School Year: **2021-22**

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 13, 2021	October 21, 2021

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Purpose and Description

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

Schoolwide Program
Title I Schoolwide

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

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

School Vision and Mission

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

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

School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,000 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult. There are twenty-one elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, an adult school, and a virtual academy.

Cordova Villa Elementary School, located in the community of Rancho Cordova, operates on a traditional schedule from August through May. During the first month of the 2020-2021 school year, 451 students were enrolled in grades PreSchool through fifth, with students with disabilities making up 13% of our population. Our school consists of the following race/ethnicity groups: 43.9% Hispanic/Latino, 15.4% African American, 14.7% White, 8.3% Asian, 2.1% Pacific Islander, 1.9% Filipino, 0.2% American Indian, and 13.2% reporting two or more races. As a Title 1 school, we have 79% poverty rate, including 6% homeless. Our English Learner population makes up 31% of our enrollment, of which 8% have been in the country less than three years. Our English Learners speak a variety of languages including Spanish, Farsi, Pashto, Russian and Ukrainian. In addition, we have 60% of students reporting being on welfare. Our students with disabilities make up 13% of our population, including preschool. In addition to a special education preschool program, our site also houses a state preschool program consisting of 22 students. Cordova Villa Elementary had 13 students enrolled in the After School Education & Safety (ASES) program last year due to COVID-19 restrictions.

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

student's social and emotional needs through classroom structures and lessons designed for emotional regulation and have a designated school social worker and school psychologist on site.

Comprehensive Needs Assessment Components

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

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

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

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

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

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

Formal classroom observations are scheduled two to four times a year per the FCUSD evaluation process. Specific feedback is written and provided to teachers following classroom observations; feedback targets the six California Standards for the Teaching Profession (CSTP). Overall findings from the 2020-2021 school year indicate that all classroom teachers at Cordova Villa were consistent with the professional standards, and high quality instruction. Informal observations are completed on a weekly basis by the Principal and Assistant Principal.

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

Cordova Villa provides ongoing instructional assistance and support of teachers through English Learner Arts (ELA) and math professional development, site professional development during Professional Learning Communities (PLC) time, regular informal/formal meetings with FCUSD lead teachers, program improvement coach, and Sacramento County of Education (SCOE) professional development.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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, Micron, Costco, Walmart, Target, WinCo, Dignity Health, Kaiser, Grocery Outlet, Rancho Cordova Rotary Club, Community Readers). The school and FCUSD also provide resources to support under achieving students (i.e., parent workshops, lending libraries).

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year Cordova Villa involves our school community, including parents, staff and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:
Site Leadership team (bi-monthly)
Site Council (reviews and approves the plan by October 1, 2021; monitors throughout the year)
English Learner Advisory Committee (ELAC)
Parent Survey (Fall and Spring)
Every Child By Name (ECBN) meetings three times a year
Consultations with the Director of Categorical Programs (ongoing)
Title I Budget development and monitoring (ongoing)
Faculty meetings (LCAP workshop and review)

Resource Inequities

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

After a year of distance or hybrid learning due to the COVID-19 pandemic, there is a need for greater Professional Development for teachers in supporting the social emotional needs of students.

There is a greater need for more school to home communication. We plan to increase communication with families this year through our Principal's newsletter, regular Blackboard messaging, getting more staff using communication tools like the Remind app, and improving the front office atmosphere to be more welcoming for families.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.86%	0.21%	0.2%	4	1	1
African American	16.31%	15.35%	13.1%	76	72	59
Asian	8.15%	8.32%	10.4%	38	39	47
Filipino	1.72%	1.92%	1.3%	8	9	6
Hispanic/Latino	42.7%	43.92%	46.5%	199	206	210
Pacific Islander	3.43%	2.13%	1.6%	16	10	7
White	15.24%	14.71%	11.3%	71	69	51
Multiple/No Response	11.16%	13.22%	15.3%	52	62	69
			Total Enrollment	466	469	452

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	98	93	92
Grade 1	74	85	62
Grade 2	81	70	77
Grade3	80	88	68
Grade 4	68	69	86
Grade 5	65	64	67
Total Enrollment	466	469	452

Conclusions based on this data:

1. Enrollment at Cordova Villa fluctuates due to mobility and transiency.

2. Our African American and Hispanic/Latino populations continue to be our highest student group. In addition, there has been an increase in our Asian population.

3. Enrollment in grade levels remains consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	144	140	134	30.9%	29.9%	29.6%
Fluent English Proficient (FEP)	45	42	36	9.7%	9.0%	8.0%
Reclassified Fluent English Proficient (RFEP)	32	0	10	20.1%	0.0%	7.1%

Conclusions based on this data:

1. The number of students Reclassified Fluent English Proficient (RFEP) has declined significantly due to school closures during the COVID-19 pandemic.

2. Our population of English Learners has been slowly decreasing that past few years.

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. Our data indicates that students in 3rd grade continue to show growth in reading, writing, and listening.

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

3. Overall achievement in grades 3 and 5 has continued to improve as fewer students are performing in the standard not met category. The overall data shows that more support is needed in 4th grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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

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

Conclusions based on this data:

1. Overall data indicates that students performing at standard not met has been steady at 39%. We will need to increase of support in mathematics schoolwide.

2. The data in 4th grade Concepts and Procedures show 60% performing below standard; a significant increase of 17% from the spring of 2018 to 2019. More targeted support will be needed in 4th grade.

3. The data shows an increase in Communicating Reasoning scores of nearly 12% in 5th grade.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

Reading Domain
Percentage of Students by Domain Performance Level for All Students

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

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

The table title above reads:

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. While students in 5th grade show increased achievement in the speaking domain, while reading, writing, and listening achievement has not.

2. Students performing at level 4 in Overall Language has decreased by 10%, which may be due to students being reclassified.

3. Our enrollment of English Learners continues to increase resulting in additional support needed for classroom teachers working with these students.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
469	**80.4**	**29.9**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	140	29.9
Homeless	44	9.4
Socioeconomically Disadvantaged	377	80.4
Students with Disabilities	61	13.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	72	15.4
American Indian	1	0.2
Asian	39	8.3
Filipino	9	1.9
Hispanic	206	43.9
Two or More Races	62	13.2
Pacific Islander	10	2.1
White	69	14.7

Conclusions based on this data:

1. With 42.7% of our student population Hispanic and 30.9% English Learners, we will need on-going support with translation services to support our students and families.

2. With 89.3% of our student population socioeconomically disadvantaged, continued support in SEL and trauma informed practices will be necessary.

3. With our diverse population, including 16.3% African American, our equity work will need to be a focus this year.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics 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. Achievement in math and English language arts continue to be a concern. Our work this year will focus on essential standards and quality first instruction.

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

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	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 English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
56.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	3	17	5
35			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
21.4 points below standard	37 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.5 points below standard
Maintained -0.2 points	Declined -10.7 points	7	Maintained -2.8 points
75	19		32

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. The California Dashboard has identified Cordova Villa ELA student status as low, with no significant change.

2. Our English Learner achievement in ELA has declined and is performing 24.3 points below standard. Our reclassified EL's did show an increase of 11.8 points, but are still performing below the English only students.

3. Our African American students will need support in ELA as they are performing 56.5 points below standard. Our equity work will need to focus on inclusive instructional practices that meet the needs of all students.
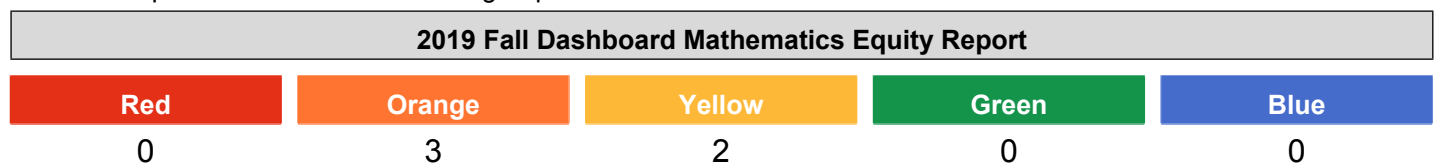
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	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.

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
79.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	5.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.2 points			
	3	17	5
35			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
38.1 points below standard	50.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	22.8 points below standard
Increased ++6.3 points	Declined Significantly -21.6 points		Declined -9.3 points
75	19	7	32

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
54.9 points below standard	10.4 points above standard	51.6 points below standard
Increased ++4.8 points	Increased ++7.3 points	Declined -7.1 points
50	32	106

Conclusions based on this data:

1. While the California Dashboard reflects mathematics achievement overall maintained, students are performing 39.9 points below standard.

2. Students with disabilities are performing significantly lower than all other student groups.

3. Our African American students will need support in math as they are performing 79.5 points below standard. Our equity work will need to focus on inclusive instructional practices that meet the needs of all students.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45.5 making progress towards English language proficiency
Number of EL Students: 112
Performance Level: Medium
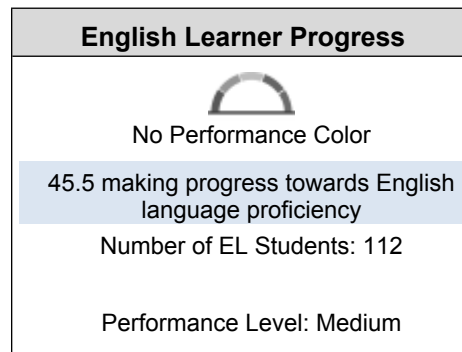
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.9	37.5	4.4	41.0

Conclusions based on this data:

1. The California Dashboard indicates that Cordova Villa has identified 112 English Language Learners (ELL), which represents 24% of our population.

2. The data indicates that 45.5% are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	3	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.

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	No Performance Color
24.7	Less than 11 Students - Data Not Displayed for Privacy	12.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	4	Increased +1.7	8
85		40	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Red
14.6	16.7	12.5	21.7
Declined -2.4	Declined -14.7	Declined -12.5	Maintained 0
213	60	16	92

Conclusions based on this data:

1. Cordova Villa is implementing initiatives and strategies to support students and families to address challenges in attending school regularly.

2. The student groups in most need of outreach are EL, students with disabilities, and African American.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:
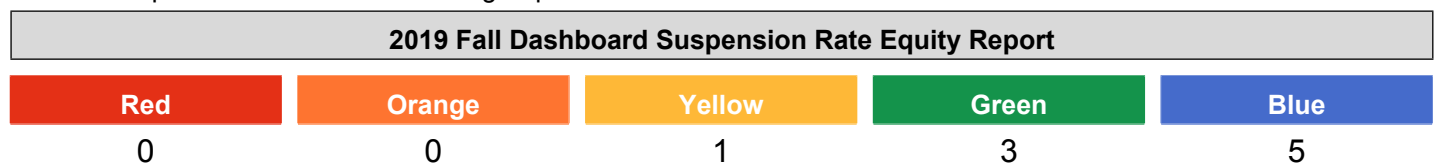
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
1.2	0	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -2.2	Declined Significantly -2.2	4
575	173	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Green
0	1	2.2
Declined -9.4	Declined Significantly -2.7	Declined -1.9
55	487	93

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
3.2	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	4	Declined -2.4	9
93		47	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Green	No Performance Color	Green
0.9	1.4	0	1
Declined Significantly -2.2	Declined -2.6	Maintained 0	Declined -3.9
231	73	18	100

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.5	1.2

Conclusions based on this data:

1. While overall the dashboard shows us in the green, the data does show significant disproportionality with our African American students regarding suspensions.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to a curriculum that promotes college and career readiness. (State Priority 1)
1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 - Maintain schools in good repair.
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Goal 1

1.1 Provide new teacher support through professional development, collaboration, and mentorship.
1.2 Maintain campus in good repair.
1.3 Provide ongoing professional development for all staff to support the cultural, social, physical, and emotional well-being of all students through the lens of equity and inclusion.

Identified Need

1.1 Support first and second year teachers who are new to Cordova Villa.
1.2 Consistent monthly campus inspections.
1.3 Support all teachers in using the core curriculum with fidelity through professional development and collaboration.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Act Audit of Instructional Materials	100%	100%
i-Ready reading	42%	45%
i-Ready math	32%	35%

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

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

All students, especially English Language Learners (ELL), socioeconomically disadvantaged, foster and homeless students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,625	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
7348	Title I 3000-3999: Employee Benefits certificated/classified benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies supplies for intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I

	5000-5999: Services And Other Operating Expenditures PD

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

All Students

Strategy/Activity

Teacher release time for PLC work.

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

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Teacher release time for collaboration
	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 Students

Strategy/Activity

Instructional Software and materials to support the core program.

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

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Supplemental books/supplies/computer software, technology and supplies

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
125	Title I 2000-2999: Classified Personnel Salaries Classified extra help for student and parent support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Conferences to support core instruction, SEL, and behavior management.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended Day Interventions to support learning loss recovery.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

	LCFF - Supplemental None Specified Interventions

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

All Students

Strategy/Activity

Field trips

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

Amount(s)	Source(s)
	Title I 5700-5799: Transfers Of Direct Costs Fieldtrips
	Title I 5800: Professional/Consulting Services And Operating Expenditures Activity fees

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies technology equipment

Annual Review

SPSA Year Reviewed: 2020-21

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 COVID-19 pandemic impacted the strategies used to meet our goal. As a result, many goals will continue into the 2021-2022 school year and will focus on quality first instruction and targeted interventions to address learning loss recovery.

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

No major differences between budgeted expenditures.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

2.1 Increase student attendance and reduce chronic absences.
2.3 Reduce suspension rate, specifically in the following subgroups: students with disabilities and African American.
2.4 Increase parent and community engagement.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA dashboard shows chronic absenteeism to be an area of need.	17.6%	14.6%
Daily average attendance	93.69%	94.69%

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20625	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
7348	Title I 3000-3999: Employee Benefits certificated/classified benefits

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

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies supplies for PBIS

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental instructional materials to support instruction and school connectedness.

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

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

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

All Students

Strategy/Activity

Broaden our library inventory to support SEL and inclusion.

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)
1947	Title I 4000-4999: Books And Supplies Library books to promote literacy

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

All Students

Strategy/Activity

Technology and online curriculum to support student engagement.

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

Amount(s)	Source(s)

1000	Title I 4000-4999: Books And Supplies Chromebooks/computer software, technology and supplies (Ladybug cameras and headphones)
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Other serv. & Operating Software LIc. & Online serv.

Strategy/Activity 7

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

All Students

Strategy/Activity

Conferences that support school connectedness, including SEL and PBIS.

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

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures SEL and PBIS

Strategy/Activity 8

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

All Students, especially for our EL families.

Strategy/Activity

Improve communication to increase family and community engagement.

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

Amount(s)	Source(s)
2000	Title I 5900: Communications Postage
125	Title I

	2000-2999: Classified Personnel Salaries Clerical support

Strategy/Activity 9

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

All Students

Strategy/Activity

Social Emotional student supports through Special Friends.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	Title I 5700-5799: Transfers Of Direct Costs Special Friends

Strategy/Activity 10

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

All Students

Strategy/Activity

Field Trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 5700-5799: Transfers Of Direct Costs field trips
	Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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 COVID-19 pandemic significantly impacted our school. As a result, suspension and attendance data are not a true reflection of our site. May goals will be continued for the 2021-2022 school year.

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.

Due to challenges of the previous year, we will be very intentional about school connectedness, climate, and restorative practices.

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

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

3.1 Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 Provide time for professional learning communities to focus on grade level common assessments and essential standards work.
3.3 Provide professional development on reading instruction to improve student achievement.

Identified Need

Our data demonstrates that reading is an area of need as it effects all other academic areas. Reading is an area of focus this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional development	All staff is offered PD through district provided professional development in reading and math support as well as new curriculum adoptions. PD was offered at the start of the year.	All teachers will be trained in the knowledge and tools that can be used with any good reading program.
EL instruction	Currently all staff is Guided Language Acquisition Design (GLAD) trained.	Professional development opportunities for integrated and designated ELD within the curriculum.
Responsive classroom practices	Office discipline referrals and RTI meetings.	Increase teacher capacity to support a positive classroom climate through professional development in Responsive Classroom.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain Academic Support Coach and Intervention Staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,625	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
7348	Title I 3000-3999: Employee Benefits Certificated/classified benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 5000-5999: Services And Other Operating Expenditures Professional development
3000	Title I 4000-4999: Books And Supplies resources for SEL

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

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

English Learners

Strategy/Activity

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

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Parent and School Communication

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

Amount(s)	Source(s)
125	Title I 2000-2999: Classified Personnel Salaries clerical help

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Access to technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Chromebooks/computer software, technology and supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development conferences to support academic and social emotional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures conferences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity
Library books to promote SEL and school connectedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies books other than textbooks

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity
Field trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 5700-5799: Transfers Of Direct Costs field trips
	Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

Our targeted focus on reading instruction will increase teacher capacity and overall student achievement.

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

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

4.1 Increase student achievement in reading as measured by iReady, CAASPP, and common assessments.
4.2 Increase student achievement in math as measured by iReady, CAASPP, and common assessments.
4.3 Increase the use of research-based instructional strategies to support English Learners.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

Identified Need

Our most recent iReady data indicates a need to increase reading and math achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady data	Reading data: 42% performing at grade level.	Reading data: 45% performing at grade level.
iReady data	Math data: 32% performing at grade level.	Math data: 45% performing at grade level.

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

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
20,625	Title I 1000-1999: Certificated Personnel Salaries Academic Coach
4000	Title I 1000-1999: Certificated Personnel Salaries subs
7347	Title I 3000-3999: Employee Benefits Certificated/classified benefits

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

All Students

Strategy/Activity

Weekly collaboration time for PLC.

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

Amount(s)	Source(s)
	Title I 5800: Professional/Consulting Services And Operating Expenditures professional development

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

All students

Strategy/Activity

Supplemental curriculum and resources to support SEL, academics, and English language 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)
3500	Title I 4000-4999: Books And Supplies Provide resources to support student academic and social emotional growth and achievement

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

All students

Strategy/Activity

Technology to support core instruction.

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

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

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

All

Strategy/Activity

Conferences that promote PD on quality first instruction and RtI.

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)
1500	Title I 5000-5999: Services And Other Operating Expenditures Common core/ SEL/SCOE/Solution Tree/Responsive classroom

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide rich and varied reading materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies library/scholastic

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community outreach

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
125	Title I 2000-2999: Classified Personnel Salaries clerical support
	Title I 3000-3999: Employee Benefits classified benefits
	Title I 5900: Communications postage

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

All Students

Strategy/Activity

Field trips

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

Amount(s)	Source(s)
	Title I 5700-5799: Transfers Of Direct Costs field trips
	Title I 5000-5999: Services And Other Operating Expenditures bus fees

Annual Review

SPSA Year Reviewed: 2020-21

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

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

Our academic coach serves an essential function in supporting the academic needs of our students.

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

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

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

We will continue to support the goals in the 2021-2022 school year with increased focus on targeted, quality first instruction.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$150,338.00

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	$150,338.00

Subtotal of additional federal funds included for this school: $150,338.00

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: $150,338.00

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

3 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christy Wilkerson	Principal
Laura Landsittel	Classroom Teacher
Staci Guillen	Classroom Teacher
Krissi Miramontes	Classroom Teacher
Tina Waddy	Other School Staff
Jamiela Dinkins	Parent or Community Member
Leonardo Zamudio, Asst Principal	Other School Staff
Cindy Zepeda	Parent or Community Member
Hector Bonilla Munoz	Parent or Community Member
Jennifer Enser	Parent or Community Member
Sharonda Major	Parent or Community Member
Joanna Silva, Academic Coach	Other School Staff

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Christy Wilkerson	Principal
Hector Bonilla Munoz	Parent or Community Member
Leonardo Zamudio, Asst Principal	Other School Staff
Joanna Silva, Academic Coach	Classroom Teacher

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 13, 2021.

Attested:

	Principal, Christy Wilkerson on September 13,2021
	SSC Chairperson, Cindy Zepeda on September 13, 2021

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

CVE School Site Council/ELAC Meeting
September 13, 2021
4-5 pm
Via ZOOM

AGENDA

- Introductions
  - Attendance:

- Warm Welcome

- SPSA Review
  - Mission/Vision
  - School Profile
  - Demographics
  - Data Review
  - Goals/Title 1 funds

- Action Item - approve SPSA

- Upcoming Meetings
  - 10/25/21
  - 12/6/21
  - 1/31/22
  - 3/28/22
  - 5/16/22

CVE School Site/ELAC Council Meeting
September 13, 2021
4-5 pm
Via ZOOM

Minutes:
Meeting began 4:01pm
- Introductions
  - Attendance: Christy Wilkerson, Joanna Silva, Leonardo Zamudio, Tina Waddy, Staci Guillen, Sharonda Major, Hector Bonilla, Cindy Zepeda

- Warm Welcome - Gratitude brings Joy...please share what you are grateful for.

- SPSA Review
  - Mission/Vision
  - District Profile
  - Demographics
  - Data Review
  - Goals/Title 1 funds
- Parent feedback
  - Questions about afterschool interventions and if they are available. Ms Wilkerson explained that teachers can provide that, but we cannot mix student groups. Another parent suggested virtual intervention groups, which we can look into.
  - Parent brought up a concern about kids being dropped off without supervision once the gate is closed and school has started. We will adjust our protocols and communicate with families.
  - Cindy Zepeda will be our chairperson.
  - ELAC and SSC agreed to meet together.

- Action Item - approve SPSA

- - Motion to approve, Cindy Zepeda
  - 2nd, Tina Waddy
  - All in favor = 8
  - Opposed = 0

- Upcoming Meetings
  - 10/25/21
  - 12/6/21
  - 1/31/22
  - 3/28/22
  - 5/16/22
- Meeting adjourned at 4:50pm.

SSC/ELAC sign in sheet
9/13/21
Meeting Held Virtually

Christy Wilkerson, Principal	*Christy Wilkerson*
Leonardo Zamudio, AP	*Leonardo Zamudio*
Joanna Silva, Academic coach	*Joanna Silva*
Tina Waddy, parent coordinator	*Tina Waddy*
Staci Guillen, teacher	*Staci Guillen*
Laura Landsittel, teacher	absent
Kristine Miramontes, teacher	absent
Sharonda Major, parent	*Sharonda Major*
Cindy Zepeda, parent	*Cindy Zepeda*
Jamiela Dinkins, parent	absent
Hector Bonilla	*Hector Bonilla*
Jennifer Enser	absent

School Site Council (SSC) and English Language Learner Advisory Council (ELAC)

WElCOME AND INTRODUCTIONS

- Warm welcome
- Attendance and introductions
- Chairperson

AGENDA

- SPSA Review
  - Mission/Vision
  - District Profile
  - Demographics
  - Data Review
  - Goals/Title 1 funds

PURPOSE OF SSC:

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

School Mission and Vision

Mission Statement

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

Vision Statement

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

District Profile and School Demographics

FCUSD Profile

- **Serve Two Communities - Folsom and Rancho Cordova**
  - Folsom Population - 86,300
  - Rancho Cordova Population - 75,000
- **Almost 20,500 students**

- **32 School Sites**
  - ==21 Elementary==
  - 1 Charter (K-8)
  - ==1 Virtual Academy (K-12)==
  - 4 Middle
  - 3 High
  - 2 Continuation
  - 1 Alternative
  - 1 Community Day School
  - 1 Adult

English Learners

We have 119 English Language Learners currently enrolled.

Grade Level	Total students in grade level	Total EL Students
K	22	119
1	20	119
2	14	119
3	15	119
4	29	119
5	19	119

English Learners

Languages Represented

- **Spanish**
- **Farsi**
- **Pashto**
- **Russian**
- **Ukranian**
- **Urdu**
- **Arabic**
- **Armenian**
- **Hindi**

Reclassification

Reclassification is the process whereby a student is reclassified from English learner (EL) status to **fluent English proficient** (RFEP) status.

- From October 2020 to January 2021 we reclassified 6 students; Since Feb 2021, 14 students reclassified.
- RFEP students will be monitored for 4 years

Assessed annually by the English Language Proficiency Assessments for California (ELPAC)

DATA REVIEW

English Language Arts

ELA DATA

English Language Arts

All Students | State

Orange

25.1 points below standard

Maintained -2.6 Points

EQUITY REPORT
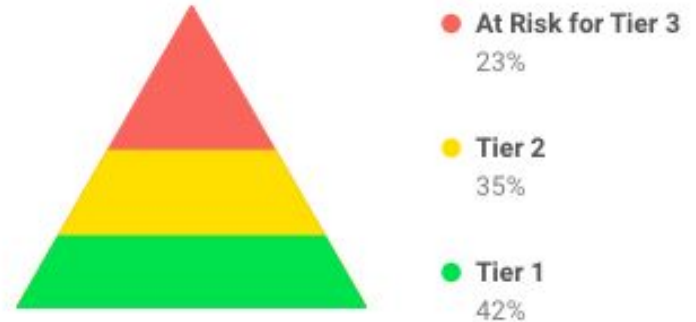Number of Student Groups in Each Color

0	5	0	0	0
Red	Orange	Yellow	Green	Blue

**CAASPP
2019 data**

Orange: African American, EL, Hispanic, Socio Disadvantaged, White

i-Ready Reading
(May 2021)

● At Risk for Tier 3
23%

● Tier 2
35%

● Tier 1
42%

Mathematics

LEARN MORE
Mathematics

All Students | State

Orange

39.9 points below standard

Maintained -2 Points

EQUITY REPORT
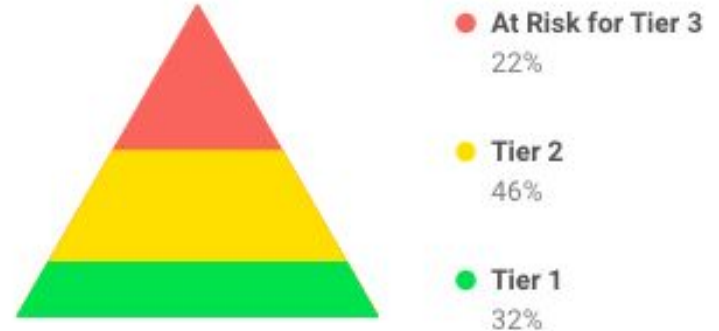Number of Student Groups in Each Color

0	3	2	0	0
Red	Orange	Yellow	Green	Blue

CAASPP 2019 data

Orange: African American, EL, Socioeconomically disadvantaged

Yellow: Hispanic, White

i-Ready MATH
(May 2021)

- At Risk for Tier 3 22%
- Tier 2 46%
- Tier 1 32%

14

MTSS (Multi-Tiered System of Supports)

- Rebranded MTSS to WIN ("What I Need")
- CVE Academic Goal is focused on reading this year
  - Reading also supports Math understanding, especially word problems and explaining reasoning

- **WIN Time:**
  - Each grade level is supported with 3 Intervention teachers and 3 BIAs
    - K-3: SIPPS (Systematic Instruction in Phonics & Sight Words)
    - 4-5: Read Naturally (Vocab., Fluency, Comp.) & ELD
    - Additionally, 1st & 2nd are supported with designated ELD time

Climate

Chronic Absenteeism

Students are considered chronically absent **if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school**.

Last year data:

◉ Average daily attendance was 93.69%
◉ Chronic absenteeism was 17.6%

Goals:

◉ Average daily attendance 94.69%
◉ Chronic absenteeism 14.6%

GOALS/STRATEGIES

TOTAL TITLE 1 DOLLARS = $150,338

ACADEMIC COACH/EMPLOYEE BENEFITS = $111,891

TOTAL DISCRETIONARY DOLLARS ; $38, 447

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

◉ Provide new teacher support through professional development, collaboration and mentorship.

◉ Maintain campus in good repair.

◉ Provide ongoing professional development for all staff to support the cultural, social, physical, and emotional well-being of all students through the lens of equity and inclusion.

STRATEGIES FOR GOAL 1

- Targeted intervention groups during the school day for reading and math, $2000

- Weekly collaboration meetings for teachers to analyze data, plan instruction, and professional development, $500

- Teacher release time for PLC work, $4000

- Instructional software and materials, $1500

- Conferences to support core instruction, SEL, and behavior management, $1000

- Bilingual instructional assistant support, $125

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

◉ Increase student attendance and reduce chronic absences.

◉ Reduce suspension rate, specifically in the following subgroups: students with disabilities and African American.

◉ Increase parent and community engagement.

- PBIS team focus on attendance and school connectedness, including strategies for SEL and equity, $3000

- Broaden our library inventory to support SEL and inclusion, $1947

- Technology and online resources to support student engagement, $1500

- Conferences that support school connectedness, including SEL and PBIS, $1000

- Improve communication increase family and community engagement, $2125

- Special friends, $4500

GOAL 3

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

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

◉ Provide time for professional learning communities to focus on grade level common assessments and essential standards work.

◉ Provide professional development on reading instruction to improve student achievement.

STRATEGIES FOR GOAL 3

- Resources and professional development for staff in supporting students social emotional and academic achievement and growth, $3500

- Technology, $1500

- Conferences to support academic and social emotional needs, $1000

- Extra clerical time to support family engagement, $125

GOAL 4

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

- Increase student achievement in reading as measured by iReady, CAASPP, and common assessments.
- Increase student achievement in math as measured by iReady, CAASPP, and common assessments.
- Increase the use of research-based instructional strategies to support English Learners.
- Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

STRATEGIES FOR GOAL 4

◉ Supplemental curriculum and resources to support SEL, academics, and English language development, $3500

◉ Conferences that promote quality first instruction and Response to Intervention, $1500

◉ Community outreach, $125

Our Priorities

Social emotional needs

Student Achievement

Academic needs
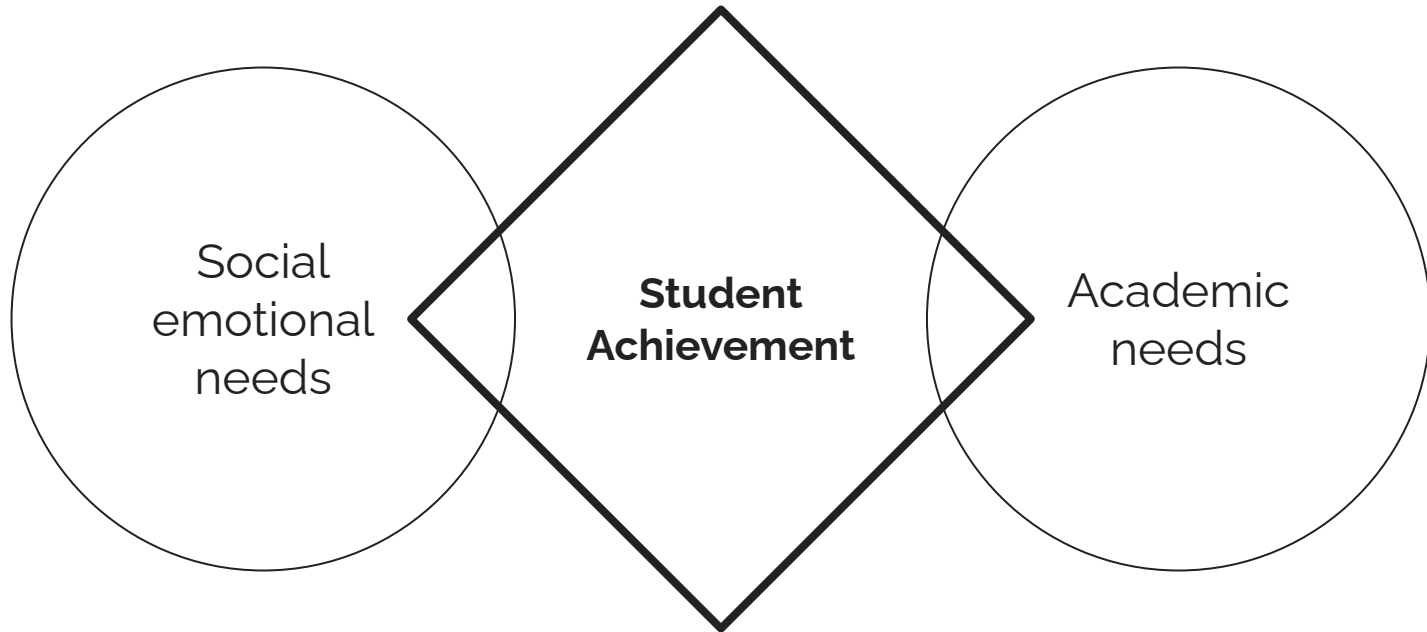
Thank You!

ANY QUESTIONS?

Upcoming Meeting Dates

Sept 13

Oct 25

Dec 6

Jan 31

Mar 28

May 16

The Superintendent's Communication Committee is transitioning to the District Advisory Committee (DAC). The purpose of the DAC is to bring together parents/guardians, community members, faculty, staff, and administrators to discuss and get feedback on current initiatives at FCUSD and to relay the information from the DAC to their respective groups. There will be five meetings for the 2021-22 school year and attendance at all meetings is a requirement for participation.

Meeting Dates: 9/29/21, 11/10/21, 1/13/22 , 3/17/22, 3/12/22

Let me know if you are interested and I will send you the form to sign up!