School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cordova Villa Elementary School	34673306033187	September 3, 2019	October 24, 2019

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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

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.

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

School Vision and Mission

Our mission at Cordova Villa Elementary School is to provide all students, with parents as partners, a high quality targeted instruction and data-driven interventions to close the achievement gaps, and the resources necessary academically, socially and emotionally to improve student achievement in all academic areas. Cordova Villa Elementary is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program within a caring, respectful, multicultural environment. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and the disposition to continue their education and become responsible, successful members of the globe and our community.

School & Community Profile

Cordova Villa Elementary School as of 2018 operates on a traditional schedule, and according to CALPADS, during the first month of the 2018-19 school year, 530 students were enrolled in grades Preschool, (or Transitional Kindergarten) through fifth. The school's gender distribution is roughly equal, with 49.82 % boys and 50.18% of girls. The school's largest ethnic group is Hispanic/Latino, with 41.4% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include White at 16.49%, Asian at 12.46%, African-American at 22.98%, American Indian/Alaskan Native at 3.86%, and Pacific Islander at 2.11%. Cordova Villa Elementary School has over 70 students enrolled in the After School Education and Safety (ASES) program known as "STARS" daily until 6:00pm. Cordova Villa Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The school will be expending considerable time and resources establishing strong connections to the parent and family community through Coffee Chats, School Site Site Council (SSC), English Language Advisory Committee (ELAC), and parent leadership activities. The school will develop family fun nights, and informational events for parents in response to feedback provided by parents and families.

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, ELAC committee input surveys, and Cordova Villa parent workshop survey. Results from each of these surveys are analyzed by school staff and School Site Council to ascertain areas of relative strengths as well as areas upon which the school needs to focus. Results from the Title I parent survey indicate that some parents would like additional support in helping their children in reading and math instruction. ELAC committee input surveys reflect an ongoing interest in offering extended day interventions and homework support. Parent workshop surveys reflect an overall interest in assisting parents with effective strategies to help students with reading, writing, mathematics skills, and technology.

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 2018-19 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)

Meeting performance goals. Cordova Villa uses data results from English Language Proficiency Assessments for California (ELPAC) assessments as well as Local Education Agency (LEA) assessments (i-Ready, Oral Reading Passages, and Benchmark Advance Assessments in English Language Arts (ELA) & i-Ready and Envision assessments in Math,) this academic data is then utilized to inform instruction and improve student achievement.

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

Meeting performance goals. Cordova Villa uses curriculum-embedded assessments included in Benchmark, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and Envision, I-Ready to monitor student progress and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Meeting performance goals. 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)

Meeting performance goals. Cordova Villa provides ongoing instructional assistance and support of teachers through ELA professional development, site professional development, regular informal/formal meetings with FCUSD lead teachers, program improvement coach, Sacramento County of Education (SCOE) professional development, and Title I reading teacher.

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

Meeting performance goals. Cordova Villa schedules and provides bi- weekly formal grade level teacher collaboration for one hour after school (preschool through 5th grades). Informal teacher collaboration occurs regularly before schools, during lunch, after school, and during teacher prep times. Each grade level is additionally provided one to one day minimum of release time each trimester to collaborate about data analysis of current assessments, instructional planning toward targeted goals, 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)

Meeting performance goals. 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)

Meeting performance goals. Cordova Villa develops a school wide instructional schedule for English Language Arts (ELA) and mathematics to ensure recommended minutes are met. This is modified as student data is analyzed.

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

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

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

Meeting performance goals. Cordova Villa successfully passed an unannounced Sacramento County Office of Education (SCOE) led Williams audit for availability of standards-based instructional materials appropriate to all students groups on
August 29, 2019.

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

Meeting performance goals. Cordova Villa uses SBE-adopted and standards-aligned K-5 instructional materials (i.e., Benchmark for ELA, EnVision for mathematics, Read Naturally, I-Ready, and Lexia for interventions and differentiated instruction). Preschool used Houghton Mifflin curriculum for ELA and Handwriting Without Tears, math curriculum for pre K instructional materials. Additional curriculum resources support preschool learning foundation including Second Step Early Learning.

Opportunity and Equal Educational Access

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

Meeting performance goals. Underperforming students receive services and core instruction provided by the regular program as all other students. Students identified as underperforming additionally are offered supplemental instruction, extended day interventions, and extended school year/summer interventions.

Evidence-based educational practices to raise student achievement

Meeting performance goals. Research-based educational practices (i.e., Hattie, Mattos, Glad Language Acquisition and Design (GLAD)) are incorporated regularly in Cordova Villa professional development and are incorporated in classroom instruction. Evidence of these practices are observed during classroom observations; increased student achievement is evident based upon Cordova Villa's I-Ready and CAASPP assessments.

Parental Engagement

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

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

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

Meeting performance goals. Cordova Villa parents/community representatives and staff collaborate in the planning, implementation, and evaluation of Consolidated Application (Con APP) programs including the Single Plan for Student Achievement (SPSA).

Funding

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

Meeting performance goals. 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)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was shared with Staff on September 5, 2019 and with the School Site Council on September 3, 2019. The two communities of support reviewed, discussed and collaborated on efforts to achieve the mission and goals of the school.
The reviewing teams from Cordova Villa utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Student achievement data and relevant topics, including CCSS, family engagement strategies were discussed. The following is a list of committees where the SPSA (Single Plan for Student Achievement), Local Accountability Plan (LCAP), were discussed, School Site Council, Teacher Meetings, English Language Advisory Committee (ELAC), Title 1 Meeting, Cordova Villa Student Growth Team meeting.

A Public meeting was held on September 3, 2019 to review the SPSA.

Final adoption of the SPSA - September 6, 2019.

Resource Inequities

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

At this time no resource inequities have been identified and shared. The conversation and collaboration with school and community members continues to discuss and address this consideration.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Student Enrollment by Subgroup						
American Indian	0.5%	%	%	2	1	3
African American	18.4%	%	%	79	82	70
Asian	7.7%	%	%	33	34	33
Filipino	2.1%	%	%	9	9	13
Hispanic/Latino	39.9%	%	%	171	199	204
Pacific Islander	1.6%	%	%	7	7	15
White	20.1%	%	%	86	81	87
Multiple/No Response	9.8%	%	%	42	62	55
			Total Enrollment	429	474	480

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Student Enrollment by Grade Level			
Kindergarten	107	110	99
Grade 1	70	84	83
Grade 2	66	76	90
Grade3	50	75	72
Grade 4	69	59	69
Grade 5	67	70	67
Total Enrollment	429	474	480

Conclusions based on this data:

1. Enrollment at Cordova Villa continues to increase on an annual basis.

2. Cordova Villa has a very mobile population that creates attendance challenges for our families.

3. Increase in attendance is a area of needed improvement for Cordova Villa.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners		144	158	35.4%	30.4	33.1
Fluent English Proficient (FEP)	21	37	5	4.9%	.8	1.0
Reclassified Fluent English Proficient (RFEP)	16	15	23	10.1%	3.2	4.8

Conclusions based on this data:

1. Student who have been reclassified to Reclassified Fluent English Proficient (RFEP) continues to increase at Cordova Villa

2. The goal of targeted ELD instruction in the classroom has supported the efforts of increasing English language fluency with our multi-lingual students. ELD instruction has increased due to staff training in GLAD and ELA and professional development of instruction with our Benchmark ELA curriculum.

3. Cordova Villa provides ELA interventions (SIPPS, ELD instruction, I-Ready, Lexia, Read Naturally) which contribute to the success of increased student English language acquisition at Cordova Villa Elementary School.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	76	71	51	74	68	51	74	68	98.1	97.4	95.8
Grade 4	65	56	68	64	55	68	64	55	67	98.5	98.2	100
Grade 5	64	68	67	64	68	66	64	68	66	100	100	98.5
All Grades	181	200	206	179	197	202	179	197	201	98.9	98.5	98.1

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2397.	2399.	2400.	20	10.81	19.12	16	27.03	19.12	22	25.68	26.47	43	36.49	35.29
Grade 4	2416.	2411.	2444.	5	9.09	13.43	13	14.55	26.87	33	23.64	20.90	50	52.73	38.81
Grade 5	2479.	2439.	2467.	11	2.94	9.09	31	20.59	27.27	28	25.00	25.76	30	51.47	37.88
All Grades	N/A	N/A	N/A	11	7.61	13.93	20	21.32	24.38	28	24.87	24.38	41	46.19	37.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	14.86	13.43	47	50	46.27	43	35.14	40.30
Grade 4	11	7.27	16.67	39	50.91	56.06	50	41.82	27.27
Grade 5	17	10.29	12.50	50	44.12	62.50	33	45.59	25.00
All Grades	13	11.17	14.21	45	48.22	54.82	42	40.61	30.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	14.86	11.94	37	44.59	44.78	43	40.54	43.28
Grade 4	2	5.45	10.61	53	47.27	51.52	45	47.27	37.88
Grade 5	17	8.82	15.63	44	39.71	45.31	39	51.47	39.06
All Grades	12	10.15	12.69	45	43.65	47.21	42	46.19	40.10

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	10	16.22	13.24	65	64.86	73.53	25	18.92	13.24
Grade 4	3	3.64	8.96	77	67.27	74.63	20	29.09	16.42
Grade 5	11	2.94	12.50	64	69.12	60.94	25	27.94	26.56
All Grades	8	8.12	11.56	69	67.01	69.85	23	24.87	18.59

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	22	17.57	20.90	53	48.65	46.27	25	33.78	32.84
Grade 4	9	5.45	15.15	52	50.91	54.55	39	43.64	30.30
Grade 5	25	10.29	15.63	58	39.71	54.69	17	50.00	29.69
All Grades	18	11.68	17.26	54	46.19	51.78	27	42.13	30.96

Conclusions based on this data:

1. In 2018 students At/Near/ Above Standard in overall ELA Achievement maintained consistency with the previous years level.

2. 2018 69.03% of students were At/Near/Above Standard in literary & non-fictional text and increase of nearly 11%.

3. 2018 59.90% of students in writing, 81.41% of students in listening, and 69.04% of students in research were At/Near/Above the standard an increase of over 6% in every area.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	76	70	51	74	68	51	74	68	98.1	97.4	97.1
Grade 4	65	56	68	64	55	65	64	55	65	98.5	98.2	95.6
Grade 5	64	68	67	64	68	65	64	68	64	100	100	97
All Grades	181	200	205	179	197	198	179	197	197	98.9	98.5	96.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2426.	2434.	2412.	14	20.27	14.71	33	29.73	23.53	29	29.73	30.88	24	20.27	30.88
Grade 4	2432.	2447.	2457.	2	7.27	9.23	19	18.18	26.15	42	40.00	38.46	38	34.55	26.15
Grade 5	2447.	2439.	2440.	6	0.00	1.56	8	10.29	15.63	34	26.47	21.88	52	63.24	60.94
All Grades	N/A	N/A	N/A	7	9.64	8.63	19	19.80	21.83	36	31.47	30.46	39	39.09	39.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	35.14	29.85	31	37.84	32.84	31	27.03	37.31
Grade 4	5	14.55	16.92	39	40.00	40.00	56	45.45	43.08
Grade 5	8	0.00	4.69	27	29.41	20.31	66	70.59	75.00
All Grades	15	17.26	17.35	32	35.53	31.12	53	47.21	51.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	17.57	16.42	45	55.41	35.82	39	27.03	47.76
Grade 4	5	7.27	12.31	52	49.09	55.38	44	43.64	32.31
Grade 5	6	5.88	4.69	38	33.82	43.75	56	60.29	51.56
All Grades	8	10.66	11.22	45	46.19	44.90	47	43.15	43.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	25	27.03	23.88	61	56.76	47.76	14	16.22	28.36
Grade 4	8	10.91	16.92	50	50.91	55.38	42	38.18	27.69
Grade 5	8	4.41	6.25	38	30.88	42.19	55	64.71	51.56
All Grades	13	14.72	15.82	49	46.19	48.47	39	39.09	35.71

Conclusions based on this data:

1. 2018 60.92% of students were At/Near/Above Standards in overall achievement.The overall outcomes between 2018 & 2019 were negligible We will increase support for students in Mathematics.

2. An increase in Problem Solving and Modeling/Data Analysis propels the team to continue their efforts in those areas to increase student growth and understanding in this mathematical process.

3. An increase in Communicating Reasoning scores of nearly 4%, allows the team to continue its application of supporting mathematical conclusions.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1405.1	1420.8	1368.3	36
Grade 1	1427.8	1433.9	1421.2	30
Grade 2	1449.5	1445.3	1453.3	22
Grade 3	1458.2	1464.2	1451.6	17
Grade 4	1506.1	1509.7	1502.2	17
Grade 5	1503.0	1509.6	1495.9	17
All Grades				139

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	14	38.89	*	*	36
Grade 1	11	36.67	*	*	*	*	*	*	30
Grade 2	*	*	*	*	*	*	*	*	22
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	*	*	13	76.47	*	*	*	*	17
Grade 5	*	*	*	*			*	*	17
All Grades	32	23.02	48	34.53	27	19.42	32	23.02	139

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	13	36.11	*	*	*	*	36
Grade 1	13	43.33	*	*	*	*	*	*	30
Grade 2	11	50.00	*	*	*	*	*	*	22
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	*	*	*	*			*	*	17
Grade 5	*	*	*	*	*	*	*	*	17
All Grades	53	38.13	46	33.09	13	9.35	27	19.42	139

Written Language
Number and Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	23	63.89	*	*	36
Grade 1	11	36.67	*	*	*	*	*	*	30
Grade 2	*	*	11	50.00	*	*	*	*	22
Grade 3			*	*	*	*	11	64.71	17
Grade 4			*	*	*	*	*	*	17
Grade 5			*	*	*	*	*	*	17
All Grades	18	12.95	34	24.46	47	33.81	40	28.78	139

Listening Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	41.67	16	44.44	*	*	36
Grade 1	16	53.33	*	*	*	*	30
Grade 2	11	50.00	*	*	*	*	22
Grade 3	*	*	*	*	*	*	17
Grade 4	*	*	13	76.47	*	*	17
Grade 5	*	*	*	*	*	*	17
All Grades	54	38.85	61	43.88	24	17.27	139

Speaking Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	16	44.44	15	41.67	36
Grade 1	12	40.00	12	40.00	*	*	30
Grade 2	14	63.64	*	*	*	*	22
Grade 3	11	64.71	*	*	*	*	17
Grade 4	13	76.47	*	*	*	*	17
Grade 5	*	*	*	*	*	*	17
All Grades	65	46.76	42	30.22	32	23.02	139

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	24	66.67	*	*	36
Grade 1	11	36.67	*	*	11	36.67	30
Grade 2	*	*	*	*	*	*	22
Grade 3			*	*	12	70.59	17
Grade 4			12	70.59	*	*	17
Grade 5	*	*	*	*	*	*	17
All Grades	21	15.11	69	49.64	49	35.25	139

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	22	61.11	*	*	36
Grade 1	*	*	15	50.00	*	*	30
Grade 2	*	*	12	54.55	*	*	22
Grade 3	*	*	*	*	*	*	17
Grade 4	*	*	14	82.35	*	*	17
Grade 5	*	*	11	64.71	*	*	17
All Grades	27	19.42	82	58.99	30	21.58	139

Conclusions based on this data:

1. Cordova Villa has had increase in Second Language students, however the overall percentage of students in this subgroup had diminished as our school has grown in size.

2. Students from second language have increased in English language acquisition and the efforts to support those students remains consistent.

3. The goal for Cordova Villa second language students is continued growth and progress in English language acquisition. Staff will continue to provide small group and intervention support in ELA.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
480	**89.0%**	**33.1%**	**1.0%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	159	33.1%
Foster Youth	5	1.0%
Homeless	35	7.3%
Socioeconomically Disadvantaged	427	89.0%
Students with Disabilities	76	15.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	70	14.6%
American Indian	3	0.6%
Asian	33	6.9%
Filipino	13	2.7%
Hispanic	204	42.5%
Two or More Races	54	11.3%
Pacific Islander	15	3.1%
White	87	18.1%

Conclusions based on this data:

1. Cordova Villa is a very diverse population, both culturally and Socio-Economically. This diversity necessitates a sensitivity and multi-cultural approach to appropriately serve the population of students who attend Cordova Villa.

2. Students at Cordova Villa collaborate and maintain empathy for one another and support each other as a family. Students consistently provide encouragement for one another.

3. A majority of Cordova Villa staff has attended Restorative Practice training and the school as a whole is emphasizing the Second Step curriculum and othe inclusive practices, such as a welcoming committee to provide seamless entry and assistance to students as needed.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Yellow

Mathematics

Orange

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Red

Conditions & Climate

Suspension Rate

Orange

Conclusions based on this data:

1. The team at Cordova Villa continues to support students in Restorative and inclusion practices and collaborates to minimize student suspensions.

2. The growth our English Learner students continues to be an area of focus at Cordova Villa. The performance level of our English Learners (EL) population continues to increase.

3. Cordova Villa has five student groups identified in both the English Language Arts and Mathematics area. Collaborative and Intervention practices continue at Cordova Villa to increase performance with all students in academic areas.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.
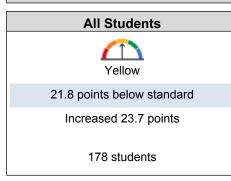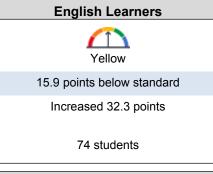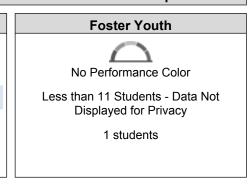
2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
21.8 points below standard	15.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 23.7 points	Increased 32.3 points	
178 students	74 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
31.7 points below standard	27.5 points below standard	77.5 points below standard
Increased 8.1 points	Increased 20.2 points	Increased 17.8 points
13 students	164 students	33 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
55.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 17.3 points	1 students	7 students	5 students
30 students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
21.2 points below standard	26.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 points below standard
Increased 29.7 points	Increased 23.2 points	7 students	Increased 31.4 points
81 students	15 students		32 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.3 points below standard	27.8 points above standard	27.1 points below standard
Increased 5.6 points	Increased 21.3 points	Increased 17.1 points
38 students	36 students	102 students

Conclusions based on this data:

1. The California Dashboard has identified Cordova Villa ELA student status as low. The maintenance and improvement of student performance will continue to be the school wide focus of the staff at Cordova Villa.

2. The California Dashboard exhibits that all student groups of significant population have increased in performance this year. The team at Cordova Villa will continue to focus on the support, growth and development for all students.

3. Our School Improvement plan will specifically identify strategies to support and develop skills for all students in ELA and Math development, with an emphasis on inclusive and restorative practices.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
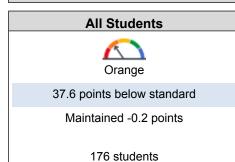
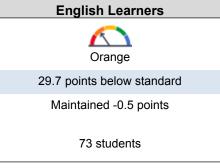| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

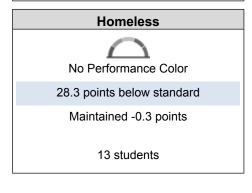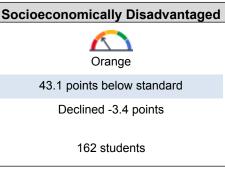This section provides number of student groups in each color.
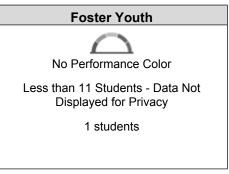
2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
37.6 points below standard	29.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2 points	Maintained -0.5 points	
176 students	73 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
28.3 points below standard	43.1 points below standard	86.2 points below standard
Maintained -0.3 points	Declined -3.4 points	Maintained -1 points
13 students	162 students	32 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
74.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.8 points	1 students	7 students	5 students
30 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
44.4 points below standard	29.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	10.1 points below standard
Maintained -0.9 points	Increased	7 students	Maintained 1.4 points
80 students	24.8 points 15 students		31 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
59.8 points below standard	3.1 points above standard	44.3 points below standard
Declined -19.7 points	Declined -8.4 points	Maintained -0.6 points
38 students	35 students	101 students

Conclusions based on this data:

1. The California Dashboard reflects an overall decline in mathematics for the students of Cordova Villa.

2. Four of the five identified subgroups on the California Dashboard showed an increase in mathematics at Cordova Villa and all groups either maintained or showed increases in this area.

3. Although identified as low in math Cordova Villa will continue to implement mathematics strategies and practices to improve overall student scores.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
139	23%	34.5%	19.4%	23%

Conclusions based on this data:

1. The California Dashboard indicates that Cordova Villa has identified 139 English Language Learners (ELL), which represents 26% of our population.

2. The status of English Learners identified at Cordova Villa by the California Dashboard is low. The English Language Learner group has grow in number from the previous year, but diminished in our percentage of student population.

3. The team at Cordova Villa continues to support our students through implementation of appropriate and strategic ELL strategies and practices to increase the proficiency of our second language groups.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.
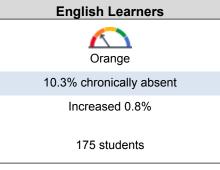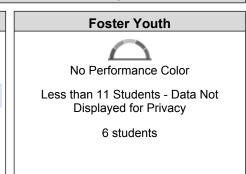
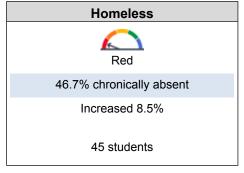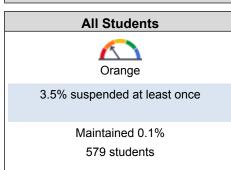| 2018 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

Red	Orange	Yellow	Green	Blue
4	5	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.
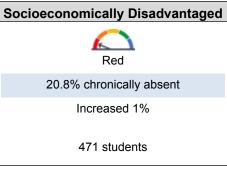
2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group
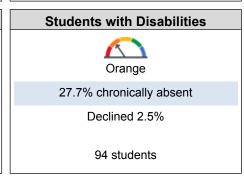
All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
20.4% chronically absent	10.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Increased 0.8%	6 students
530 students	175 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Orange
46.7% chronically absent	20.8% chronically absent	27.7% chronically absent
Increased 8.5%	Increased 1%	Declined 2.5%
45 students	471 students	94 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
24.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	10.8% chronically absent	6.7% chronically absent
Declined 4.2%	4 students	Maintained 0.3%	Declined 2.4%
81 students		37 students	15 students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Red
17% chronically absent	31.3% chronically absent	25% chronically absent	21.7% chronically absent
Increased 1.6%	Increased 0.8%	16 students	Increased 2.4%
218 students	67 students		92 students

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. We are implementing a home visit program, providing incentives for increased attendance and communicating with families the importance of school attendance.

2. Cordova Villa has developed a goal of increasing attendance by 2% for the 2019-2020 school year.

3. The challenge of mobility is a concern that the team at Cordova Villa recognizes and continues to develop strategies to address.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
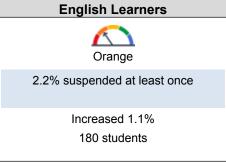
Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.
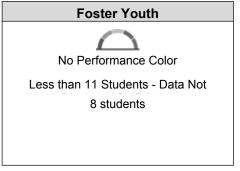
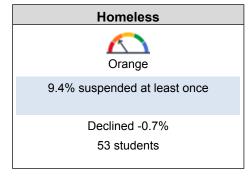| 2018 Fall Dashboard Suspension Rate Equity Report |
|---|

Red	Orange	Yellow	Green	Blue
0	8	1	0	0

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.
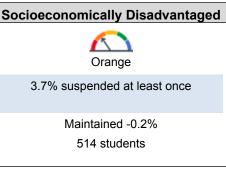
2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.5% suspended at least once	2.2% suspended at least once	Less than 11 Students - Data Not
		8 students
Maintained 0.1%	Increased 1.1%	
579 students	180 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
9.4% suspended at least once	3.7% suspended at least once	4.1% suspended at least once
Declined -0.7%	Maintained -0.2%	Increased 1.3%
53 students	514 students	98 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Orange	No Performance Color
4.3% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 4 students	2.4% suspended at least once	0% suspended at least once
Declined -5%		Increased 2.4%	Maintained 0%
94 students		41 students	16 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Orange
3% suspended at least once	4% suspended at least once	0% suspended at least once	4.9% suspended at least once
Increased 1.3%	Maintained 0%	16 students	Increased 2%
231 students	75 students		102 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.8% suspended at least once	3.3% suspended at least once	3.5% suspended at least once

Conclusions based on this data:

1. Cordova Villa has been identified as a Yellow school in the area of suspensions on the California Dashboard standards.

2. Cordova Villa has nine student groups identified by the California Dashboard. Five of those identified groups have shown a decrease or a significant decrease in suspension rates.

3. Cordova Villa continues to define and implement Positive Behavior Intervention and Support (PBIS) on a school wide basis and implement alternatives to suspension and punitive consequences.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

School Goals: All students have access to both grade level and instructional level curriculum.

Identified Need

Teachers will be given time to collaborate and plan curricular and grade level instruction to support the growth and development of students to grade level standards.

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.Initial assessment results of students on District Progress Assessment
(I-Ready), Oral Reading Passages, California Assessment of Student Performance and Progress (CAASPP) data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)

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

Amount(s)	Source(s)
19,624	Title I 1000-1999: Certificated Personnel Salaries 1 Title I Academic Coach
	Title I 1000-1999: Certificated Personnel Salaries 2, Title I resource teacher
6,196	Title I 3000-3999: Employee Benefits 3. Title 1 teacher, Sub , Classsified
203	Title I 5000-5999: Services And Other Operating Expenditures Postage
7,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Structured Play and Student Activity Support
250	Title I 4000-4999: Books And Supplies Books other than text books
5,067	Title I 4000-4999: Books And Supplies Supplemental materials and supplies determined by the Title I teacher and principal Books other than text book Parent Engagement /training/Events
	Title I 4000-4999: Books And Supplies Parent Engagement /training/Events

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2. MTSS groups for reading and extended day interventions for identified students will be created for targeted skills.(LCAP 4.1; 4.3; 4.6)

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)
	District Funded 0000: Unrestricted 2. Interventions will be provided to at-risk students and students not meeting minimum proficiency standards in ELA
	LCFF - Supplemental None Specified 2. Summer School
	LCFF - Supplemental None Specified 2. Translation/Testing/Lead Teachers
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined
	LCFF - Supplemental 3000-3999: Employee Benefits
	Additional Reading Intervention materials to be purchased.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3. Weekly collaboration meetings will be held each Thursday to analyze data, plan instruction to meet instructional priorities, and provide professional development on best practices of Common Core preparedness for the District Progress Assessment (I-Ready), SIPPS, Benchmark in ELA.

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)
	None Specified None Specified 3. Weekly collaboration time will be scheduled to support the actions described in Action 3.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4. Teacher release time will be provided 2-4 times per year, at a minimum, for grade level teams to meet with principal and lead teacher to prioritize instruction to address individual student academic weaknesses in ELA and to prepare for standardized assessments.

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)
2,593	Title I 1000-1999: Certificated Personnel Salaries 4. Teacher release time will be provided for these meetings
649	Title I 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

Strategy/Activity

5.Instructional Software

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies Supplemental books/supplies/computer software, technology and supplies

	Title I 4000-4999: Books And Supplies Lady Bugs

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

6.Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and parent workshops Title 1 Resource Teacher and program improvement coach

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)
875	Title I 2000-2999: Classified Personnel Salaries Classified extra help for student and parent support
219	Title I 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

7.Conferences

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

Amount(s)	Source(s)
	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

8.Extended Day Interventions

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

Amount(s)	Source(s)
	LCFF - Supplemental None Specified Interventions provided for early late K-2nd

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

9.Fieldtrips

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)
4,000	Title I 5700-5799: Transfers Of Direct Costs Fieldtrips and Computer Program Services
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Activity fees

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

All staff will collaborate to increase attendance, school contentedness, family engagement, and community partnerships.

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity

1.Initial assessment results of students on I-Ready assessments, CAASPP, and ELL assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and Intervention Teacher at Every Child by Name (ECBN) meeting.

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)

2,593   Title I

	1000-1999: Certificated Personnel Salaries 1. Teacher release time for quarterly ECBN meetings
19,624	Title I 1000-1999: Certificated Personnel Salaries Title I Academic coach
2,555	Title I 4000-4999: Books And Supplies Supplemental materials to support student growth and achievement
6,844	Title I 3000-3999: Employee Benefits Certificated benefits
	Title I 5000-5999: Services And Other Operating Expenditures Structured Play and Student Activity Support
203	Title I 5900: Communications Postage

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2. MTSS instructional groups for reading/language arts and extended day interventions for identified EL students will be created for targeted skills.

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. Interventions will be provided to at-risk EL students not meeting minimum proficiency standards in ELA
	2. Translation/Testing/Lead Teachers

	2. Instructional Aides for direct student support and intervention

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3. Weekly collaboration meetings will be held weekly to analyze data, plan instruction to meet instructional priorities, and provide professional development on best practices of Common Core preparedness for I-Ready ELA assessments and ELD assessments.

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. Weekly collaboration time will be scheduled to support the actions described in Action 3.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

ELA Supplemental Supplies

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

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

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

5.Parent outreach and school communication

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Supplies for parent engagement
219	Title I 3000-3999: Employee Benefits Benefits
500	Title I 2000-2999: Classified Personnel Salaries Classified support for school translation, conferences and events
375	Title I 2000-2999: Classified Personnel Salaries Admin,. Clerk, Parent Coordinator and BIA IA Registration/Infosnap/Events

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

6.Offer a continuum and variety of intervention programs

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	Title I 5700-5799: Transfers Of Direct Costs Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are

	determined
7,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Structured Play and Student Activity Support

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

7.Technology Equipment

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies Chromebooks/computer software, technology and supplies/Ladybug Headphones
	Title I 5800: Professional/Consulting Services And Operating Expenditures Other serv. & Operating Software LIc. & Online serv.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

8.Conferences

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

Amount(s)   Source(s)

	Title I 5000-5999: Services And Other Operating Expenditures ELD/Common Core

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

9.Postage for Communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 5900: Communications Postage

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

Goal 3

Cordova Villa provides staff with opportunities for professional development to improve classroom instruction and practices, as well as ensure access to a broad course of study.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.

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

Amount(s)	Source(s)
19,624	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
7,093	Title I 3000-3999: Employee Benefits

	Certificated benefits
3,592	Title I 1000-1999: Certificated Personnel Salaries Certificated Sub Time and Hourly Teacher time
	Title I 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

Strategy/Activity

2. Resources and Support for student social emotional and academic achievement and growth

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

Amount(s)	Source(s)
2,555	Title I 4000-4999: Books And Supplies Resources for Student growth and development
7,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Structured Play and Student Activity Support

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3. Collaboration meetings will be held on Thursday's to analyze data, plan instruction to meet instructional priorities, and provide professional development on best practices of Common Core preparedness for I-Ready mathematics assessments.

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4. Teacher release time will be provided 2-4 times per year, at a minimum, for grade level teams to meet with principal and lead teacher to prioritize instruction to address individual student academic weaknesses in mathematics and to prepare for standardized assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

5. Parent and School Communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
203	Title I 5900: Communications Parent and School Communication

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

6. Technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 5800: Professional/Consulting Services And Operating Expenditures Chromebooks/computer software, technology and supplies

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

7. Conference

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)
2,000	Title I 5000-5999: Services And Other Operating Expenditures Staff and Professional Development

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Amount(s)	Source(s)
	Title I 5700-5799: Transfers Of Direct Costs Math

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

Cordova Villa maintains a goal of increasing proficiency in ELA and Math for our Low Income (LI), EL, Foster Youth, and Special Education Students. All students will receive regular progress monitoring in our Response to intervention/Instruction (RTI), Student study Team (SST), MTSS groups, and PLC meetings throughout the year. Students that are Tier 2/3 academically, will be invited to attend extended day interventions, as well as, offer ASES as an extra support.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity

1.Collect and analyze I-REady, ELPAC, and Oral Reading Passages (ORP) for identified EL and low income students.
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.
Monthly program evaluation and collaboration.
Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Title I 2000-2999: Classified Personnel Salaries Classified extra support time
19,624	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
3,592	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for release time to attend meetings
7,156	Title I 3000-3999: Employee Benefits Certificated/Classified benefits
	Title I 4000-4999: Books And Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Communicate with stakeholders and develop collaboration with parents and students

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

Amount(s)	Source(s)
	Title I 5800: Professional/Consulting Services And Operating Expenditures Support the ability to communicate
203	Title I 5900: Communications Postage

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities.

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)
7,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Structured Play and Student Activity Support
	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 2000-2999: Classified Personnel Salaries PBIS activities Yard supervisors

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

4.Provide appropriate and applicable curriculum to support student growth and development

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)
2,555	Title I 4000-4999: Books And Supplies Provide resources to support student academic and social emotional growth and achievement

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

5. Technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies Chromebooks/computer software, technology and supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

6. Conference

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 5000-5999: Services And Other Operating Expenditures Common core/ SCOE

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

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

No changes will be made to this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$175,536.00

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	$175,536.00

Subtotal of additional federal funds included for this school: $175,536.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $175,536.00

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

3 Parent or Community Members

Name of Members	Role
Richard Tapia, Ed.D.	Principal
Dawn Calcagno	Classroom Teacher
Staci Guillen	Classroom Teacher
Teresa Christensen	Classroom Teacher
Tina Waddy	Other School Staff
Lia Freeman	Parent or Community Member
Paul Guerrero	Parent or Community Member
	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Richard Tapia, Ed.D	Principal
Erin Worley	Classroom Teacher
Tina Waddy	Other School Staff

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.
c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature   **Committee or Advisory Group Name**

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 September 3, 2019.

Attested:

	Principal, Richard A. Tapia, Ed.D. on September 3, 2019
	SSC Chairperson, Lia Freeman on September 3, 2019

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.

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.

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.

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.

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.

Stakeholder 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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 Stakeholder 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.

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 (Stakeholder 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/guidanceuseseinvestment.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 (Stakeholder 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/guidanceuseseinvestment.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/

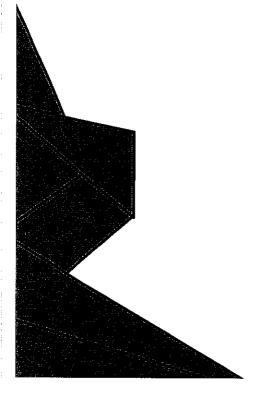Developed by the California Department of Education, January 2019

Cordova Villa
ELAC Meeting

September 3, 2019

I. **Welcome and Introductions**

II. **Mission and Vision Review**

III. **Budget Review**

IV. **School Safety Plan Info**

V. **Questions?**

VI. **Plan Approval**

When you believe in your dream and your vision, then it begins to attract its own resources. No one was born to be a failure.

- Myles Munroe

CORDOVA VILLA ELEMENTARY SCHOOL

ELAC MEETING

10359 S. WHITE ROCK ROAD

RANCHO CORDOVA, CA. 95670

SEPTEMBER 3, 2019

IN ATTENDANCE: DR. RICHARD TAPIA, STACI GUILLEN, DAWN CALCAGANO, TINA WADDY, LIA FREEMAN, REBECCA EVERS, TERESA CHRISTENSEN.

Meeting began at 3p.m. The Mission and Vision statement was reviewed by Dr. Tapia.

The Budget and School Safety Plan were also reviewed by Dr. Tapia.

It was suggested that Jennifer be invited to our next Site Council meeting, to discuss questions concerning Catapult EMS and Parent Communication in emergency situations.

Next meeting December 3, 2019 at 3 p.m.

Meeting adjourned at 3:55 p.m.

Respectfully Submitted

Tina Waddy

Cordova Villa School ELAC Committee

Sign In Sheet

September 3, 2019

1) Staci Guillen

2) *(signature)*

3) *(signature)*

4) Lia Freeman (Parent)

5) Rebecca Evers - AP

6) *(signature)*

7)

8)

9)

10)

CORDOVA VILLA ELEMENTARY SCHOOL

SITE COUNCIL MINUTES

10359 S. WHITE ROCK ROAD

RANCHO CORDOVA, CA. 95670

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Respectfully Submitted

Tina Waddy

CORDOVA VILLA ELEMENTARY SCHOOL

SITE SOUNCIL MEETING

10359 S. WHITE ROCK ROAD

RANCHO CORDOVA, CA. 95670

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Cordova Villa School Site Council
Sign In Sheet
September 3, 2019

1) Staci Guillen

2) D Calcagno

3) Jumaddy

4) Lia Freeman (Parent)

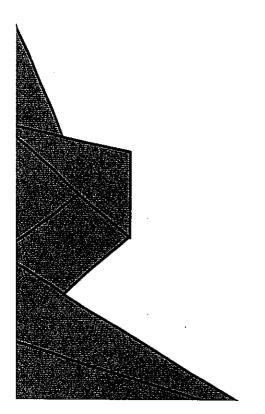5) Rebecca Evers - AP

6) Jerrell Christensen

7)

8)

9)

10)

Cordova Villa School Site Council Meeting

September 3, 2019

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- Myles Munroe

This SPSA was adopted by the SSC at a public meeting on September 3, 2019 .

Attested:

Clear

09SEP19

Clear

9/6/19

Principal, Richard A. Tapia, Ed.D.   on 06Sep19

SSC Chairperson, Lia Freeman   on 06Sep19

Previous Section

English Learner Advisory Committee

Current Section

Recommendations and Assurances

Next Section

Instructions: Overview

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