreach and school connectedness to families, particularly to support positive attendance.

#### 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)

4,802

##### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

1,727

LCFF - Supplemental  
3000-3999: Employee Benefits

#### Strategy/Activity 8

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### 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)

16,267

##### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

5,853

LCFF - Supplemental  
3000-3999: Employee Benefits

#### Strategy/Activity 9

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Additional time for our health assistant to support positive attendance, parent engagement and a safe environment.

#### 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)

2,228

##### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

802

LCFF - Supplemental  
3000-3999: Employee Benefits

7127

California Community Schools  
2000-2999: Classified Personnel Salaries

2,794

California Community Schools  
3000-3999: Employee Benefits

## Strategy/Activity 10

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Parent coordinator to support student, family, and community 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)

2,172

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

782

LCFF - Supplemental  
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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

A paraeducator will support inside the classroom and with interventions in grades K-2.

### 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)

12,894

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

4,622

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 12

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

A full-time behavior specialist will work closely with our climate/PBIS team to support schoolwide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors. The behavior specialist will also provide support and training for teachers in classroom management and behavior strategies.

### 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)

28,600

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

15,551

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 13

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

In order to support family engagement, we will offer play care for evening events.

### 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)

1000

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
play care

360

LCFF - Supplemental

3000-3999: Employee Benefits  
play care

## Strategy/Activity 14

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and 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)

3,000

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies

## Strategy/Activity 15

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Transportation for students to go off campus on 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)

2,000

#### Source(s)

LCFF - Supplemental  
5700-5799: Transfers Of Direct Costs  
busses

4,000

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures  
student activity fees

## Strategy/Activity 16

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

**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)**

3,750

**Source(s)**

LCFF - Supplemental  
5700-5799: Transfers Of Direct Costs  
Elementary interventions

**Strategy/Activity 17****Students to be Served by this Strategy/Activity**

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

**Strategy/Activity**

Student assemblies that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging.

**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)**

1,250

**Source(s)**

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
assemblies

**Strategy/Activity 18****Students to be Served by this Strategy/Activity**

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

**Strategy/Activity**

We hired a Student Support Specialist that will work on implementation of Community Schools through student and staff support and 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)	Source(s)
20,285	California Community Schools 1000-1999: Certificated Personnel Salaries
7,952	California Community Schools 3000-3999: Employee Benefits

### **Strategy/Activity 19**

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### **Strategy/Activity**

Postage and mileage to support community outreach and parent 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)
1,032	LCFF - Supplemental 5900: Communications postage
900	California Community Schools 5000-5999: Services And Other Operating Expenditures mileage

### **Strategy/Activity 20**

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### **Strategy/Activity**



Computer equipment for new staff members.

### **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.

2616

California Community Schools  
4000-4999: Books And Supplies  
Student support specialist

LCFF - Supplemental  
4000-4999: Books And Supplies  
behavior specialist

### **Strategy/Activity 21**

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### **Strategy/Activity**

Extra time for our library clerk will support SEL and PBIS by providing library access as an alternative to recess and additional safe space 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.

9,129

California Community Schools  
2000-2999: Classified Personnel Salaries

3,579

California Community Schools  
3000-3999: Employee Benefits

### **Strategy/Activity 22**

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### **Strategy/Activity**

UC Davis PC Care, In-home parent behavioral instruction/Project Optimism - Youth mentoring, social skills development, family engagement provided by diverse college age youth/Structured recess from Superior Sports.



### 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.

53,375

California Community Schools  
5800: Professional/Consulting Services And  
Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Our library has been upgraded to be a more welcoming and inclusive space for students and promotes the love of reading. Providing experiential learning experiences through a variety of field trips has given students access to new knowledge.

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

We did not secure assemblies this year so that money was reallocated to other activities.

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

We will continue to support a positive school climate with an emphasis on student engagement and positive attendance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Provide all students with high quality classroom instruction.

## LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)

3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.

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

3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

## Goal 3

We will provide staff with opportunities for professional learning focused on instructional practices and supports. Through our PLC work, collaboration will be focused on analyzing student outcomes and providing struggling learners with extra support, specifically English Language Learners, Students with Disabilities and African American students.

## Identified Need

Reading continues to be an area of need and will continue to be a focus area. Our data also shows that math is an area of need and with our new math curriculum, professional development in math will also be a focus area.

## 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.	All teachers will be trained in the knowledge and tools that can be used with any good reading program.
EL instruction	Currently all staff is Guided Language Acquisition Design (GLAD) trained.	Professional development opportunities for integrated and designated ELD within the curriculum.
Behavior Rtl/PBIS	Office discipline referrals	Increase teacher capacity to support a positive classroom climate through a reboot of our PBIS implementation and Behavior Rtl solutions.

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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Our new Instructional Coach will work with teachers on quality first instruction including, engagement strategies, classroom management, small group instruction, and math/reading essential standards.

### 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)
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
5,061	Title I 3000-3999: Employee Benefits Certificated/classified benefits
3496	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach
797	LCFF - Supplemental 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Two interventionists will provide 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)	Source(s)
25,008	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries first interventionist
5,803	LCFF - Supplemental 3000-3999: Employee Benefits first interventionist
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries second interventionist
9,336	Learning Recovery 3000-3999: Employee Benefits second interventionist

### Strategy/Activity 3

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

1.5 full time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle.

#### 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)
19,737	Title I 1000-1999: Certificated Personnel Salaries
8,486	Title I 3000-3999: Employee Benefits
8,403	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
3,701	LCFF - Supplemental 3000-3999: Employee Benefits

## Strategy/Activity 4

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

A full time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.

### 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)

26,384

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

6,589

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 5

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Compensation for leadership team members to facilitate our PLC work and support schoolwide improvement.

### 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)

552

#### Source(s)

LCFF - Supplemental  
3000-3999: Employee Benefits

2,500

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 6

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### 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)

16,267

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

5,853

LCFF - Supplemental  
3000-3999: Employee 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Parent coordinator to support student, family, and community 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)

2,172

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

781

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 8

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

A full-time behavior specialist will work closely with our climate/PBIS team to support schoolwide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors. The behavior specialist will also provide support and training for teachers in classroom management and behavior strategies.

### 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)

28,600

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

15,550

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 9

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and 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)

3000

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies

## Strategy/Activity 10

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Educational supplies for classroom use including supply money for 3 specialist teachers providing PLT time for classroom teachers.

#### 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)

7375

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
includes supplies for PLT release teachers

### Strategy/Activity 11

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

We hired a Student Support Specialist that will work on implementation of Community Schools through student and staff support and 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)

20,284

Source(s)

California Community Schools  
1000-1999: Certificated Personnel Salaries

7,951

California Community Schools  
3000-3999: Employee Benefits

### Strategy/Activity 12

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.



### Strategy/Activity

Release time for PLC work, training, or ESNB 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)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

LCFF - Supplemental  
3000-3999: Employee Benefits

### Strategy/Activity 13

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Student assemblies that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging.

### 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)

2,500

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures  
professional development

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Our academic coach serves an essential function in supporting the academic and social emotional needs of all students, particularly our ELLs.

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.

Our targeted focus on reading instruction will increase teacher capacity and overall student achievement. We will increase professional learning to support new math curriculum.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student progress and educational outcomes will be monitored to increase and improve success.

## LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

## Goal 4

Through our PLC work, teachers will collaborate on teaching the essential standards and utilizing common assessments to increase academic achievement for all students. Evidence based strategies will be utilized to ensure equity amongst our special education students, ELLs, and African American students.

## Identified Need

Our most recent i-Ready data indicates a need to increase reading and math achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready data	Reading data: 48% performing at grade level.	Reading data: 55% performing at grade level.
i-Ready data	Math data: 32% performing at grade level.	Math data: 50% performing at grade level.

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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

## Strategy/Activity

Our new Instructional Coach will work with teachers on quality first instruction including, engagement strategies, classroom management, small group instruction, and math/reading essential standards.

### **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)
22,191	Title I 1000-1999: Certificated Personnel Salaries
5,062	Title I 3000-3999: Employee Benefits
3,496	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
798	LCFF - Supplemental 3000-3999: Employee 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### **Strategy/Activity**

A full-time behavior specialist will work closely with our climate/PBIS team to support schoolwide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors. The behavior specialist will also provide support and training for teachers in classroom management and behavior strategies.

### **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)
28,600	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
15,551	LCFF - Supplemental 3000-3999: Employee Benefits

### Strategy/Activity 3

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

1.5 full time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle.

#### 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)
19,737	Title I 1000-1999: Certificated Personnel Salaries
8,486	Title I 3000-3999: Employee Benefits
8,402	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
3,701	LCFF - Supplemental 3000-3999: Employee Benefits

### Strategy/Activity 4

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Two interventionists will provide 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)	Source(s)
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25,008	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
5,804	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries
9,336	Learning Recovery 3000-3999: Employee Benefits

## Strategy/Activity 5

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

A full time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.

### 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)
26,384	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
6,589	LCFF - Supplemental 3000-3999: Employee 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Compensation for Guiding Coalition team members to facilitate our PLC work and support schoolwide improvement.

**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)
2,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
552	LCFF - Supplemental 3000-3999: Employee 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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

**Strategy/Activity**

Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and 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)	Source(s)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies books for classroom, library, intervention

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

**Strategy/Activity**

Office support staff will support positive attendance, parent engagement, and a positive school climate.

**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)
4,801	LCFF - Supplemental 2000-2999: Classified Personnel Salaries school clerk
1,728	LCFF - Supplemental 3000-3999: Employee Benefits school clerk
2,172	LCFF - Supplemental 2000-2999: Classified Personnel Salaries parent coordinator
782	LCFF - Supplemental 3000-3999: Employee Benefits parent coordinator
2,229	LCFF - Supplemental 2000-2999: Classified Personnel Salaries health clerk
802	LCFF - Supplemental 3000-3999: Employee Benefits health clerk

## Strategy/Activity 9

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### 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)	Source(s)
16,267	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
5,853	LCFF - Supplemental 3000-3999: Employee Benefits classified benefits

## Strategy/Activity 10

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



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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

A paraeducator will support inside the classroom and with interventions in grades K-2.

#### 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)

12,894

Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

4,623

LCFF - Supplemental  
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, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

#### Strategy/Activity

Educational supplies for classroom use including supply money for 3 specialist teachers providing PLT time for classroom teachers.

#### 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)

7,375

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Includes supply money for PLT release teachers

#### Strategy/Activity 12

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Transportation for students to go off campus on 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)

2,000

#### Source(s)

LCFF - Supplemental  
5700-5799: Transfers Of Direct Costs  
busses

4,000

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures  
student activity fees

### Strategy/Activity 13

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### 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)

3,750

#### Source(s)

LCFF - Supplemental  
5700-5799: Transfers Of Direct Costs  
elementary interventions

### Strategy/Activity 14

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Student assemblies that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging.

**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)

1,250

Source(s)

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures  
assemblies

**Strategy/Activity 15****Students to be Served by this Strategy/Activity**

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

Strategy/Activity

Instructional software to support academics and social emotional learning.

**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)

4,000

Source(s)

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures  
accelerated reader

**Strategy/Activity 16****Students to be Served by this Strategy/Activity**

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

Strategy/Activity

We hired a Student Support Specialist that will work on implementation of Community Schools through student and staff support and 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)

Source(s)

20,284	California Community Schools 1000-1999: Certificated Personnel Salaries
7952	California Community Schools 3000-3999: Employee Benefits

## Strategy/Activity 17

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

Extra time for our library clerk will support SEL and PBIS by providing library access as an alternative to recess and additional safe space 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)	Source(s)
9130	California Community Schools 2000-2999: Classified Personnel Salaries
3579	California Community Schools 3000-3999: Employee Benefits

## Strategy/Activity 18

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

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

All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Asian, Homeless, Students with Disabilities, Two or More Races, or White.

### Strategy/Activity

UC Davis PC Care, In-home parent behavioral instruction/Project Optimism - Youth mentoring, social skills development, family engagement provided by diverse college age youth/Structured recess from Superior Sports.

### 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)
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53,375

California Community Schools  
5800: Professional/Consulting Services And  
Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2022-23

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 work of our Guiding Coalition has made a huge impact on our school systems and student achievement.

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.

We will continue to support the goals in the 2022-2023 school year with increased focus on targeted, quality first instruction.

# 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	\$1,309,287.00

## 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	\$221,904.00

Subtotal of additional federal funds included for this school: \$221,904.00

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 (\$)
California Community Schools	\$258,546.00
LCFF - Supplemental	\$696,224.00
Learning Recovery	\$132,613.00

Subtotal of state or local funds included for this school: \$1,087,383.00

Total of federal, state, and/or local funds for this school: \$1,309,287.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	221,904	0.00
LCFF - Supplemental	696,224	0.00
Learning Recovery	132,613	0.00
California Community Schools	258,546	0.00

## Expenditures by Funding Source

Funding Source	Amount
California Community Schools	258,546.00
LCFF - Supplemental	696,224.00
Learning Recovery	132,613.00
Title I	221,904.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	670,285.00
2000-2999: Classified Personnel Salaries	169,388.00
3000-3999: Employee Benefits	284,316.00
4000-4999: Books And Supplies	44,116.00
5000-5999: Services And Other Operating Expenditures	2,150.00
5700-5799: Transfers Of Direct Costs	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	126,500.00
5900: Communications	1,032.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	California Community Schools	81,136.00
2000-2999: Classified Personnel Salaries	California Community Schools	25,386.00
3000-3999: Employee Benefits	California Community Schools	41,758.00
4000-4999: Books And Supplies	California Community Schools	2,616.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	900.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	106,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	326,168.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	144,002.00
3000-3999: Employee Benefits	LCFF - Supplemental	151,022.00
4000-4999: Books And Supplies	LCFF - Supplemental	41,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	19,750.00
5900: Communications	LCFF - Supplemental	1,032.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00
1000-1999: Certificated Personnel Salaries	Title I	167,713.00
3000-3999: Employee Benefits	Title I	54,191.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	239,542.00
Goal 2	399,691.00
Goal 3	282,194.00
Goal 4	387,860.00



# School Site Council Membership

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

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

Name of Members	Role
Amber Carter	Principal
Leonardo Zamudio (Alternative)	Other School Staff
Joanna Silva	Other School Staff
Dawn Calcagno	Classroom Teacher
Cassandra Reynolds	Classroom Teacher
Staci Guillen	Classroom Teacher
Sharonda Major	Parent or Community Member
Cindy Zepeda	Parent or Community Member
Chelsei Slown	Parent or Community Member
to be determined	Parent or Community Member
to be determined	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 ELAC Members	Role
Amber Carter	Principal
Leonardo Zamudio	Other School Staff
Joana Horning	Other School Staff
to be determined	Parent or Community Member
to be determined	Parent or Community Member

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, 2023.

Attested:



Principal, Amber Carter on Aug 31, 2023



SSC Chairperson, Joanna Silva on Aug 31, 2023

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

SSC/ELAC

Sign in August 31, 2023

Name and Title

Staci Guillen - teacher  
Dawn Chikano - teacher  
Cassandra Reynolds - teacher  
Sharonda Maypr - Hard Super  
Cindy Zepeda - Parent  
Leonardo Lamudio - asst. principal  
Amber Carter - Principal  
Joanna Silva - Instructional Coach  
Elisha Cortez - Student Support Specialist.



**Cordova Villa Elementary School**

**School Site Council**

**3:30-4:00**

**Agenda**

August 31, 2023

Room 1

<b>Agenda Items</b>	<b>Person responsible</b>	<b>Action item/Information</b>
Call to Order	Secretary - Joanna Silva	Time: 1:30 pm
Roll Call	Secretary	N/A
Introductions and purpose of the SSC	Principal	
Title 1 Presentation <u>Title 1 2023-2024 presentation</u> <ul style="list-style-type: none"><li>Hopes &amp; Dreams: positive vision for parents, however, some families may need further explanation to understand the purpose</li></ul>	Principal	Informational
ELAC information	Principal/Site Chair	Informational
<u>CVE Spring SSC presentation</u>	Principal	Informational
Public Comment	Participants	
SPSA overview	Principal	Informational
Budget	Principal	Informational
Approval of SPSA		Action item: Vote Motion by: Dawn Calcagno

		Second: Cindy Zepeda Vote: Passed  Joanna Silva Cindy Zepeda Leonardo Zamudio Sharonda Major Dawn Calcagno Staci Guillen Cassandra Reynolds
2023-2024 Expectations <ul style="list-style-type: none"> <li>• Nominations</li> <li>• Votes</li> <li>• SSC composition</li> <li>• ELAC composition</li> </ul>	Principal	
Adjourn at 2:24	Principal	

## **Cordova Villa Elementary School**

**ELAC**  
**3:00-3:30**

### **Agenda**

August 31, 2023  
Room 1

<b>Agenda Items</b>	<b>Person responsible</b>	<b>Action item/Information</b>
Call to Order	Secretary - Joanna Silva	Time: 1:30 pm
Roll Call	Secretary	N/A
Introductions and purpose of the SSC	Principal	
Title 1 Presentation <u>Title 1 2023-2024 presentation</u> <ul style="list-style-type: none"><li>Hopes &amp; Dreams: positive vision for parents, however, some families may need further explanation to understand the purpose</li></ul>	Principal	Informational
ELAC information	Principal/Site Chair	Informational
<u>CVE Spring SSC presentation</u>	Principal	Informational
Public Comment	Participants	
SPSA overview	Principal	Informational
Budget	Principal	Informational
Approval of SPSA		Action item: Vote Motion by: Dawn Calcagno

		<p>Second: Cindy Zepeda Vote: Passed</p> <p>Joanna Silva Cindy Zepeda Leonardo Zamudio Sharonda Major Dawn Calcagno Staci Guillen Cassandra Reynolds</p>
<p>2023-2024 Expectations</p> <ul style="list-style-type: none"> <li>• Nominations</li> <li>• Votes</li> <li>• SSC composition</li> <li>• ELAC composition</li> </ul>	Principal	
Adjourn at 2:24	Principal	

# School Title 1 Annual Parent Presentation

Date: August 29th 2023

Location: Concord Villa Elementary

Time: 5:30-6:30 pm

## Title 1

### Program Definition

Helps disadvantaged students meet state academic content and performance standards. The Title I program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA).

Please scan code to confirm you have reviewed this information

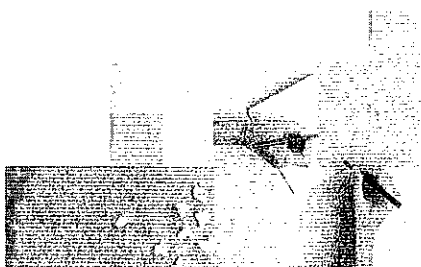


## Title 1

- Supplemental funding to support socio-economically disadvantaged students.
- School Site Council develops the Single Plan for Student Achievement (SPSA) that identifies Title I funds directed at services to best serve our students.
- Supplemental funding is directed to improve student achievement for student who are not yet proficient.
- Schools Curriculum: Envision 2020, Benchmark Advanced, Renaissance and CAASP (assessments), SIPPS(School Wide)

## Community Schools Grant

- Student Support Specialist
  - support efforts toward integrated family/student support
  - provide active family engagement
- Library for lunch/recess time
- Behavior Specialist
- Health Assistant
- Structured Sports at lunch
- After School Mentoring Program



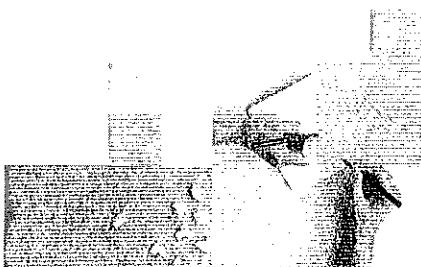
## Meet the Support staff

- Instructional Coach
- 2 Intervention Specialists
- 4 Bilingual Instructional Aides (4 Para-Professionals for TK/K (General Ed.))
- Parent Coordinator
- School Psychologist
- School Social Worker
- Special Friends



## Special Programs at CVE

- State Preschool on campus
- ASES Afterschool Program

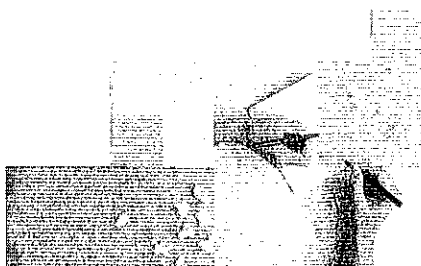
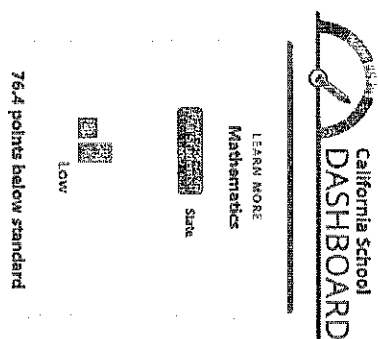


## Parent and Community Engagement

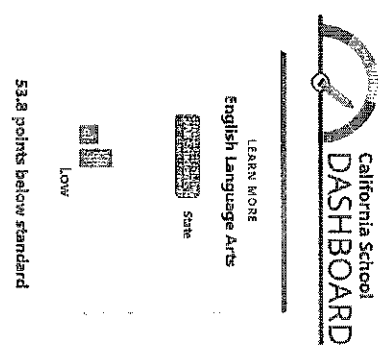
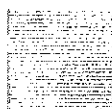
1. Communicate with your teacher/school over the phone/text/email.
2. Join our School Site Council/English Learner Advisory Council
3. Join our PTA (more to come)
4. Fingerprint and become a volunteer.
5. Participate in parent/teacher conferences, SSTs, or any support meetings.
6. Come to school events
7. Read with your child nightly.



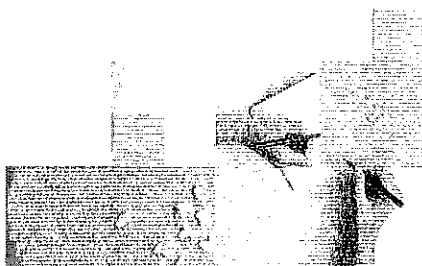
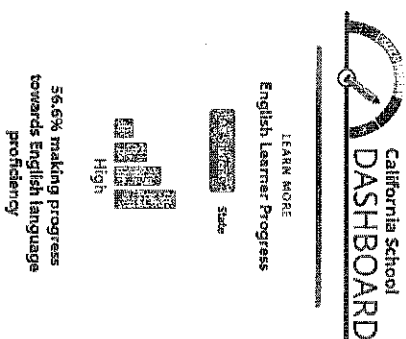
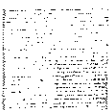
# CAASPP Math Data



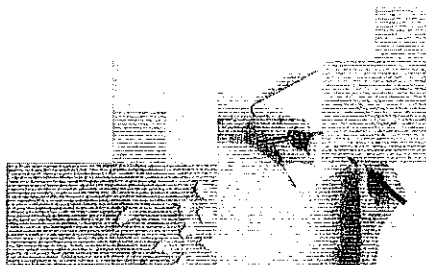
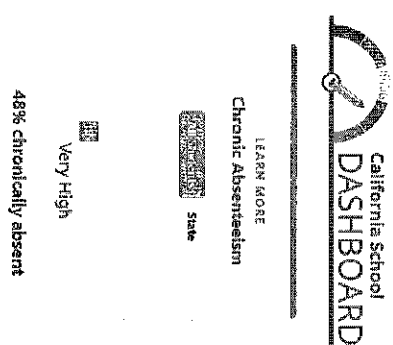
# CAASPP ELA Data



# ELPAC Data



# Attendance Data



## Suspension Data



LEARN MORE

Suspension Rate



4% suspended at least one day

## Annual Review

What worked well last year? What changes would we like to see for this year?

- PBIS systems using incentives
- Small group instruction of SEL skills restorative practices/community circles
- Zones of Regulation
- One on one check-in/check-outs with Social Worker

## Student Progress

Information of student progress at least twice a year.

Parents received information on Back to School Night and other grading periods through classroom platforms and/or mass announcements

Please take a moment to share your hopes and dreams for your student on a sticky note & attach to our poster.





# School Site Council (SSC) 3-28-23



## School Vision and Mission

3

## MEETING

### AGENDA

- SSC
  - Community Schools Update
  - Budget Input
  - School Plan for Student Achievement (SPSA)
- ELAC
  -

### PURPOSE OF SSC:

- Approves the School Plan for Student Achievement for programs funded through the consolidated application
- Members include Principal, Staff (non-teaching), Teachers, Parents/Community Members

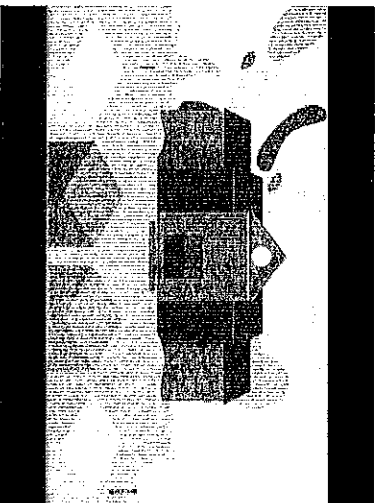
2

## Vision Statement

Our vision at Cordova Villa Elementary School is to ensure all students learn at high levels.

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## Community Schools



### Pillar 1: Integrated Student Services

- Full time School Social Worker (LCSW) oncampus
- Student wellness room
- Active PBIS team
- Full time Assistant Principal
- Tier 1 SEL Instruction (Second Step)

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## CVE Community Strengths and Assets

### Pillar 2: Family and Community Engagement

- 2022 High (80%+) family conference participation rate
- Teacher/Parent connections and relationships.
- Parent Coordinator .25 FTE
- Teachers texting families for communication has become a more common school practice via the Remind app, class dojo, Bloomz.
- Community partnerships; provides school supplies, classroom materials, and Thanksgiving meals for families.
- River City Church provides our back to school night bbq to feed families.
- Bank of America provides backpacks and school supplies for students

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#### Pillar 3: Collaborative Leadership Practices

- Staff connections, collaboration, sharing ideas, common goals, shared responsibilities, trust
- Common Planning time and Professional Learning Communities by grade level.
- Site Leadership Team/Guiding Coalition
- Early Childhood Education staff collaborate with Kindergarten teachers

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#### Pillar 4: Extended Learning Time and Opportunities

- ASES after school services for 48 students (31 on wait list)
- Full-day kindergarten started this year.

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#### Information gathered from students, staff and families

- Address chronic absenteeism
- Trauma informed and restorative practices
- Structured play
- Parent workshops in primary language
- Increase mental health support; resources
- Community partnerships
- Continue to support MTSS with data.

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## CVE Community Priorities

### Budgeted Items

Anticipated \$300,000 award

- Student Support Specialist
- Library Media clerk extra time
- Health clerk extra time
- Structured Recess time
- Attendance support

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### CVE Budget for 23-24 planning

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### Funding Sources

- Title 1 (\$221,004)
- District Supplemental (\$267,770)
- Site Supplemental (\$304,500)
- Learning Loss (\$132,613)

Total Site Allocations (T1 + Supp) = \$526,404

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### Title 1

#### Title I Budget Allocation 2023-24

\$	221,904	Activity Details
\$	88,764	1.0 Instructional coach (83.79%)
\$	34,795	
\$	70,650	1.5 SpEd/Art/Sci: 1 site (3 fte split w WE) (73.5%)
\$	27,895	

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## Supplemental

\$	6,603	25 Eum Senior Clerk (PO)
\$	3,455	
\$	65,068	1825 BIA (PO)
\$	23,411	
\$	4,457	125 Team Assst (PO)
\$	1,604	
\$	8,688	25 Parent Co. (PO)
\$	3,126	
\$	26,064	75 Paraeducator
\$	8,377	
\$	91,216	140 Behavior Specialist
\$	32,819	
\$	4,560	Special Friends

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## ELPAC Testing

- 4 Domains - Listening, Speaking, Reading, and Writing

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