

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova Meadows Elementary School	34673306033179	May 16, 2023	September 21, 2023

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Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Title I Schoolwide

Additional Targeted Support and Improvement (ATSI) Subgroups - African American, Socio Economically Disadvantage, Students with Disabilities, Two or More Races, White

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

The purpose of our School Plan for Student Achievement (SPSA) is to align the four goals of our district's Learning Continuity and Attendance Plan, including quality teachers, engagement, professional development, and progress monitoring as its basis. Cordova Meadows' goal, in meeting the requirements for Every Student Success Act (ESSA), is to continue to assist all students moving towards proficiency in reading and math as measured by Renaissance assessments, California Assessment of Student Performance and Progress (CAASPP) scores, and other local assessment measures. We have chosen to direct our effort towards our Tier 1 instruction as well as supporting our evidence-based intervention programs. All students receive intervention support four or more days a week for at least 40 minutes. Classroom teachers, the Instructional Coach, and the Intervention Team participate in the effort. Title I, LCFF Supplemental, Learning Loss, and other district funds support professional development and training in assessments and intervention curricula.

School Vision and Mission

Vision:

At Cordova Meadows, we will work together to build academic and social emotional skills by challenging, inspiring, and empowering individuals to positively impact our community and the world, while recognizing and honoring our ever-changing multicultural society.

Mission:

Our mission at Cordova Meadows is to support this environment by building an inclusive academic program, addressing a range of learning styles, offering an array of diversity efforts and initiatives, and by participating in the wider community. We will provide academic and social emotional support to meet the needs of all students. As we hope to start as a Community School this year, we will work with our community to bring supports on campus for families, students, and staff.

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).

Staff and families at Cordova Meadows are encouraged to provide input and feedback about school improvement through the site School Effectiveness Survey, ELAC/SSC Needs Assessment, Student School Climate Survey, as well as the California Healthy Kids Survey for teachers, students, and parents. The results of these surveys are analyzed to determine areas of strength, as well as areas for ongoing development. Overwhelmingly, families indicated they want their students to have more time in school and continue to focus on mental health. On the California Healthy Kids Survey, the areas of Student Learning Environment, Social and Emotional Supports, and Communication with Parents were viewed as exceptionally strong areas by our parents. Based on the California Healthy Kids Survey from the staff we will work on Academic Motivation and Support for Learning, Disruptive Behavior, and Lack of Respect of Staff by Students. We will utilize our Academic Coach to coach our teachers on Responsive Classroom techniques and strategies in the classroom.

The Principal and Assistant Principal worked with our families in our PTA, SSC, BSU Parent Advisory, and ELAC teams to get feedback on how to support our students and school. Each year we distribute, collect, analyze, and report feedback from teachers, parents, and students through our annual Title I parent survey. The Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, or classroom instructional staff meet with parents to review individual student progress through the Response to Intervention (RtI) process.

We will continue to support our students and families to increase our attendance rates this year to ensure that students have access to academic and social emotional needs.

Classroom Observations

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

Informal classroom observations are done regularly through walk-throughs by the Principal and Assistant Principal. Feedback is provided to each teacher individually and as appropriate. Formal observations are scheduled two to four times a year per the FCUSD evaluation process. Specific feedback is written and verbal and is provided to teachers following classroom observations. Feedback targets the six California Standards for the Teaching Profession (CSTP).

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 Meadows conducts required state, district, and local testing. Some examples of our assessments are the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Renaissance assessments. Evidence from assessments is analyzed by teachers, principals, and Assistant Principals, and action plans are created to modify instruction based on the data. The team determines if the 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 Community time and our Every Student By Name (ESBN) time.

Cordova Meadows has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

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

Cordova Meadows uses CAASPP, ELPAC, Renaissance, Panorama, and Illuminate reports to create an analytical model of student performance that identifies the different levels of student performance by class and by individual students. Dedicated collaboration, or Professional Learning Communities (PLC) time, supports teachers with data analysis. 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. When teachers have identified areas of academic need, they spiral back to those concepts as they continue to move forward in the curriculum so that students develop mastery of each area prior to the end of the academic year. Student data is monitored on a regular basis to maintain support and consistency in student growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Cordova Meadows coordinates with FCUSD Human Resource Department in order to ensure that all staff meets the requirements to be designated as "highly qualified".

Cordova Meadows School provides professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefiting from culturally responsive tier 1 instruction and interventions.

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

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

The Cordova Meadows Principal and Assistant Principal arrange for teachers to have access to and participate in ongoing professional development on site, as well as at the district level, with the Sacramento County Office of Education (SCOE). The different staff development site topics are based on classroom observations of teachers and students, as well as the needs identified by the teachers themselves. Professional development is incorporated through the district level as professional development days, district-facilitated instructional focus meetings, site teacher release time, and site professional development provided by site-based coaches, district staff, and designated professional development at weekly staff meetings. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers. SCOE also offers professional development that supports local districts in improving student achievement through high-quality training for administrators, teachers, and other educators.

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

Staff development at Cordova Meadows is designed to target high-quality first instruction and aligned with the Common Core State Standards and research-based instructional strategies.

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

Cordova Meadows teachers are supported by the Principal, Assistant Principal, an Instructional Coach, a New Teacher Coach, three intervention teachers with focus on Response to Intervention (Rtl) and English Language Development (ELD), two Department Chairs, district lead teachers, and coaches for adoption implementation. We also have a Climate Facilitator, Instructional Technology coach, and PLC Facilitators to support our needs. There is also a Marriage Family Therapist (MFT) to help our students with 1:1 and small group social emotional needs. She also works with teachers and staff to ensure the skills she is working translate to the classroom or playground.

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

Teacher collaboration takes place weekly in multiple ways. We have weekly staff meetings on Thursdays in a formal setting, PLC meetings, and many informal times that grade levels meet to improve instruction. This includes cross-grade level collaboration, professional learning communities, and data review for improved assessment and instruction. During staff development opportunities, teachers work in grade-alike groups as well as vertical teams for collaborative planning and to share best practices. Each grade level also collaborates during release days to review student outcomes on assessments, plan instruction, and develop interventions.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
FCUSD provides only curriculum which is aligned with the Common Core State Standards (CCSS).

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

Cordova Meadows exceeds the required minutes for Reading/ Language Arts and Mathematics, so that students can experience direct skill instruction.

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

Cordova Meadows teachers follow the district curriculum guidelines, unless a modification is needed to assist students with reviewing curriculum to develop mastery. Multi-Tiered System of Support (MTSS), English Language Development, and Rtl interventions are also aligned to FCUSD guidelines.

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

Cordova Meadows complies with the Williams Act requirements, and each student has the required materials.

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

FCUSD provides Cordova Meadows with all required and approved curriculum, as well as intervention materials.

Opportunity and Equal Educational Access

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

Under-performing students receive the core instructional program that is delivered by the regular classroom teacher. Through our block schedule including Designated ELD, Rtl, SIPPS/LETRS and extended day opportunities, students are provided the instructional services that they need to fill instructional gaps. Our Rtl and ELD Intervention Teachers will also give targeted support to students in reading, math, and English Development.

Evidence-based educational practices to raise student achievement

Cordova Meadows employs research-based educational practices. Staff has the regular opportunity to review and discuss research related to student achievement and professional development. District professional development also supports teachers in learning new research-based practices.

Parental Engagement

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

Cordova Meadows is committed to partnering with parents and community members to assist with the development of financial resources and volunteer time to help the Cordova Meadows' students have access to extended learning opportunities. We encourage stakeholders to volunteer in classrooms, as well as participate in school activities and workshops to support students struggling in academic and social emotional areas.

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)

Parents at Cordova Meadows are valued and prioritized. Our PTA is growing in numbers. Our Black Student Union (BSU) Parent Advisory, Site Council Members, ELAC, and PTA assist us in monitoring school progress through surveys, meetings, and data walk.

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

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include the Church of Christ, Assistance League of Sacramento, Sacramento Blanket for Kids, Rotary Club of Rancho Cordova, Blessings in a Backpack, Kiwanis Club, 916 Ink, Wedbush/Scholastic Books, and the City of Rancho Cordova. Through our Community Schools design process, we have noted gaps in mental health support for families and students and student mentorship services and supports that we are working as a regional network of schools to address.

Funding

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

FCUSD provides categorical support through services. These services include an Academic Support coach, bilingual instructional aides, site Intervention Teachers, and district lead teachers, as well as many programs.

Fiscal support (EPC)

Cordova Meadows receives an annual budget from base funds, Title I Funds, LCFF-Supplemental funds, and loss of learning funds. Cordova Meadows identifies school-wide needs and allocates funds in accordance with these identified needs. In addition to district support, site general funds, donations, PTA fund-raisers, and grants support us in achieving our goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cordova Meadows utilized a variety of outreach efforts for input and feedback on the development of the Single Plan for Student Achievement (SPSA). Student achievement data and relevant topics, including standards, interventions, family engagement strategies, Positive Behavioral Interventions and Supports (PBIS), and suspensions were discussed at each meeting. During the school closure and restricted guidance due to COVID-19, we have continued to engage our stakeholders through virtual meetings. The following is a list of committees and meeting dates where the SPSA, Local Accountability Plan (LCAP), and/or School Improvement Grant (SIG) were discussed:

School Site Council:

- August 22, 2023
- September 26, 2023
- November 14, 2023
- January 23, 2024
- March 19, 2024
- May 14, 2024

BSU Parent Advisory Meetings:

August 29, 2023

November 28, 2023

February 27, 2024

PTA Meetings:

- August 22, 2023
- September 26, 2023
- November 14, 2023
- January 23, 2024
- March 19, 2024
- May 14, 2024

English Language Advisory Committee (ELAC):

- August 22, 2023
- September 26, 2023
- November 14, 2023
- January 23, 2024
- March 19, 2024
- May 14, 2024

District English Language Advisory Committee (DELAC):

Based on feedback from educational partners and analysis of our goals, additional emphasis will be placed on the following:

1. We will continue our targeted professional development to focus on improving literacy, math, engagement, and community circle.
2. Community and family engagement, as well as school culture and climate and Positive Behavioral Interventions and Supports (PBIS), will continue to be a focus.
3. Continued support for Instructional Support Coach, New Teacher Coach, and Intervention Team to assist with small group instruction, engagement in the classroom, and closing the gap.

Public meetings were held on 3/21/23 and 5/16/23 to review the SPSA.

Final adoption of the SPSA - May 16, 2023

Resource Inequities

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

Educational Partners' feedback indicates we need continued mental health support for families and staff. We have a Climate Facilitator supported by the district to support our PBIS Team. We seek additional professional development on positive reinforcements for our staff, including our classified staff such as yard supervisors. We also continue to see an increase in behaviors after COVID. Our students increase to struggle with how to behave in school with staff and students. We will utilize our MFT to create 1:1 and small group sessions to support student social emotional needs.

Another identified need is to improve attendance. The district recently purchased a new attendance tracking program to meet the requirements of Senate Bill 98, and we need to continue our attendance initiatives with our distance learning environment. Our attendance increased this year, and we plan on continuing to work with our families to reach our 95% attendance goal.

Also, Cordova Meadows has a diverse English Learner population. With this diverse population comes challenges with supporting English Language Learners and getting more parent involvement as guidance allows. We have seen an increase in our ELPAC scores after implementing our Designated ELD blocks, and we will continue to support our English Language Learner needs with this support. We have had an influx of Newcomers on our campus, so we will build Newcomer time into our ELD blocks.

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

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	16.85%	14.3%	20.86%	62	50	73
Asian	15.22%	16.6%	14.86%	56	58	52
Filipino	0%	%	%	0		
Hispanic/Latino	39.67%	41.4%	34.57%	146	145	121
Pacific Islander	1.63%	2.6%	2.29%	6	9	8
White	14.13%	13.1%	13.71%	52	46	48
Multiple/No Response	12.5%	12.0%	13.71%	46	42	48
	Total Enrollment			368	350	350

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	57	51	56
Grade 1	65	51	55
Grade 2	65	62	56
Grade3	60	59	71
Grade 4	69	60	52
Grade 5	52	67	60
Total Enrollment	368	350	350

Conclusions based on this data:

1. Our African American population continues to grow and is our second largest demographic at our site.
2. Cordova Meadows' Hispanic population dropped a bit this school year, but it continues to be the largest population at our site.
3. There has been a decrease in overall enrollment in the past two years at Cordova Meadows.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	157	151	128	42.7%	43.10%	36.6%
Fluent English Proficient (FEP)	16	18	27	4.3%	5.10%	7.7%
Reclassified Fluent English Proficient (RFEP)	1	5		0.6%	3.3%	

Conclusions based on this data:

1. The percentage of English Learners has remained consistent at Cordova Meadows and English Language Development instruction continues to be a priority.
2. Cordova Meadows continues to have students at all levels of proficiency and students are receiving systematic English Language Development (ELD) instruction that is built into our daily schedule. By having this block schedule for Designated ELD, we have seen our ELPAC test scores go up.
3. Cordova Meadows will need to continue to monitor reclassified students through PLC meetings and other data meetings.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64	60	67	60	0	63	60	0	63	93.8	0.0	94.0
Grade 4	58	66	52	57	0	49	57	0	49	98.3	0.0	94.2
Grade 5	53	63	60	51	0	55	50	0	55	96.2	0.0	91.7
All Grades	175	189	179	168	0	167	167	0	167	96	0.0	93.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2363.		2352.	11.67		6.35	15.00		11.11	18.33		20.63	55.00		61.90
Grade 4	2399.		2399.	8.77		12.24	17.54		10.20	15.79		14.29	57.89		63.27
Grade 5	2432.		2437.	14.00		1.82	12.00		23.64	14.00		32.73	60.00		41.82
All Grades	N/A	N/A	N/A	11.38		6.59	14.97		14.97	16.17		22.75	57.49		55.69

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.00		6.35	38.33		57.14	51.67		36.51
Grade 4	8.77		10.20	35.09		57.14	56.14		32.65
Grade 5	16.00		1.82	24.00		69.09	60.00		29.09
All Grades	11.38		5.99	32.93		61.08	55.69		32.93

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.00		7.94	36.67		23.81	53.33		68.25
Grade 4	3.51		10.20	47.37		38.78	49.12		51.02
Grade 5	6.00		0.00	44.00		54.55	50.00		45.45
All Grades	6.59		5.99	42.51		38.32	50.90		55.69

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.67		3.17	51.67		73.02	31.67		23.81
Grade 4	7.02		2.04	59.65		71.43	33.33		26.53
Grade 5	14.00		12.73	42.00		65.45	44.00		21.82
All Grades	12.57		5.99	51.50		70.06	35.93		23.95

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.00		7.94	43.33		57.14	46.67		34.92
Grade 4	10.53		4.08	36.84		61.22	52.63		34.69
Grade 5	14.00		1.82	30.00		78.18	56.00		20.00
All Grades	11.38		4.79	37.13		65.27	51.50		29.94

2019-20 Data:

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

Conclusions based on this data:

1. We saw the majority of our students (67%) fall in the at/near or above standard categories. Before COVID, we were at 44% of our students being in these two categories. This was due to a drop in the above standards and an increase of students moving out of the below grade level. In the years past the majority of our students were below grade level, so we know that the support we gave last year helped support students in their reading skills.
2. We continued to see a decrease in our writing skills this last year. This is why we did a writing PLC focus to help support our student writing in the three areas of narrative, opinion, and informational. By looking at our PLC data, we have seen an increase in all of our students' writing skills. We will see how this changes our ELPAC and CAASPP data for the 2023/24 school year. We will continue to work on a school wide writing PLC next year.

3. We saw a decrease in our students scoring below grade level in the area of listening. Before COVID, 65% of our students were at/near or above grade level in listening. Since COVID we now have 76% of our students who score at/near or above grade level in this area. We hope to see this score continue to go up with our built in Designated ELD blocks for each grade level. During this time our intervention teacher works with the EL students who have scored a 1 or 2 on the ELPAC while the teacher works with the English Only and EL 3 and 4 students. They will do a whole lesson that supports all of our students and then small groups to work with the higher EL students. We have seen huge gains on our ELPAC scores with the support of our ELs this way and continue to look forward to seeing next year's data to see if this has also supported our English only students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64	60	67	63	0	66	63	0	66	98.4	0.0	98.5
Grade 4	58	66	52	58	0	51	58	0	51	100	0.0	98.1
Grade 5	53	63	60	52	0	59	52	0	59	98.1	0.0	98.3
All Grades	175	189	179	173	0	176	173	0	176	98.9	0.0	98.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2375.		2354.	6.35		4.55	14.29		13.64	23.81		19.70	55.56		62.12
Grade 4	2398.		2376.	3.45		0.00	8.62		5.88	39.66		21.57	48.28		72.55
Grade 5	2432.		2398.	3.85		0.00	5.77		3.39	23.08		20.34	67.31		76.27
All Grades	N/A	N/A	N/A	4.62		1.70	9.83		7.95	28.90		20.45	56.65		69.89

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.11		6.06	30.16		36.36	58.73		57.58
Grade 4	3.45		0.00	22.41		25.49	74.14		74.51
Grade 5	3.85		0.00	26.92		23.73	69.23		76.27
All Grades	6.36		2.27	26.59		28.98	67.05		68.75

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.94		6.06	42.86		36.36	49.21		57.58
Grade 4	3.45		0.00	39.66		33.33	56.90		66.67
Grade 5	9.62		1.69	26.92		30.51	63.46		67.80
All Grades	6.94		2.84	36.99		33.52	56.07		63.64

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.52		6.06	36.51		50.00	53.97		43.94
Grade 4	5.17		1.96	39.66		49.02	55.17		49.02
Grade 5	7.69		0.00	34.62		42.37	57.69		57.63
All Grades	7.51		2.84	36.99		47.16	55.49		50.00

2019-20 Data:

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

Conclusions based on this data:

1. We continue to see a decrease in our overall math CAASPP Scores. We are at almost 70% of our 3rd-5th graders at standards not met in math. This year our instructional coach worked with a group of teachers on how to support math in the classroom by doing a book study on Routines for Reasoning. This book study has made us realize that we want to do it with our entire staff, and we plan on bringing this book into our PLC next year to help support teachers with their math teaching strategies.
2. Next year we plan on working on math during our PLC time to support our math scores. We will be using the 15 Day Challenge from Maria Nielson to help support our PLC work in math next year. We hope that this support will help increase our overall math scores.
3. After several conversations with staff, we will begin incorporating some of the math vocabulary in our Designated ELD time. We want to ensure that the students also have a solid foundation in the math vocabulary so that they will have a better chance of showing their math skills on the CAASPP test.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1390.6	1399.5	1360.3	1395.3	1421.7	1372.2	1379.2	1347.5	1332.2	26	21	18
1	1452.9	1451.5	1430.3	1444.7	1456.5	1449.5	1460.7	1446.1	1410.4	32	15	19
2	1453.6	1461.2	1455.9	1452.4	1460.9	1461.2	1454.3	1461.2	1450.1	32	30	20
3	1446.0	1460.5	1487.5	1446.1	1463.1	1490.0	1445.3	1457.4	1484.5	30	26	25
4	1468.7	1481.4	1500.7	1465.8	1470.4	1505.4	1471.2	1491.9	1495.5	23	29	23
5	1476.3	1499.4	1506.0	1460.2	1490.6	1506.7	1492.0	1507.7	1504.5	31	30	26
All Grades										174	151	131

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.85	14.29	0.00	23.08	23.81	33.33	46.15	28.57	27.78	26.92	33.33	38.89	26	21	18
1	9.38	0.00	0.00	37.50	53.33	31.58	34.38	26.67	47.37	18.75	20.00	21.05	32	15	19
2	6.25	3.33	5.00	34.38	50.00	55.00	31.25	26.67	25.00	28.13	20.00	15.00	32	30	20
3	3.33	0.00	16.00	26.67	19.23	40.00	23.33	53.85	28.00	46.67	26.92	16.00	30	26	25
4	13.04	10.34	4.35	8.70	31.03	65.22	39.13	31.03	17.39	39.13	27.59	13.04	23	29	23
5	16.13	3.33	30.77	22.58	43.33	11.54	25.81	26.67	19.23	35.48	26.67	38.46	31	30	26
All Grades	8.62	5.30	10.69	26.44	36.42	38.93	32.76	32.45	26.72	32.18	25.83	23.66	174	151	131

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	19.05	11.11	26.92	38.10	22.22	34.62	19.05	27.78	30.77	23.81	38.89	26	21	18
1	15.63	40.00	10.53	21.88	20.00	52.63	50.00	13.33	26.32	12.50	26.67	10.53	32	15	19
2	12.50	10.00	30.00	34.38	50.00	30.00	28.13	26.67	30.00	25.00	13.33	10.00	32	30	20
3	16.67	3.85	36.00	26.67	53.85	28.00	13.33	30.77	20.00	43.33	11.54	16.00	30	26	25
4	13.04	20.69	43.48	30.43	37.93	43.48	30.43	13.79	0.00	26.09	27.59	13.04	23	29	23
5	25.81	16.67	30.77	25.81	53.33	34.62	16.13	16.67	3.85	32.26	13.33	30.77	31	30	26
All Grades	15.52	16.56	28.24	27.59	44.37	35.11	28.74	20.53	16.79	28.16	18.54	19.85	174	151	131

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	4.76	0.00	15.38	9.52	11.11	73.08	42.86	33.33	11.54	42.86	55.56	26	21	18
1	15.63	0.00	0.00	21.88	46.67	10.53	43.75	33.33	36.84	18.75	20.00	52.63	32	15	19
2	3.13	3.33	0.00	34.38	40.00	55.00	28.13	26.67	25.00	34.38	30.00	20.00	32	30	20
3	0.00	0.00	8.00	13.33	0.00	16.00	26.67	46.15	48.00	60.00	53.85	28.00	30	26	25
4	8.70	3.45	4.35	13.04	27.59	21.74	21.74	27.59	47.83	56.52	41.38	26.09	23	29	23
5	12.90	6.67	7.69	9.68	20.00	19.23	29.03	33.33	26.92	48.39	40.00	46.15	31	30	26
All Grades	6.90	3.31	3.82	18.39	23.18	22.14	36.78	34.44	36.64	37.93	39.07	37.40	174	151	131

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.54	14.29	11.11	73.08	71.43	50.00	15.38	14.29	38.89	26	21	18
1	46.88	40.00	15.79	40.63	46.67	73.68	12.50	13.33	10.53	32	15	19
2	18.75	20.00	20.00	59.38	66.67	65.00	21.88	13.33	15.00	32	30	20
3	6.67	11.54	44.00	40.00	50.00	36.00	53.33	38.46	20.00	30	26	25
4	21.74	31.03	47.83	52.17	44.83	39.13	26.09	24.14	13.04	23	29	23
5	12.90	13.33	19.23	45.16	73.33	50.00	41.94	13.33	30.77	31	30	26
All Grades	20.11	20.53	27.48	51.15	59.60	51.15	28.74	19.87	21.37	174	151	131

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.54	14.29	5.56	42.31	52.38	50.00	46.15	33.33	44.44	26	21	18
1	3.13	13.33	5.26	75.00	53.33	84.21	21.88	33.33	10.53	32	15	19
2	12.50	10.00	40.00	65.63	76.67	45.00	21.88	13.33	15.00	32	30	20
3	30.00	15.38	56.00	36.67	73.08	24.00	33.33	11.54	20.00	30	26	25
4	21.74	14.29	56.52	43.48	60.71	30.43	34.78	25.00	13.04	23	28	23
5	38.71	34.48	57.69	29.03	48.28	11.54	32.26	17.24	30.77	31	29	26
All Grades	19.54	17.45	39.69	49.43	61.74	38.17	31.03	20.81	22.14	174	149	131

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	88.46	57.14	55.56	11.54	42.86	44.44	26	21	18
1	28.13	6.67	0.00	56.25	73.33	26.32	15.63	20.00	73.68	32	15	19
2	3.13	16.67	10.00	56.25	53.33	65.00	40.63	30.00	25.00	32	30	20
3	0.00	0.00	8.00	33.33	38.46	44.00	66.67	61.54	48.00	30	26	25
4	4.35	13.79	0.00	34.78	31.03	65.22	60.87	55.17	34.78	23	29	23
5	16.13	10.00	7.69	38.71	46.67	46.15	45.16	43.33	46.15	31	30	26
All Grades	9.20	8.61	4.58	51.15	47.68	50.38	39.66	43.71	45.04	174	151	131

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	38.46	28.57	11.11	50.00	23.81	44.44	11.54	47.62	44.44	26	21	18
1	12.50	6.67	5.26	71.88	80.00	52.63	15.63	13.33	42.11	32	15	19
2	3.13	3.33	10.00	59.38	60.00	70.00	37.50	36.67	20.00	32	30	20
3	3.33	0.00	8.00	56.67	53.85	76.00	40.00	46.15	16.00	30	26	25
4	13.04	10.71	8.70	43.48	57.14	69.57	43.48	32.14	21.74	23	28	23
5	19.35	3.33	19.23	48.39	70.00	42.31	32.26	26.67	38.46	31	30	26
All Grades	14.37	8.00	10.69	55.75	57.33	59.54	29.89	34.67	29.77	174	150	131

2019-20 Data:

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

Conclusions based on this data:

- Overall, we are very excited about our overall ELPAC scores. We continue to see our students move from Level 1 and 2's to Level 3 and 4's. In the 2020/2021 school year we had 42% of our students at levels 3 and 4, but in 2021/2022 we had 50% of our students at those levels. We continue to see a decrease in our students falling in the overall area of level 1. We are at only 24% of our students, which are mostly newcomers, scoring at level 1. We attribute this to our new Designated ELD block schedule that we have built into our schedule last year.
- We saw some struggles with our EL students in the written language and the writing domain on the ELPAC test. We worked hard on our writing skills during our PLC this year. We are hoping that by having a school wide focus this year on writing will help support these scores to go up on the ELPAC for the 2022/2023 school year.
- We saw an increase in our students scoring well-developed on the listening, speaking, and writing domains on the ELPAC. Our reading score went down in the well developed area. We hope that giving more support to our students during RtI will help our reading scores go up in the 2022/2023 school year.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
350	85.7	36.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Cordova Meadows Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	128	36.6
Foster Youth		
Homeless	13	3.7
Socioeconomically Disadvantaged	300	85.7
Students with Disabilities	33	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	73	20.9
American Indian		
Asian	52	14.9
Filipino		
Hispanic	121	34.6
Two or More Races	48	13.7
Pacific Islander	8	2.3
White	48	13.7

Conclusions based on this data:

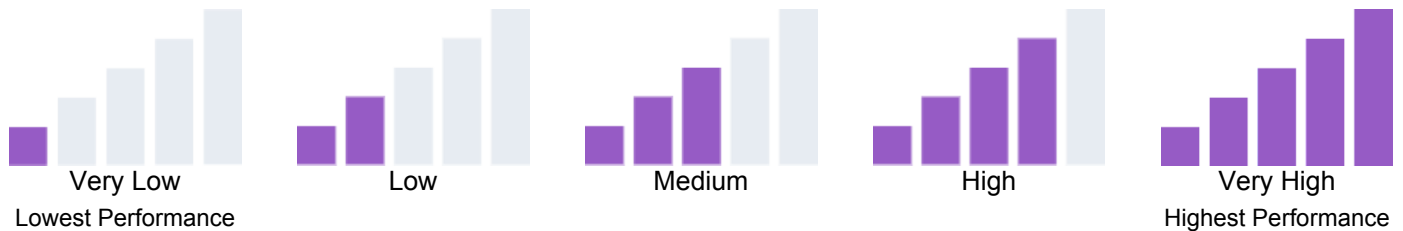
1. 70% of our student population is African American, Hispanic, or Two or More Races. We have continued to work on our equity work with our staff to help understand a large portion of our population. We continue to bring in literature that represents these populations to our school library, classroom library, and focus on black and brown historical figures during our weekly school wide assemblies. We also strive to bring more staff on our campus that represents our school wide population.
2. We welcomed two more classrooms for students with disabilities on to our campus. This increased our overall population for students with disabilities. We worked hard this year to support inclusion, mainstreaming, and reverse mainstreaming to give our students with disabilities many opportunities to be with their general education peers.
3. Almost 88% of our students qualify for socioeconomically disadvantaged. We will continue work to support these families and students with our Community School grant money.

School and Student Performance Data

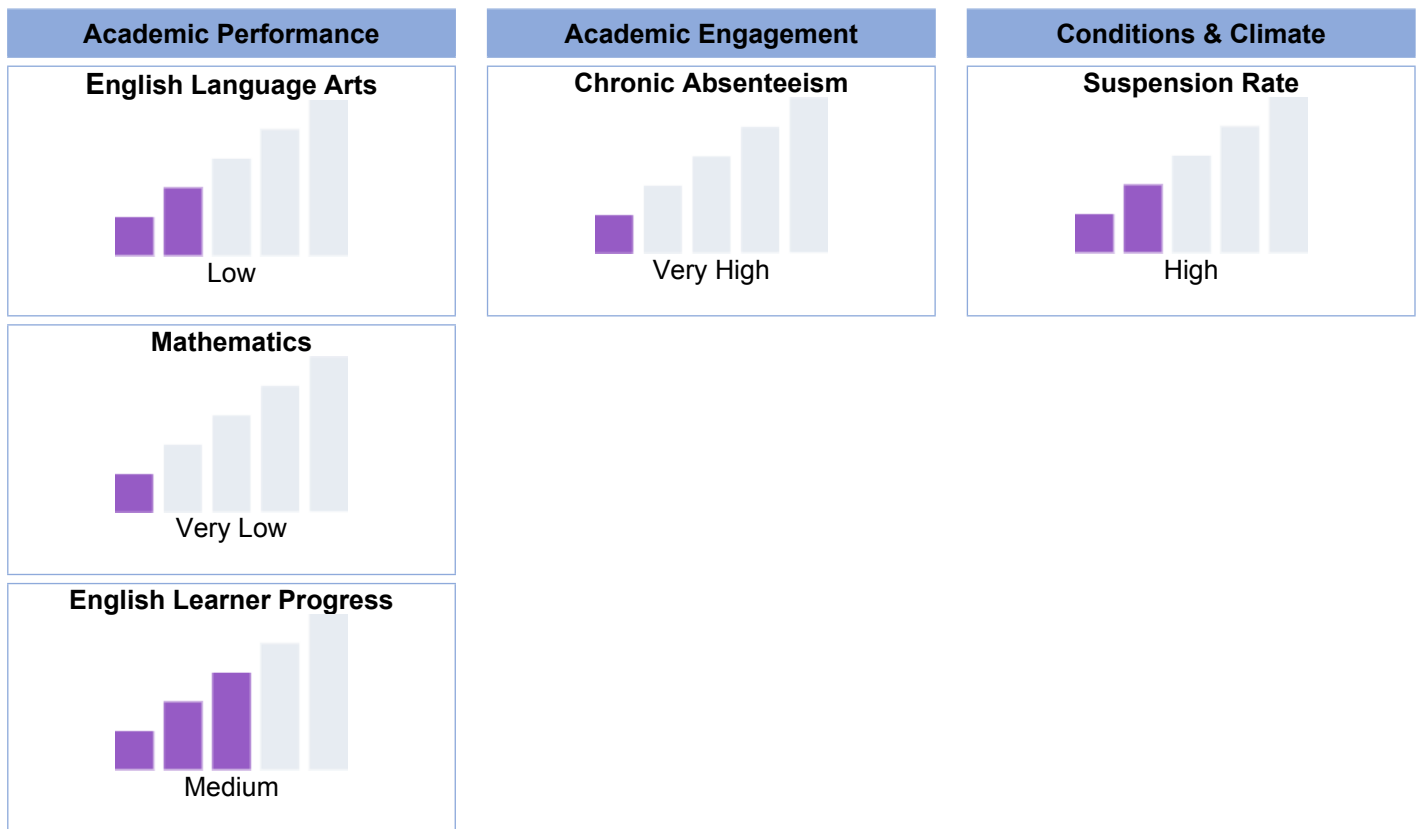
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our suspensions continue to be high at our school. We continue to work on behavior support with our MFT doing one on one support with students, small groups with students, and pushing into the classroom to do whole group lessons. We will continue to support our students and teachers with behavior support strategies with the behaviorist we are hiring through the Community School Grant. Our PBIS Adjunct Team is growing and planning on how to

support Tier 1 and 2 behavior supports across the school. We plan on implementing PD with our staff on how to identify when students are triggered and need support on going back to baseline.

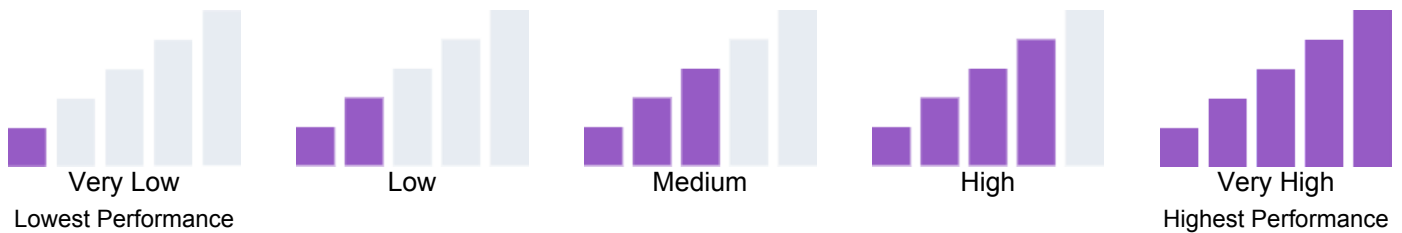
2. Our focus for PLC as a school will be in math to support our low math scores. We will add in math vocabulary to our Designated ELD time to support our EL students with their math vocabulary on the CAASPP assessment.
3. Cordova Meadows continues to see growth in our ELPAC scores with our Designated ELD blocks of time built into our schedules.

School and Student Performance Data

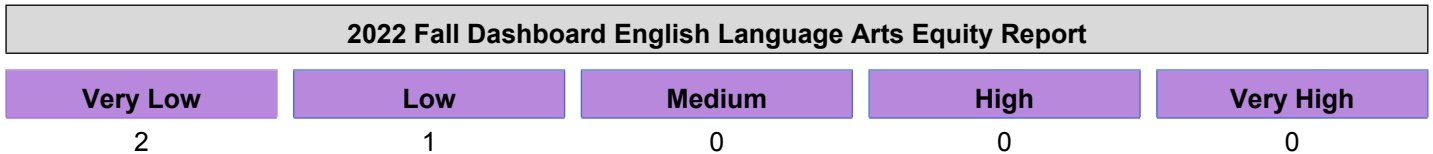
Academic Performance English Language Arts

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

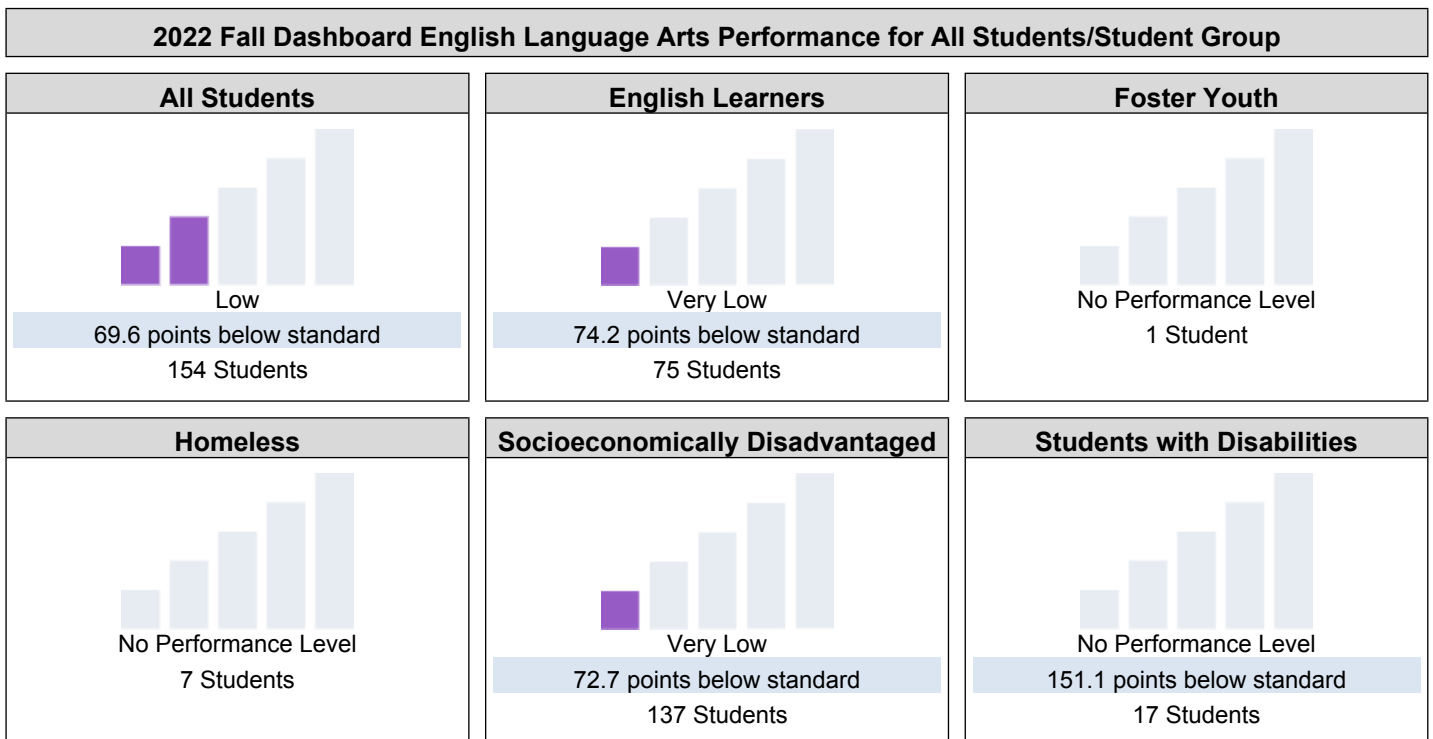
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



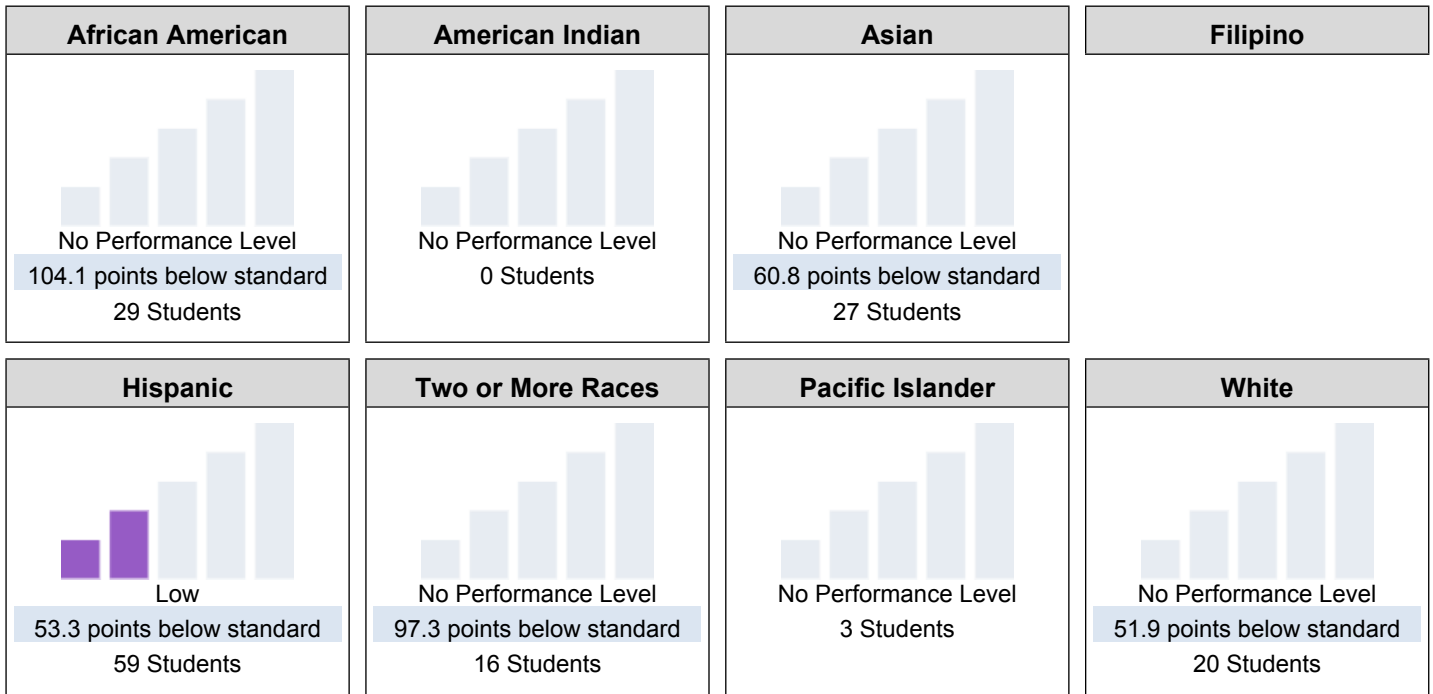
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.7 points below standard 64 Students	21.6 points above standard 11 Students	73.1 points below standard 69 Students

Conclusions based on this data:

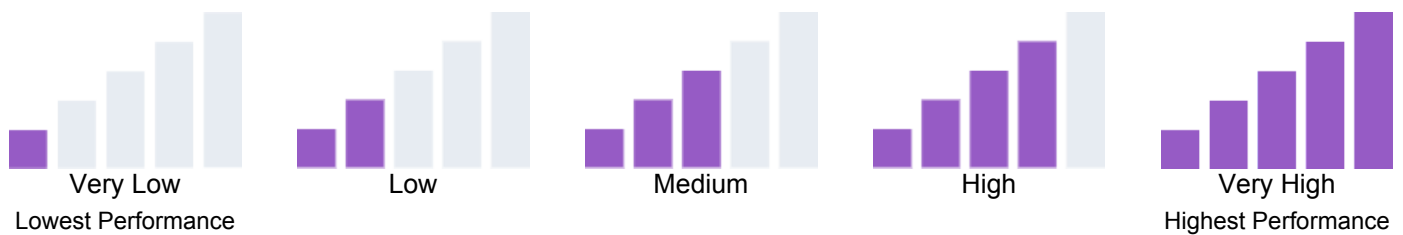
1. We noticed that the students in our subgroups identified as Title I and ATSI (African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White) continue to be very low or no performance level. We will continue to support these students with our Rtl and SIPPS/Phonics Reading blocks of time built into our school master schedule.
2. Our Hispanic students are low and continue to grow academically. We think this is due to the ELD Designated block schedule that we started last school year. This year we did our ELD Level 3/4's with our English Only students to help support them with the needed vocabulary, speaking, and listening development that we know they need based on our CAASPP Data. The teachers were supported by our Instructional Coach during these blocks of time with a focus on how to support the Level 3/4's and English Only students.
3. Our Socioeconomically Disadvantaged students also continue to struggle. We hope that support from our Community School Grant will support the families in that subgroup. We will continue to reach out to district supports like our Homeless Services, Care Solace, and MFT to bridge those resources the families need.

School and Student Performance Data

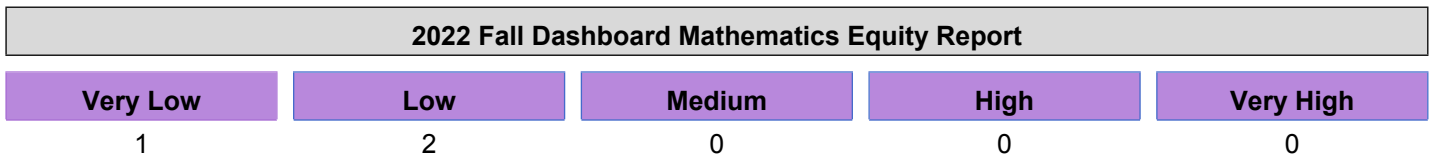
Academic Performance Mathematics

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

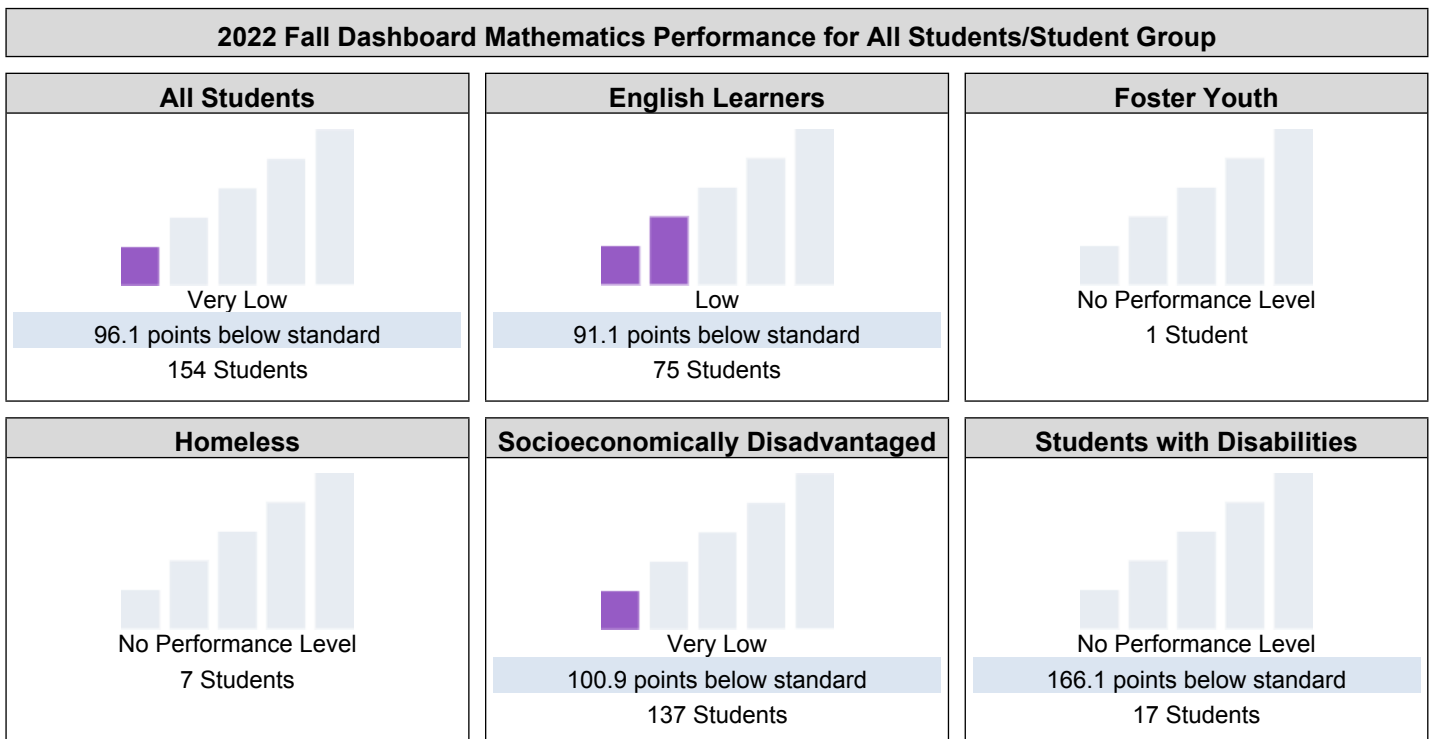
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



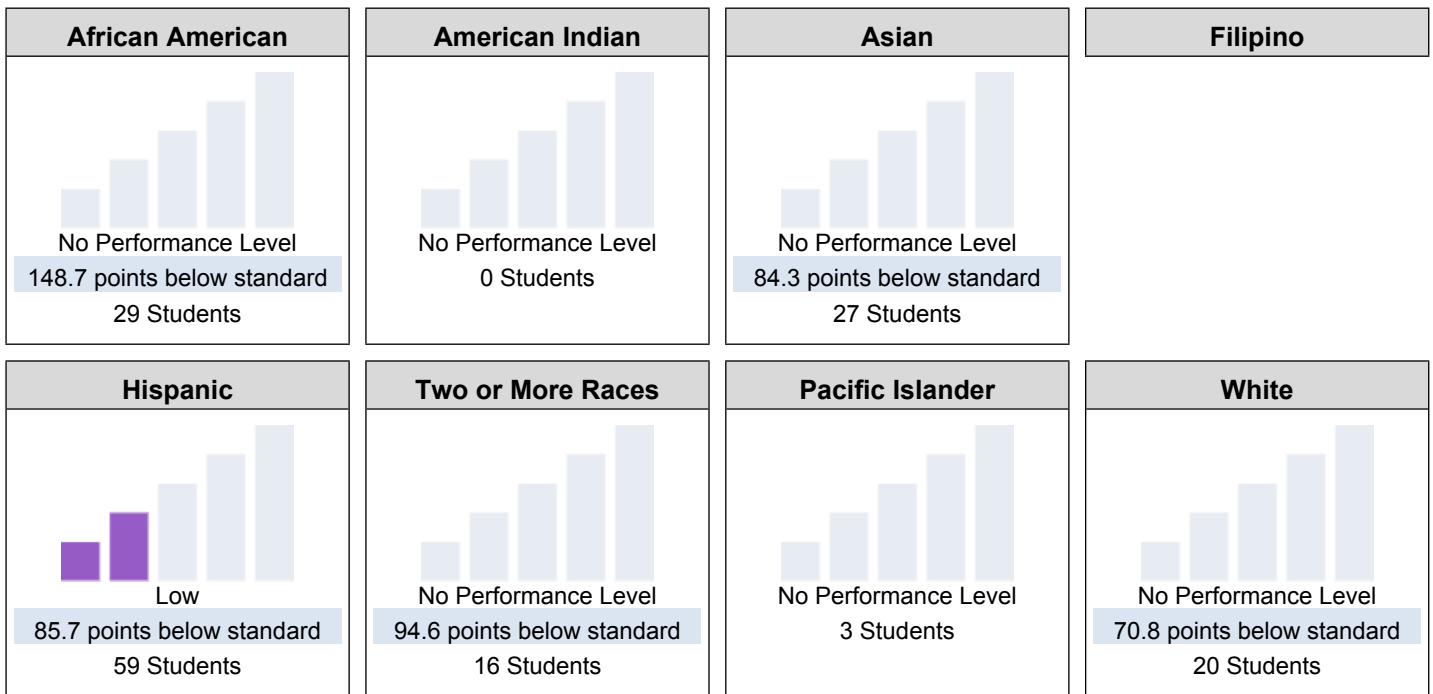
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="text-align: center;">102.8 points below standard 64 Students</p>	<p style="text-align: center;">23.0 points below standard 11 Students</p>	<p style="text-align: center;">112.4 points below standard 69 Students</p>

Conclusions based on this data:

1. We noticed that the students in our subgroups identified as Title I and ATSI (African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White) continue to be very low or no performance level. We will continue to support these students with our RtI blocks of time built into our school master schedule. Our PLC school wide focus will be on math this year with a focus on the 15 Day Challenge and our book study on Routines in Math Reasoning.
2. Our Instructional Coach will be focusing on coaching cycles with grade levels during their math blocks. The Instructional Coach will work with a grade level to talk over data that she collects during observations and how she can model teaching practices that will support them in their own classroom.
3. Our master schedule next year has grade levels working on their math at the same time. This will help with the instructional coach being able to schedule peer observations so that they are learning from each other on different math strategies that they can use in their own classrooms.

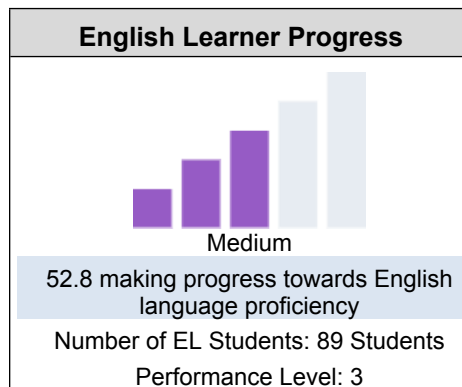
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.6%	32.6%	1.1%	51.7%

Conclusions based on this data:

1. A little over 50% of our EL students progressed one level or better on the ELPAC score. We attribute this to our new Designated ELD block schedule.
2. A little over 30% maintained their level on the ELPAC assessment. We will continue to guide those students through the language development process. We will analyze which subtest they are struggling in and support them in that area of need.
3. We will continue to have our Instructional Coach and ELD Intervention Teacher work with teachers on ELD strategies in their own classrooms.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

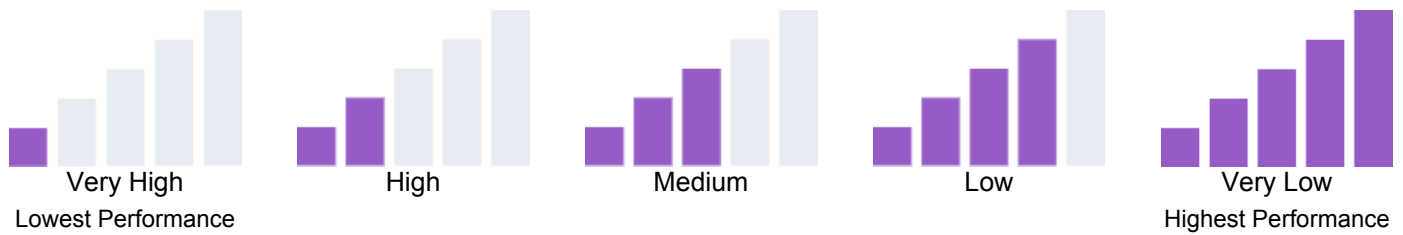
- 1.

School and Student Performance Data

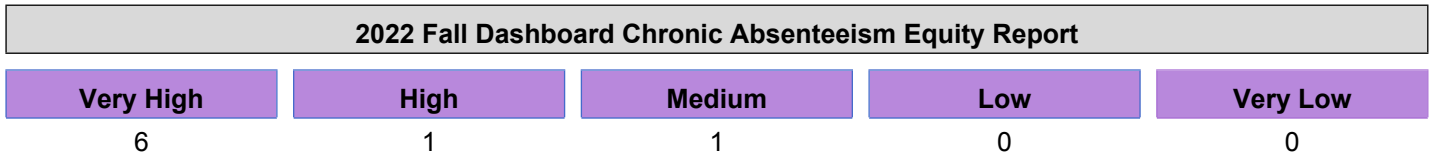
Academic Engagement Chronic Absenteeism

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

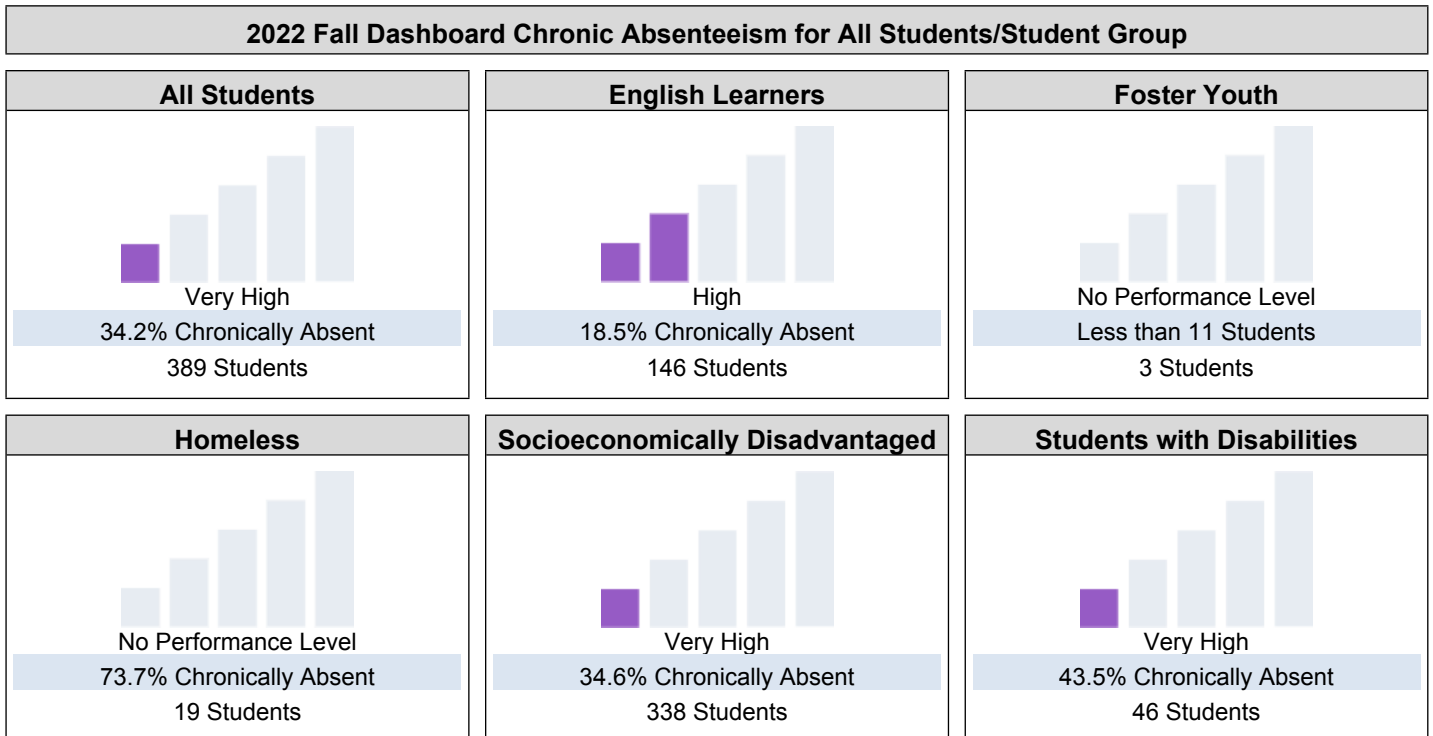
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



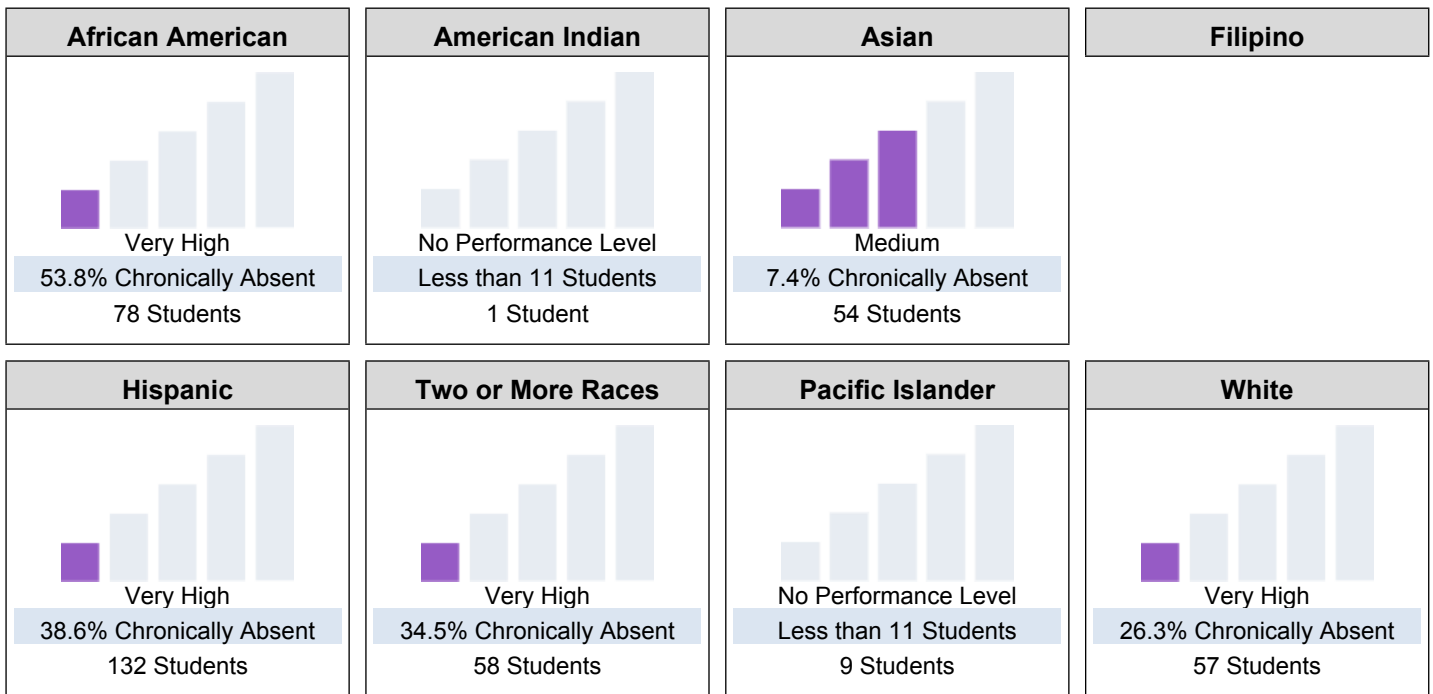
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



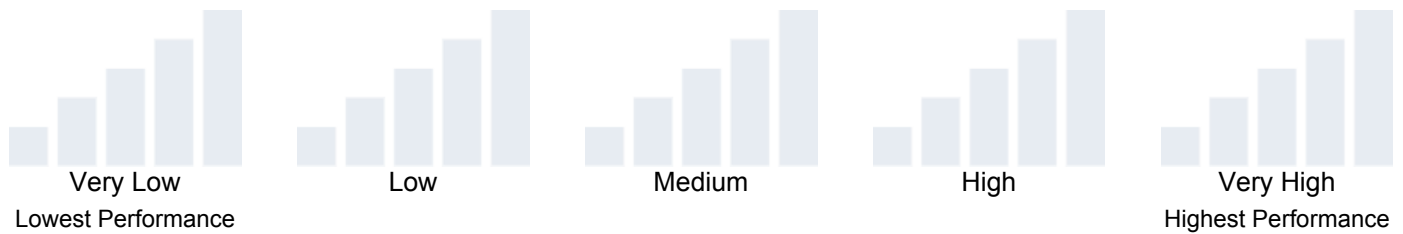
Conclusions based on this data:

1. During this time, we still continued to work with our district on COVID safety procedures and guidelines.
2. Parents continued to be concerned to be nervous about sending students to school when they had any symptoms and would keep them home for longer periods of time than we have seen before COVID.
3. We will work on a Tier 3 Attendance Team that will focus on our students who missed 25 or more school days through phone calls, home visits, and SART/SARB meetings. We will use our MFT and Care Solace to support families with social emotional and mental health needs.

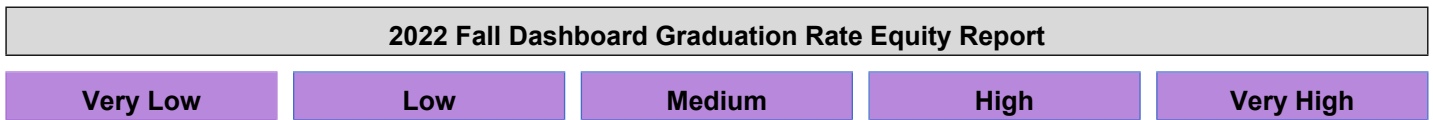
School and Student Performance Data

Academic Engagement Graduation Rate

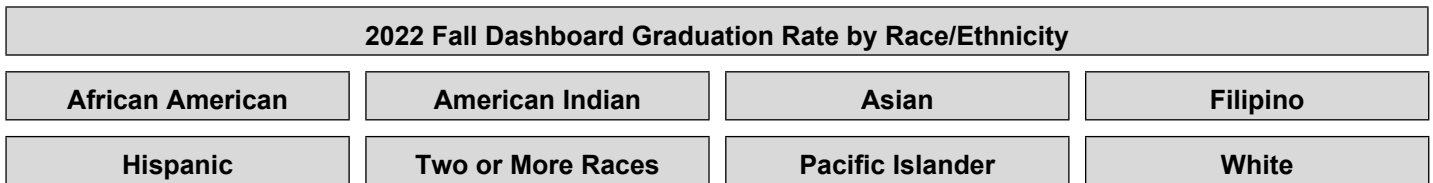
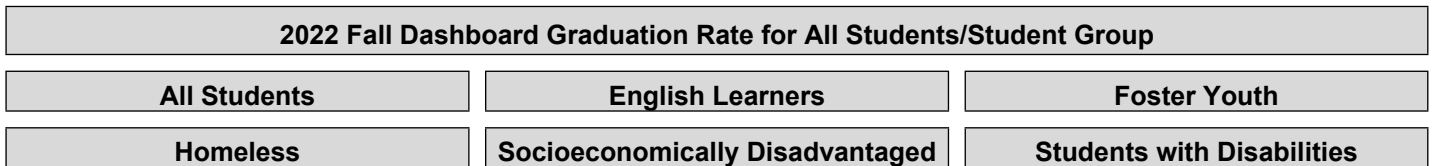
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



This section provides number of student groups in each level.



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



Conclusions based on this data:

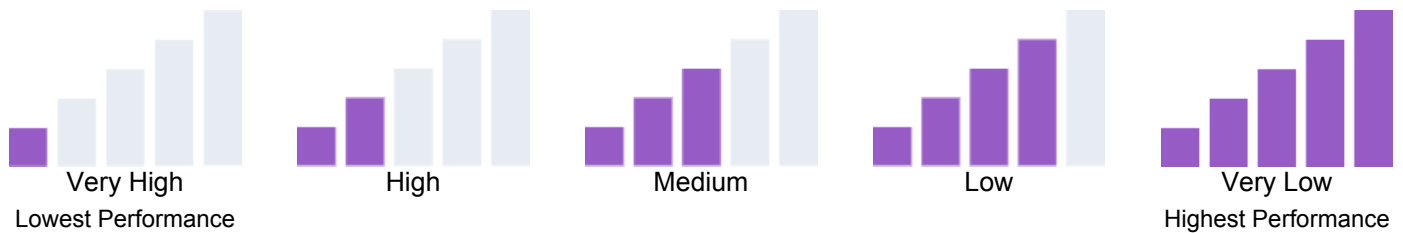
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School and Student Performance Data

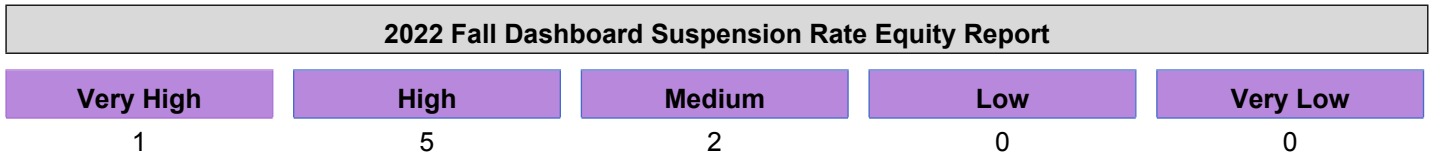
Conditions & Climate Suspension Rate

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

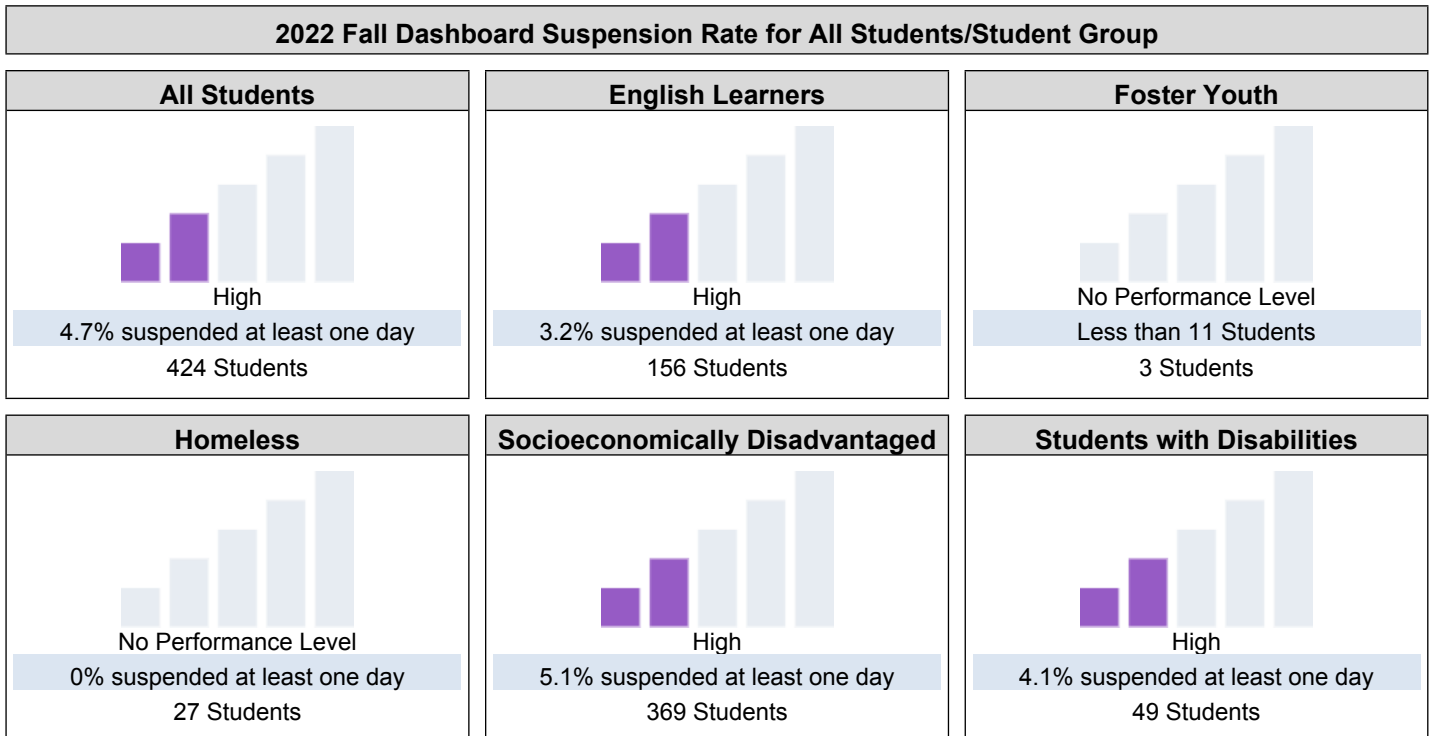
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



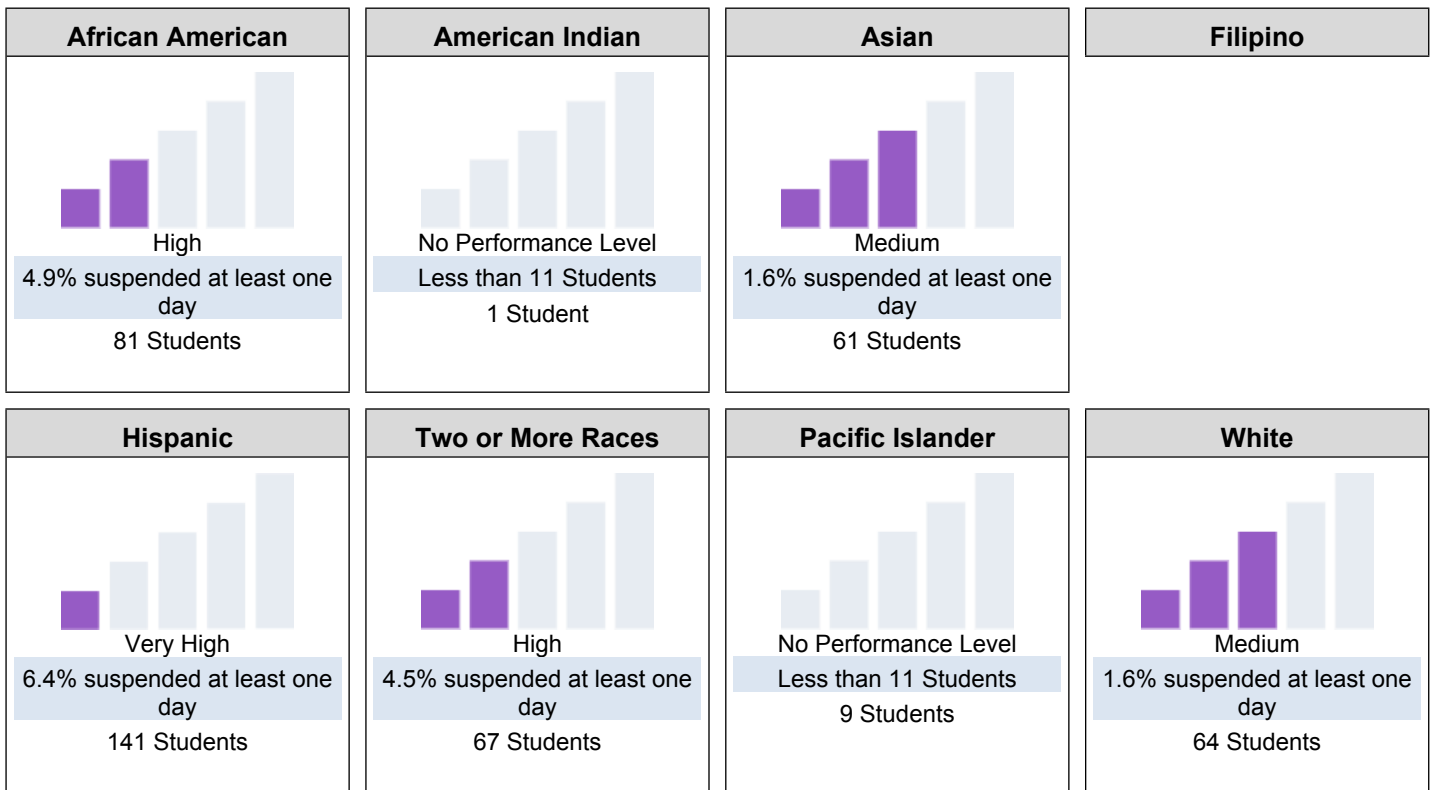
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We continue to see that our students identified Title I and ATSI (African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White) continue to be higher on our suspension rate data. We plan on continuing our equity work and building our PBIS system at our school site level.
2. Our MFT will support with behavior supports at our Tier 2 and 3 levels using stick charts, Check In/Check Out, and If/Then charts. This will target at a specific behavior focus area for the student and teacher in the classroom. The MFT will also work on small groups pushing in and pulling out to support behavior needs.
3. MFT will model and teach students and teachers about the Zones of Regulation to help our students who have exhibited signs of trauma.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students at Cordova Meadows will receive instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness.

LEA/LCAP Goal

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

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

1.2 - Maintain schools in good repair

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

1.1 Folsom-Cordova Unified School District ensures that all teachers have a valid California credential. We will use our Instructional Coach and one of our intervention teachers to support teacher and staff coaching during their week.

1.2 The head custodian and principal will conduct a monthly facility inspection and report for the district.

1.3 Support training and conversations with teachers about equity during our staff meetings. We will continue to provide diverse literary materials for classroom libraries.

Identified Need

1.1 Support first five-year teachers at Cordova Meadows.

1.2 Continue to do monthly facility inspections with the head custodian.

1.3 Create access to more diverse literary materials in classrooms and the school library.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential Audit	100% appropriately assigned	Maintain 100%
Facilities Audit	100% in good repair	Maintain 100%
Instructional Materials Audit	100% compliance	Maintain 100%

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)

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Maintain an Instructional Coach to support with teacher and yard supervisor coaching on site. She will also help support coaching with our teachers to help them with their engagement strategies, how to build and monitor leveled centers, and ELD strategies inside their classroom. She will be able to support in both our general education and our special education classrooms. She will also be supporting our highest and most struggling Tier 3 students with their reading and math 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)
22,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
8,500	Title I 3000-3999: Employee Benefits Benefits for Instructional Coach
5,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach
2,000	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

One of our Intervention teachers will focus on Rtl supports at scheduled blocks of time for each grade level. This intervention teacher will support Tier 3 academic needs for Kinder through 5th grade.

A second intervention teacher will be used to support our SIPPS and LETRS reading blocks. Each grade level will have a SIPPS or LETRS reading instruction block of time. This teacher will help to lower our classes to ensure that our students are moving towards reading at grade level. She will also help support coaching with our teachers one day a week to help teachers with their engagement strategies. She will be able to support in both our general education and our special education classrooms.

A third intervention teacher will be used to support our ELD students and their Designated ELD time. We have blocks of time built into our schedule to support every grade level with Designated ELD time. This ELD Intervention teacher will work with the grade level, Level 1's and 2's on their English proficiency while the grade levels work with their Level 3's and 4's.

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)
5800	Title I 1000-1999: Certificated Personnel Salaries Rtl Intervention Teacher
3000	Title I 3000-3999: Employee Benefits Rtl Intervention Teacher
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries Learning Loss Funds- SIPPS/LETRS Intervention Teacher
9,336	Learning Recovery 3000-3999: Employee Benefits Learning Loss Funds- SIPPS/LETRS Intervention Teacher
50,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Rtl Intervention Teacher and ELD Teacher
15,000	LCFF - Supplemental 3000-3999: Employee Benefits Rtl Intervention Teacher and ELD Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Assistant Principal- The Cordova Meadows Assistant Principal helps in many different ways on our campus. She supports our students and teachers with our school wide PBIS program and strategies. She pushes in and models Tier 3 behavior support and engagement strategies with our general and special education classrooms. She does the teacher and classified evaluations and supports the goals they have made for themselves for the year. She attends ELAC, SSC, and PTA meetings and events in order to build relationships with our families in the neighborhood. She has supported our teachers with the PLC process during collaboration time and helped engage them in conversations on how to support the student's Rtl needs. Lastly, she supports our school Student Study Team (SST) and Individual Education Plan (IEP) meetings to ensure that our students are getting their academic and social emotional needs met.

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)
30,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal
10,000	LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This strategy will support all of our 4th and 5th grade students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We are hiring another teacher to have class size reduction in 4th and 5th grade. Instead of being at 34 students to one teacher, these classrooms will be capped at 26 students with one teacher. This will give the teacher the opportunity to build stronger relationships with the students in the classroom and support small group academic needs. We have done this for one year and see a lot of growth in these classes already in both their 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)
20,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 4th/5th grade class reduction teacher
4,000	LCFF - Supplemental 3000-3999: Employee Benefits 4th/5th grade class reduction teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will meet with our grade level and intervention teams after school three to four times during the school year to participate in our ESNB meetings. The team will look at Panorama, Renaissance, Oral Fluency Passages, ELPAC, CAASPP, and other data resources to create 6-8 week goals for our students who need Rtl services, ELD needs, and social emotional needs. The teachers will also have opportunities to use a substitute to go and do observations of teachers at other sites or on our own site. This will give them the opportunity to learn new teaching strategies to support community circle, Rtl, SIPPS/LETRS, and our ELD blocks of time.

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	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries substitute pay for teacher peer observations
2,250	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ESNB after school payments for teachers
620	LCFF - Supplemental 3000-3999: Employee Benefits ESNB after school payments for teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We have several classified employees who support our students in multiple ways.

We have BIAs who are supported small groups in our classrooms. They support our ELD and Tier 3 students to access academic needs. They support our families by communicating in their home languages and help build relationships between families and the school. Some of our BIA also help support students' social/emotional needs by participating in our Check In/Check Out process for our Tier 3 behavior students.

We will also have the opportunity to pay for our classified to support at after school evening events like Back to School Night, Registration Nights, and Family Events.

Lastly, our parent coordinator has supported our families and students with PTA after school events, volunteers on our campus, and organizing other family events for our students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,698	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA's
7,087	LCFF - Supplemental 3000-3999: Employee Benefits BIA's
4,344	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
1,563	LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified extra hours for evening events
500	LCFF - Supplemental 3000-3999: Employee Benefits classified extra hours for evening events

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will support the academic needs in all of our classrooms by purchasing any class supplies they need to access the curriculum, purchasing technology needs and programs like Razz Kids and Zearn Math, and ordering more culturally diverse books for our classroom libraries.

We also send weekly positive communication to our families using postcards at our school site. We will purchase postage to help send those positive messages in the mail.

We will purchase technology², such as a computer, and plan for mileage for our new employees who are supporting our Community School grant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies books to diversify classroom libraries
4,000	LCFF - Supplemental 4000-4999: Books And Supplies classroom supplies
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures technology and computer software
200	LCFF - Supplemental 5900: Communications postage
312	California Community Schools 5000-5999: Services And Other Operating Expenditures computer equipment
225	California Community Schools 5000-5999: Services And Other Operating Expenditures mileage

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We plan on sending our staff to professional development opportunities for PLC, PBIS, ELD support, and Community Circle time. This will be an opportunity for our teachers and staff to learn engaging strategies to support our students academically and social emotionally.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures PD opportunities

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We want our students to have opportunities to gain background knowledge by going on field trips and having assemblies come on campus. We also plan on having family events in the evenings that the whole family can do STEM activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
field trips

2,000

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

This year will be supporting our students with three new supports.

Community Schools Facilitator: We will be using this new position to build our school and community engagement.

Behaviorist: We are sharing this position with another school in the district. The behaviorist will support in our general education classrooms to give Tier 2 and 3 behavior support strategies.

UC Davis PC Care: This is an in-home parent behavioral instruction program. Project Optimism: This is a youth mentoring, social skills development, and family engagement program that will be provided by diverse college age youth.

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)
17,785	California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator
6,972	California Community Schools 3000-3999: Employee Benefits Community School Facilitator
11,402	California Community Schools 1000-1999: Certificated Personnel Salaries Behavior Specialist
4,469	California Community Schools 3000-3999: Employee Benefits Behavior Specialist
18,437	California Community Schools 5800: Professional/Consulting Services And Operating Expenditures UC Davis PC Care/Project Optimism

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of the Instructional Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. Having our ELD and RtI blocks of time built into our schedules helped ensure that we were giving the students the academic support they needed. We saw increases in ELPAC and ORP scores this year. The metrics that are used to measure effectiveness show that this strategy was effective for some students. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for our students. We saw good growth with having a general education para in the classrooms to support small groups during the day.

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 are no differences in Goal 1 intended implementation and the strategies and activities.

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

We will continue to work with our EL students on vocabulary and comprehension support. We will purchase diverse texts in home languages to support both English and the student's home language.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Cordova Meadows will increase parent and student engagement and provide a safe, healthy, and positive learning environment.

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 to 95%
2.2 Continue to offer after school clubs (Art Club, BSU, Student Council, and Garden Club) to encourage students to see school as a positive place to go.
2.3-Utilize our Instructional Coach and one of our Intervention Teachers to support teachers and yard duties with Responsive Classroom strategies. Ensure that we are supporting our general education and special education classrooms.
2.4- Increase student realia with assemblies and field trips. Increase input from all parent subgroups.
2.5- Continue to utilize the partnerships in the community that we have for family support (City of Rancho Cordova, Church of Christ, Blessings in a Backpack, and Assistance League of Sacramento).
2.6 Support teachers to communicate with families through positive postcards and phone calls.

Identified Need

2.1- Use positive incentives to encourage attendance. Work with our Community Charter Liaison to support better attendance. Continue to build relationships with our Tier 3 attendance students to ensure that we are supporting their needs and why they are missing school.
2.3- Engagement in the classroom and new teachers to our staff.
2.4- Investigate ways to bring in assembly programs and field trips for our students.
2.4- Gain input from our Parent Advocacy group that is tied to our BSU. Continue to increase our parent participation in ELAC and SSC with support from our Parent Coordinator.
2.5- Find ways to get support from our community groups to meet our family needs.
2.6 Train staff on using applications like Remind or Class Dojo to increase communication with families. Continue to send positive postcards home. Encourage teachers to make one positive phone call a week to family to build relationships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	92%	95%
Suspension Rate	45 suspensions	30 suspensions
Community Partnership Events	2 events	3 events
Family Survey	1 survey	2 surveys

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Maintain an Instructional Coach to support with teacher and yard supervisor coaching on site. She will also help support coaching with our teachers to help them with their engagement strategies, how to build and monitor leveled centers, and ELD strategies inside their classroom. She will be able to support in both our general education and our special education classrooms. She will also be supporting our highest and most struggling Tier 3 students with their reading and math 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)
22,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach to support instruction and coaching
8,500	Title I 3000-3999: Employee Benefits Benefits for Instructional Coach
5,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach
2,000	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

One of our Intervention teachers will focus on Rtl supports at scheduled blocks of time for each grade level. This intervention teacher will support Tier 3 academic needs for Kinder through 5th grade.

A second intervention teacher will be used to support our SIPPS and LETRS reading blocks. Each grade level will have a SIPPS or LETRS reading instruction block of time. This teacher will help to lower our classes to ensure that our students are moving towards reading at grade level. She will also help support coaching with our teachers one day a week to help teachers with their engagement strategies. She will be able to support us in both our general education and our special education classrooms.

A third intervention teacher will be used to support our ELD students and their Designated ELD time. We have blocks of time built into our schedule to support every grade level with Designated ELD time. This ELD Intervention teacher will work with the grade level, Level 1's and 2's on their English proficiency while the grade levels work with their Level 3's and 4's.

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)
5,800	Title I 1000-1999: Certificated Personnel Salaries Rtl Intervention Teacher
3,000	Title I 3000-3999: Employee Benefits Rtl Intervention Teacher
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries Learning Loss Funds-SIPPS/LETRS Intervention Teacher
9,336	Learning Recovery 3000-3999: Employee Benefits Learning Loss Funds-SIPPS/LETRS Intervention Teacher
50,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Rtl Intervention Teacher and ELD Teacher
15,000	LCFF - Supplemental 3000-3999: Employee Benefits Rtl Intervention Teacher and ELD Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Assistant Principal- The Cordova Meadows Assistant Principal helps in many different ways on our campus. She supports our students and teachers with our school wide PBIS program and strategies. She pushes in and models Tier 3 behavior support and engagement strategies with our general and special education classrooms. She does the teacher and classified evaluations and supports the goals they have made for themselves for the year. She attends ELAC, SSC, and PTA meetings and events in order to build relationships with our families in the neighborhood. She has supported our teachers with the PLC process during collaboration time and helped engage them in conversations on how to support the students' RtI needs. Lastly, she supports our school Student Study Team (SST) and Individual Education Plan (IEP) meetings to ensure that our students are getting their academic and social emotional needs met.

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)

30,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Assistant Principal

10,000

LCFF - Supplemental
3000-3999: Employee Benefits
Assistant Principal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This strategy will support all of our 4th and 5th grade students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We are hiring another teacher to have class size reduction in 4th and 5th grade. Instead of being at 34 students to one teacher, these classrooms will be capped at 26 students with one teacher. This will give the teacher the opportunity to build stronger relationships with the students in the classroom and support small group academic needs. We have done this for one year and see a lot of growth in these classes already in both their 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)
20,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 4th/5th class size reduction teacher
4,000	LCFF - Supplemental 3000-3999: Employee Benefits 4th/5th class size reduction teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will meet with our grade level and intervention teams after school three to four times during the school year to participate in our ESNB meetings. The team will look at Panorama, Renaissance, Oral Fluency Passages, ELPAC, CAASPP, and other data resources to create 6-8 week goals for our students who need Rtl services, ELD needs, and social emotional needs. The teachers will also have opportunities to use a substitute to go and do observations of teachers at other sites or on our own site. This will give them the opportunity to learn new teaching strategies to support community circle, Rtl, SIPPS/LETRS, and our ELD blocks of time.

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	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries substitute payment for peer observations
2,250	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ESNB after school payments for teachers
620	LCFF - Supplemental 3000-3999: Employee Benefits ESNB teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We have several classified employees who support our students in multiple ways.

We have an elementary school clerk who supports our attendance needs at our school. She builds relationships with our families and staff to see the best ways to encourage students to be at school every day. They support our SART and SARBs in order to make plans on how to increase students' attendance at school.

Our health assistant supports our students when they come in to take medication, get hurt on the playground, and are not feeling well at school. She works at building relationships with our families to support them with medical needs on campus. This helps with our three Special Education classes on site.

We have added a general education para-educator position at our site this year to support small groups in our classes. This will help support our Tier 3 students in their academic and social emotional needs. This added support in the classroom helps add another person to help build relationships with our students in order for them to access their academic needs.

We will also have the opportunity to pay for our classified to support at after school evening events like Back to School Night, Registration Nights, and Family Events.

Lastly, our parent coordinator has supported our families and students with PTA after school events, volunteers on our campus, and organizing other family events for our students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,801	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk
1,727	LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk
2,228	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant
802	LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant
4,344	LCFF - Supplemental

	2000-2999: Classified Personnel Salaries Parent Coordinator
1,563	LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator
5,792	LCFF - Supplemental 2000-2999: Classified Personnel Salaries general education ParaEducator
2,000	LCFF - Supplemental 3000-3999: Employee Benefits general education ParaEducator
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified extra hours for evening events
500	LCFF - Supplemental 3000-3999: Employee Benefits classified extra hours for evening events

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will support the academic needs in all of our classrooms by purchasing any class supplies they need to access the curriculum, purchasing technology needs and programs like Razz Kids and Zearn Math, and ordering more culturally diverse books for our classroom libraries.

We also send weekly positive communication to our families using postcards at our school site. We will purchase postage to help send those positive messages in the mail.

We will purchase technology², such as a computer, and plan for mileage for our new employees who are supporting our Community School grant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies books to diversify classroom libraries
4,000	LCFF - Supplemental

	4000-4999: Books And Supplies classroom supplies
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures technology and computer software
100	LCFF - Supplemental 5900: Communications postage
312	California Community Schools 5000-5999: Services And Other Operating Expenditures computer equipment
225	California Community Schools 5000-5999: Services And Other Operating Expenditures mileage

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We plan on sending our staff to professional development opportunities for PLC, PBIS, ELD support, and Community Circle time. This will be an opportunity for our teachers and staff to learn engaging strategies to support our students academically and social emotionally.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We want our students to have opportunities to gain background knowledge by going on field trips and having assemblies come on campus. We also plan on having family events in the evenings that the whole family can do STEM activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
field trips

1,000

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

This year will be supporting our students with three new supports.

Community Schools Facilitator: We will be using this new position to build our school and community engagement.

Behaviorist: We are sharing this position with another school in the district. The behaviorist will support in our general education classrooms to give Tier 2 and 3 behavior support strategies.

UC Davis PC Care: This is an in-home parent behavioral instruction program. Project Optimism: This is a youth mentoring, social skills development, and family engagement program that will be provided by diverse college age youth.

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)

17,785

California Community Schools
2000-2999: Classified Personnel Salaries

	Community School Facilitator
6,972	California Community Schools 3000-3999: Employee Benefits Community School Facilitator
11,402	California Community Schools 1000-1999: Certificated Personnel Salaries Behavior Specialist
4,469	California Community Schools 3000-3999: Employee Benefits Behavior Specialist
18,437	California Community Schools 5800: Professional/Consulting Services And Operating Expenditures UC Davis PC Care/Project Optimism

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of the Instructional Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. The metrics that are used to measure effectiveness show that this strategy was effective for some students. We will the Instructional Coach and one of our Intervention teachers to support Responsive Classrooms, observations of teaching, and support for new to our site teachers in general education and SpEd. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for our students. Our MFT provides continued social emotional learning (SEL) support for 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 are no major differences at this time.

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

To meet Goal 2, we continue to support our students with the rewards for their behavior support charts. We also saw an increase in parents attending our evening events.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students at Cordova Meadows will receive high quality classroom instruction and access to a broad course of study.

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- Support teachers with our equity work, SEL, and Language Essentials for Teachers of Reading & Spelling (LETRS) training this year.
 3.2- Provide grade level time for PLC and Rtl at staff meetings. Teams will support each other on the PLC process and suggestions on deafferented instruction for the Tier 2 and 3 students they bring up to the Rtl team. Intervention teachers, Instructional coaches, principals, and Assistant Principals will also support during these meetings. We will use time after school to meet with teachers for ECBN three to four times a year.
 3.3- Utilize one of our intervention teachers to support our ELD designated center time. The team built 40-minute blocks for each teacher to give academic support to the different leveled EL groups. Give blocks of time to work with our Newcomer students during the day.
 3.4- Increase our STEM activities in the classroom and after school programs.

Identified Need

3.1- Use a staff meeting time to support our district's and schools' PD needs. Also, create Study Buddy groups to support teachers in the LETRS program.
 3.2- Support new Cordova Meadows teachers with the PLC process and Responsive Classroom.
 3.3- Find vocabulary materials for our Newcomer and ELPAC Level 1-2 EL students. Utilize district purchased materials like Rosetta Stone.
 3.4- Research STEM activities for at school and our student clubs (BSU, Art Club, Student Council, Garden Club). Find STEM field trips for our whole school assemblies or evening parent events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	School Improvement Grant Professional Development	Maintain professional development opportunities
EL Instructional Strategies	Integrated and designated ELD within curriculum	Professional development opportunities for integrated and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		designated ELD within curriculum
Access to STEM	2 activities	3 activities

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)

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Maintain an Instructional Coach to support with teacher and yard supervisor coaching on site. She will also help support coaching with our teachers to help them with their engagement strategies, how to build and monitor leveled centers, and ELD strategies inside their classroom. She will be able to support in both our general education and our special education classrooms. She will also be supporting our highest and most struggling Tier 3 students with their reading and math 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)
22,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for intervention and coaching
8,500	Title I 3000-3999: Employee Benefits Benefits for Instructional Coach
4,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach
2,000	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

One of our Intervention teachers will focus on Rtl supports at scheduled blocks of time for each grade level. This intervention teacher will support Tier 3 academic needs for Kinder through 5th grade.

A second intervention teacher will be used to support our SIPPS and LETRS reading blocks. Each grade level will have a SIPPS or LETRS reading instruction block of time. This teacher will help to lower our classes to ensure that our students are moving towards reading at grade level. She will also help support coaching with our teachers one day a week to help teachers with their engagement strategies. She will be able to support us in both our general education and our special education classrooms.

A third intervention teacher will be used to support our ELD students and their Designated ELD time. We have blocks of time built into our schedule to support every grade level with Designated ELD time. This ELD Intervention teacher will work with the grade level, Level 1's and 2's on their English proficiency while the grade levels work with their Level 3's and 4's.

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)
5,800	Title I 1000-1999: Certificated Personnel Salaries Rtl Intervention Teacher
3,000	Title I 3000-3999: Employee Benefits Rtl Intervention Teacher
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries Learning Loss Funds-SIPPS/LETRS Intervention Teacher
9,336	Learning Recovery 3000-3999: Employee Benefits Learning Loss Funds-SIPPS/LETRS Intervention Teacher
30,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Rtl Intervention Teacher and ELD Teacher
15,000	LCFF - Supplemental 3000-3999: Employee Benefits Rtl Intervention Teacher and ELD Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Assistant Principal- The Cordova Meadows Assistant Principal helps in many different ways on our campus. She supports our students and teachers with our school wide PBIS program and strategies. She pushes in and models Tier 3 behavior support and engagement strategies with our general and special education classrooms. She does the teacher and classified evaluations and supports with the goals they have made for themselves for the year. She attends ELAC, SSC, and PTA meetings and events in order to build relationships with our families in the neighborhood. She has supported our teachers with the PLC process during collaboration time and helped engage them in conversations on how to support the student's RtI needs. Lastly, she supports our school Student Study Team (SST) and Individual Education Plan (IEP) meetings to ensure that our students are getting their academic and social emotional needs met.

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)

15,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Assistant Principal

10,000

LCFF - Supplemental
3000-3999: Employee Benefits
Assistant Principal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This strategy will support all of our 4th and 5th grade students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We are hiring another teacher to have class size reduction in 4th and 5th grade. Instead of being at 34 students to one teacher, these classrooms will be capped at 26 students with one teacher. This will give the teacher the opportunity to build stronger relationships with the students in the classroom and support small group academic needs. We have done this for one year and see a lot of growth in these classes already in both their 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)
10,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 4th/5th grade class size reduction
4,000	LCFF - Supplemental 3000-3999: Employee Benefits 4th/5th grade class size reduction

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will meet with our grade level and intervention teams after school three to four times during the school year to participate in our ESNB meetings. The team will look at Panorama, Renaissance, Oral Fluency Passages, ELPAC, CAASPP, and other data resources to create 6-8 week goals for our students who need Rtl services, ELD needs, and social emotional needs. The teachers will also have opportunities to use a substitute to go and do observations of teachers at other sites or on our own site. This will give them the opportunity to learn new teaching strategies to support community circle, Rtl, SIPPS/LETRS, and our ELD blocks of time.

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	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries substitute teacher for teacher peer observations
2,250	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ESNB after school payments for teachers
620	LCFF - Supplemental 3000-3999: Employee Benefits ESNB teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We have several classified employees who support our students in multiple ways.

We have BIAs who are supported small groups in our classrooms. They support our ELD and Tier 3 students to access academic needs. They support our families by communicating in home languages and help build relationships between families and the school. Some of our BIA also help support students' social/emotional needs by participating in our Check In/Check Out process for our Tier 3 behavior students.

We have added a general education para-educator position at our site this year to support small groups in our classes. This will help support our Tier 3 students in their academic and social emotional needs. This added support in the classroom helps add another person to help build relationships with our students in order for them to access their academic needs.

We will also have the opportunity to pay for our classified to support at after school evening events like Back to School Night, Registration Nights, and Family Events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,698	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA's
7,087	LCFF - Supplemental 3000-3999: Employee Benefits BIA's
5,792	LCFF - Supplemental 2000-2999: Classified Personnel Salaries general education ParaEducator
2,000	LCFF - Supplemental 3000-3999: Employee Benefits general education ParaEducator
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified extra hours for evening events
200	LCFF - Supplemental 3000-3999: Employee Benefits classified extra hours for evening events

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will support the academic needs in all of our classrooms by purchasing any class supplies they need to access the curriculum, purchasing technology needs and programs like Razz Kids and Zearn Math, and ordering more culturally diverse books for our classroom libraries.

We also send weekly positive communication to our families using postcards at our school site. We will purchase postage to help send those positive messages in the mail.

We will purchase technology², such as a computer, and plan for mileage for our new employees who are supporting our Community School grant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies books to diversify classroom libraries
4,000	LCFF - Supplemental 4000-4999: Books And Supplies classroom supplies
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures technology and computer software
100	LCFF - Supplemental 5900: Communications postage
312	California Community Schools 5000-5999: Services And Other Operating Expenditures computer equipment
225	California Community Schools 5000-5999: Services And Other Operating Expenditures mileage

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We plan on sending our staff to professional development opportunities for PLC, PBIS, ELD support, and Community Circle time. This will be an opportunity for our teachers and staff to learn engaging strategies to support our students academically and social emotionally.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,401

Source(s)

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We want our students to have opportunities to gain background knowledge by going on field trips and having assemblies come on campus. We also plan on having family events in the evenings that the whole family can do STEM activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
field trips

1,000

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

This year will be supporting our students with three new supports.

Community Schools Facilitator: We will be using this new position to build our school and community engagement.

Behaviorist: We are sharing this position with another school in the district. The behaviorist will support in our general education classrooms to give Tier 2 and 3 behavior support strategies.

UC Davis PC Care: This is an in-home parent behavioral instruction program. Project Optimism: This is a youth mentoring, social skills development, and family engagement program that will be provided by diverse college age youth.

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)
17,785	California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator
6,972	California Community Schools 3000-3999: Employee Benefits Community School Facilitator
11,402	California Community Schools 1000-1999: Certificated Personnel Salaries Behavior Specialist
4,469	California Community Schools 3000-3999: Employee Benefits Behavior Specialist
18,437	California Community Schools 5800: Professional/Consulting Services And Operating Expenditures UC Davis PC Care/Project Optimism

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of the Instructional Support Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. The metrics that are used to measure effectiveness show that this strategy was effective for some students. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for 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.

We saw an increase in our ELPAC scores at the end of last year after creating our designated ELD blocks in our school wide schedule.

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 focus on professional development opportunities using designated and integrated ELD curriculum, Responsive Classroom, LETRS, and math strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students at Cordova Meadows will be monitored for success using assessment results.

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

Implementation of engaging high-quality instruction for all students in all areas of the curriculum. Monitor all students during weekly vertical grade level RtI and PLC meetings. Increase our ELPAC, CAASPP, Panorama, and Renaissance scores.

Identified Need

4.1 - 4.5

Our school will provide time to monitor student learning and mastery of essential skills in reading, writing, and math. We will participate in District progress assessments, plan time to look at assessment results, and make informed decisions about the next steps in learning for students. Teachers will be provided PLC and RtI time three times a month at staff meetings so that teachers may plan instruction, common formative assessments, and Multiple Tiers of Systematic Support (MTSS) time. The teachers will decide how students will get support when they are not making their goals on the essential standards. Students who are not making progress will be discussed at the RtI time during our PLC and RtI team meetings. They will strategize ways to support the students in math or language arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2023 CAASPP results	Increase by 2%
Renaissance	Fall 2023 Diagnostic results	Increase by 2%
ELPAC	ELPAC 2023 results	Increase by 2%
Panorama	Spring 2023 SEL data	Increase by 2%

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)

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Maintain an Instructional Coach to support with teacher and yard supervisor coaching on site. She will also help support coaching with our teachers to help them with their engagement strategies, how to build and monitor leveled centers, and ELD strategies inside their classroom. She will be able to support in both our general education and our special education classrooms. She will also be supporting our highest and most struggling Tier 3 students with their reading and math 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)

22,764

Title I
1000-1999: Certificated Personnel Salaries
Academic Support Coach to support early identification of deficits and facilitate Every Student By Name

9,293

Title I
3000-3999: Employee Benefits
Benefits for Instructional Coach

3,171

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Instructional Coach

731

LCFF - Supplemental
3000-3999: Employee Benefits
Instructional Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

One of our Intervention teachers will focus on Rtl supports at scheduled blocks of time for each grade level. This intervention teacher will support Tier 3 academic needs for Kinder through 5th grade.

A second intervention teacher will be used to support our SIPPS and LETRS reading blocks. Each grade level will have a SIPPS or LETRS reading instruction block of time. This teacher will help to lower our classes to ensure that our students are moving towards reading at grade level. She will also help support coaching with our teachers one day a week to help teachers with their engagement strategies. She will be able to support us in both our general education and our special education classrooms.

A third intervention teacher will be used to support our ELD students and their Designated ELD time. We have blocks of time built into our schedule to support every grade level with Designated ELD time. This ELD Intervention teacher will work with the grade level, Level 1's and 2's on their English proficiency while the grade levels work with their Level 3's and 4's.

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)
6,388	Title I 1000-1999: Certificated Personnel Salaries RtI Intervention Teacher
2,503	Title I 3000-3999: Employee Benefits RtI Intervention Teacher
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries Learning Loss Funds-SIPPS/LETRS Intervention Teacher
9,337	Learning Recovery 3000-3999: Employee Benefits Learning Loss Funds-SIPPS/LETRS Intervention Teacher
3,284	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries RtI Intervention Teacher and ELD Teacher
10,710	LCFF - Supplemental 3000-3999: Employee Benefits RtI Intervention Teacher and ELD Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

Assistant Principal- The Cordova Meadows Assistant Principal helps in many different ways on our campus. She supports our students and teachers with our school wide PBIS program and strategies. She pushes in and models Tier 3 behavior support and engagement strategies with our general and special education classrooms. She does the teacher and classified evaluations and supports the goals they have made for themselves for the year. She attends ELAC, SSC, and PTA meetings and events in order to build relationships with our families in the neighborhood. She has supported our teachers with the PLC process during collaboration time and helped engage them in conversations on how to support the students Rtl needs. Lastly, she supports our school Student Study Team (SST) and Individual Education Plan (IEP) meetings to ensure that our students are getting their academic and social emotional needs met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,167	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal
1,554	LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially our 4th and 5th grade students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We are hiring another teacher to have class size reduction in 4th and 5th grade. Instead of being at 34 students to one teacher, these classrooms will be capped at 26 students with one teacher. This will give the teacher the opportunity to build stronger relationships with the students in the classroom and support small group academic needs. We have done this for one year and see a lot of growth in these classes already in both their 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)
8,360	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 4th/5th class size reduction teacher
1,870	LCFF - Supplemental

3000-3999: Employee Benefits
4th/5th class size reduction teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will meet with our grade level and intervention teams after school three to four times during the school year to participate in our ESNB meetings. The team will look at Panorama, Renaissance, Oral Fluency Passages, ELPAC, CAASPP, and other data resources to create 6-8 week goals for our students who need Rtl services, ELD needs, and social emotional needs. The teachers will also have opportunities to use a substitute to go and do observations of teachers at other sites or on our own site. This will give them the opportunity to learn new teaching strategies to support community circle, Rtl, SIPPS/LETRS, and our ELD blocks of time.

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)

500

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
substitute payments for teacher peer
observations

2,250

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
ESBN after schoolteacher payments

620

LCFF - Supplemental
3000-3999: Employee Benefits
ESBN for teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We have several classified employees who support our students in multiple ways.

We have BIAs who are supported small groups in our classrooms. They support our ELD and Tier 3 students to access academic needs. They support our families by communicating in home languages and help build relationships between families and the school. Some of our BIA also help

support students' social/emotional needs by participating in our Check In/Check Out process for our Tier 3 behavior students.

We have an elementary school clerk who supports our attendance needs at our school. She builds relationships with our families and staff to see the best ways to encourage students to be at school every day. They support our SART and SARBs in order to make plans on how to increase students' attendance at school.

Our health assistant supports our students when they come in to take medication, get hurt on the playground, and are not feeling well at school. She works at building relationships with our families to support them with medical needs on campus. This helps with our three Special Education classes on site.

We have added a general education para-educator position at our site this year to support small groups in our classes. This will help support our Tier 3 students in their academic and social emotional needs. This added support in the classroom helps add another person to help build relationships with our students in order for them to access their academic needs.

We will also have the opportunity to pay for our classified to support at after school evening events like Back to School Night, Registration Nights, and Family Events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,700	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA
7,089	LCFF - Supplemental 3000-3999: Employee Benefits BIA
4,802	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk
1,728	LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk
2,229	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant
802	LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant
5,792	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	General Education ParaEducator
2,252	LCFF - Supplemental 3000-3999: Employee Benefits General Education ParaEducator
1,067	LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified to attend evening events for families
265	LCFF - Supplemental 3000-3999: Employee Benefits classified to attend evening events for families

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We will support the academic needs in all of our classrooms by purchasing any class supplies they need to access the curriculum, purchasing technology needs and programs like Razz Kids and Zearn Math, and ordering more culturally diverse books for our classroom libraries.

We also send weekly positive communication to our families using postcards at our school site. We will purchase postage to help send those positive messages in the mail.

We will purchase technology², such as a computer, and plan for mileage for our new employees who are supporting our Community School grant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies books to diversify classroom libraries
3,000	LCFF - Supplemental 4000-4999: Books And Supplies classroom supplies
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures technology and computer software
100	LCFF - Supplemental

	5900: Communications postage
314	California Community Schools 5000-5999: Services And Other Operating Expenditures computer equipment
225	California Community Schools 5000-5999: Services And Other Operating Expenditures mileage

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We plan on sending our staff to professional development opportunities for PLC, PBIS, ELD support, and Community Circle time. This will be an opportunity for our teachers and staff to learn engaging strategies to support our students academically and social emotionally.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
PD opportunities

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

We want our students to have opportunities to gain background knowledge by going on field trips and having assemblies come on campus. We also plan on having family events in the evenings that the whole family can do STEM activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,424	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures field trips
1,424	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures assemblies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African Americans, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races, and White.

Strategy/Activity

This year will be supporting our students with three new supports.

Community Schools Facilitator: We will be using this new position to build our school and community engagement.

Behaviorist: We are sharing this position with another school in the district. The behaviorist will support in our general education classrooms to give Tier 2 and 3 behavior support strategies.

UC Davis PC Care: This is an in-home parent behavioral instruction program. project Optimism: This is a youth mentoring, social skills development, and family engagement program that will be provided by diverse college age youth.

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)
17,787	California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator
6,972	California Community Schools 3000-3999: Employee Benefits Community School Facilitator
11,402	California Community Schools

	1000-1999: Certificated Personnel Salaries Behavior Specialist
4,471	California Community Schools 3000-3999: Employee Benefits Behavior Specialist
18,439	California Community Schools 5800: Professional/Consulting Services And Operating Expenditures UC Davis PC Care/Project Optimism

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of the Instructional Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. The Instructional Coach and Intervention Teacher will support our teachers with Responsive Classroom strategies. The metrics that are used to measure effectiveness show that this strategy was effective for some students. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for 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 significant differences in Goal 4 intended implementation and the strategies and activities.

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

We will continue to focus our intervention support student reading and math skills. Support with our student engagement and community circle SEL needs.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,142,405.00

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	\$158,848.00

Subtotal of additional federal funds included for this school: \$158,848.00

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

State or Local Programs	Allocation (\$)
California Community Schools	\$238,416.00
LCFF - Supplemental	\$612,528.00
Learning Recovery	\$132,613.00

Subtotal of state or local funds included for this school: \$983,557.00

Total of federal, state, and/or local funds for this school: \$1,142,405.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	158,848	0.00
LCFF - Supplemental	612,528	0.00
Learning Recovery	132,613	0.00
California Community Schools	238,416	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	238,416.00
LCFF - Supplemental	612,528.00
Learning Recovery	132,613.00
Title I	158,848.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	564,410.00
2000-2999: Classified Personnel Salaries	174,429.00
3000-3999: Employee Benefits	276,917.00
4000-4999: Books And Supplies	24,000.00
5000-5999: Services And Other Operating Expenditures	17,998.00
5800: Professional/Consulting Services And Operating Expenditures	84,151.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	California Community Schools	45,608.00
2000-2999: Classified Personnel Salaries	California Community Schools	71,142.00
3000-3999: Employee Benefits	California Community Schools	45,766.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	2,150.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	73,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	310,982.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	103,287.00
3000-3999: Employee Benefits	LCFF - Supplemental	147,510.00
4000-4999: Books And Supplies	LCFF - Supplemental	24,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,848.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,401.00
5900: Communications	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00
1000-1999: Certificated Personnel Salaries	Title I	112,552.00
3000-3999: Employee Benefits	Title I	46,296.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	320,317.00
Goal 2	307,782.00
Goal 3	274,203.00
Goal 4	240,103.00

School Site Council Membership

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

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

Name of Members	Role
Amber Fontaine	Principal
Jennifer Holly	Other School Staff
Jim Cagney	Classroom Teacher
Kim Bland	Parent or Community Member
Aundria Perez	Classroom Teacher
	Parent or Community Member
Kelly Hill	Parent or Community Member
Rosa Zepeda	Parent or Community Member
Sara Mejia	Parent or Community Member
Crecenciana Jimenez	Parent or Community Member
	Other School Staff
Karen Gilliland	Classroom Teacher

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Amber Fontaine	Principal
Jim Cagney	Classroom Teacher
Aundria Perez	Classroom Teacher
Andrea Rodriguez	Principal
Maria De La Torre	Other School Staff
Crecenciana Jimenez	Parent or Community Member
Rosa Zepeda	Parent or Community Member
Sara Mejia	Parent or Community Member
Karen Gilliland	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 May 16, 2023.

Attested:



Principal, Amber Fontaine on 5/16/23



SSC Chairperson, Kelly Hill on 5/16/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Cordova Meadows Elementary

2550 La Loma Drive
Rancho Cordova, CA 95760
(916)294-9120

NOTICE OF ELAC MEETING

OPEN TO THE PUBLIC

March 21, 2023

6pm In Person in our ASES class

Please email afontain@fcusd.org for questions

1. Welcome and Introductions
2. Murals Update
3. Planning SSC and ELAC Officer Elections for next school year.
4. Supplemental and Title I dollars for 2023/24 Year
5. Smart Goals Update
6. Community School Dollars
7. Good of the order

Cordova Meadows Elementary

2550 La Loma Drive
Rancho Cordova, CA 95760
(916)294-9120

AVISO DE REUNIÓN DE ELAC

ABIERTO AL PÚBLICO

21 de marzo de 2023

6 p.m. presencial en nuestro salón de clases de ASES

Si tiene preguntas, por favor envíe un correo electrónico a

afountain@fcusd.org

1. Bienvenida y presentaciones
2. Actualización de murales
3. Planificación del Consejo Estudiantil de la Escuela (SSC, por sus siglas en inglés) y las elecciones de oficiales del Comité Asesor de los Aprendices del inglés (ELAC, por sus siglas en inglés) para el próximo año escolar.
4. Fondos Suplementarios y del Título I para el año escolar 2023/24
5. Actualización de la metas específicas, medibles, alcanzables y realistas (SMART, por sus siglas en inglés)
6. Fondos de la Escuela Comunitaria
7. ¿Algo más que los participantes quieran agregar?

Cordova Meadows Elementary

2550 La Loma Drive
Rancho Cordova, CA 95760
(916)294-9120

NOTICE OF SSC MEETING

OPEN TO THE PUBLIC

March 21, 2023

6pm In Person in our ASES class

Please email afontain@fcusd.org for questions

1. Welcome and Introductions
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2550 La Loma Drive
Rancho Cordova, CA 95760
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AVISO DE REUNIÓN DE SSC

ABIERTO AL PÚBLICO

21 de marzo de 2023

6 p.m. presencial en nuestro salón de clases de ASES

Si tiene preguntas, por favor envíe un correo electrónico a

afontain@fcusd.org

1. Bienvenida y presentaciones
2. Actualización de murales
3. Planificación del Consejo Estudiantil de la Escuela (SSC, por sus siglas en inglés) y las elecciones de oficiales del Comité Asesor de los Aprendices del inglés (ELAC, por sus siglas en inglés) para el próximo año escolar.
4. Fondos Suplementarios y del Título I para el año escolar 2023/24
5. Actualización de la metas específicas, medibles, alcanzables y realistas (SMART, por sus siglas en inglés)
6. Fondos de la Escuela Comunitaria
7. ¿Algo más que los participantes quieran agregar?

Cordova Meadows Elementary

2550 La Loma Drive
Rancho Cordova, CA 95760
(916)294-9120

SSC/ELAC/PTA MEETING 3/21/23- MINUTES

Attendees

- Kelly Hill
- Aundria Perez
- Maria De la Torre
- Jenn Holly
- Sarai Mejia
- Kimberly Bland
- Jim Cagney
- Amber Fontaine
- Andrea Rodriguez

Welcome and Introductions

- Discussed

PTA

- Looking for president/secretary/membership chair/reflection chair/historian/parliamentarian
- Deadline 3/24
- Elections 3/28
- Volleyball net for recess
- Garden supplies
 - Mindful eating
 - Soil born
 - Reflection/calm down area

Murals Update

- Applied for grants - waiting on this
- Quote: \$6500

Planning SSC and ELAC Officer Elections for next school year.

- We will vote in the next meeting on ELAC/SSC officers.
- Explained the new process and getting 23-24 SPSA voted on at the next meeting.

Supplemental and Title I dollars for 2023/24 Year

- Went over what supplemental plans are.
- Discussed how CME is spending supplemental and title one funds.
 - Interventions/Instructional Coach
 - PDs, ECBN, Books, Supplies

Smart Goals Update

- Shared our improvement on attendance.

Community School Dollars

- Shared what Community Schools are
- Discussed timeline of grant and when we should hear back
- Make sure to include families in the wellness center name.
- Discussed how we will use the money.

Good of the order

- Staff against students game at the end of the year?

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MINUTAS DE LA REUNIÓN DEL SSC/ELAC/PTA DEL 21 DE MARZO DEL 2023

Asistentes

- Kelly Hill
- Aundria Perez
- Maria De la Torre
- Jenn Holly
- Sarai Mejia
- Kimberly Bland
- Jim Cagney
- Amber Fontaine
- Andrea Rodriguez

Bienvenida y presentaciones

- Se comentó acerca de:

Asociación de padres y maestros (PTA, por sus siglas en inglés)

- Se busca presidente/secretario/presidente de membresía/presidente de reflexión/historiador/parlamentario
- Fecha límite 24 de marzo
- Elecciones 28 de marzo
- Red de voleibol para el recreo
- Suministros de jardín
 - Comer conscientemente
 - Engendrado del suelo
 - Área de reflexión/calma

Actualización de murales

- Se aplicó por subvenciones - esperando respuesta

- Cotización: \$6500

Planificación del Consejo Estudiantil de la Escuela (SSC, por sus siglas en inglés) y las elecciones de oficiales del Comité Asesor de los Aprendices del inglés (ELAC, por sus siglas en inglés) para el próximo año escolar.

- Votaremos en la próxima reunión sobre los funcionarios de ELAC/SSC.
- Se explicó el nuevo proceso y el lograr que se vote por el SPSA del 23 - 24 en la próxima reunión.

Fondos Suplementarios y del Título I para el año escolar 2023/24

- Se revisó lo que son los planes suplementarios.
- Se explicó como CME esta gastando los fondos suplementarios y de título I
 - Intervenciones/Entrenador de instrucciones
 - PDs, ECBN, Libros, Suministros

Actualización de la metas específicas, medibles, alcanzables y realistas (SMART, por sus siglas en inglés)

- Compartimos nuestro progreso en cuanto a la asistencia.

Fondos de la Escuela Comunitaria

- Hablamos de que es una Escuela Comunitaria.
- Se comentó el cronograma de una subvención y cuando deberíamos recibir una respuesta.
- Asegurarse de incluir las familias en el nombre del centro de bienestar.
- Comentamos acerca de cómo usaremos los fondos o el dinero.

¿Algo más que los participantes quieran agregar?

- El personal en contra de los juegos de los estudiantes a fin de año.

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NOTICE OF ELAC MEETING

OPEN TO THE PUBLIC

May 16, 2023

6pm In Person in our ASES class

Please email afontain@fcusd.org for questions

1. Welcome and Introductions
2. 2023/24 SPSA Approval
3. PTA Officer Voting
4. Good of the order

Cordova Meadows Elementary

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AVISO DE REUNIÓN DE ELAC

ABIERTO AL PÚBLICO

16 de mayo del 2023

6 p.m. presencial en nuestro salón de clases de ASES

Si tiene preguntas, por favor envíe un correo electrónico a

afontain@fcusd.org

1. Bienvenida y presentaciones
2. Aprobación del SPSA 2023/24
3. Votación de los funcionarios de la Asociación de padres y maestros (PTA, por sus siglas en inglés)
4. ¿Algo más que los participantes quieran agregar?

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NOTICE OF SSC MEETING

OPEN TO THE PUBLIC

May 16, 2023

6pm In Person in our ASES class

Please email afontain@fcusd.org for questions

1. Welcome and Introductions
2. 2023/24 SPSA Approval
3. PTA Officer Voting
4. Good of the order

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AVISO DE REUNIÓN DE SSC

ABIERTO AL PÚBLICO

16 de mayo del 2023

6 p.m. presencial en nuestro salón de clases de ASES

Si tiene preguntas, por favor envíe un correo electrónico a

afontain@fcusd.org

1. Bienvenida y presentaciones
2. Aprobación del SPSA 2023/24
3. Votación de los funcionarios de la Asociación de padres y maestros (PTA, por sus siglas en inglés)
4. ¿Algo más que los participantes quieran agregar?

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SSC/ELAC MEETING 5/16/23- MINUTES

Attendees

- Lorena Arriaga
- Natalie Baveren
- Blanca Luna
- Erin Xiong
- Mariana Cardona
- Anna Jimenez
- Erick Solozam
- Francisco Cardona
- Dania Aragon
- Eddy Figueroa
- Margarita Serrano
- Aundria Perez
- Maria De la Torre
- Jenn Holly
- Kimberly Bland
- Jim Cagney
- Amber Fontaine
- Andrea Rodriguez

-Called the meeting to order at 6:00 pm.

-PTA went over the candidates who are running for PTA roles. We voted and all positions were voted and approved.

-We talked about how we are spending the Title I funds on a part of an intervention teacher and academic coach. SSC and ELAC approved the spending of Title I funds in this manner.

-We went over all of the ways that we are spending district and site supplemental funds. This includes paying for intervention teachers, class size reduction teachers, assistant principal, ESNB after school meetings, school attendance clerk time, BIA time, 4 hour para educator, health clerk, parent coordinator, sub time, classified extra hours, books for class libraries, postage, supplies, assemblies, field trips, pd for staff, and software. SSC and ELAC approved the spending of Supplemental Funds in this manner.

-We went over how we are spending Learning Loss Funds on an intervention teacher. We talked about the three ways we are using intervention teachers (Designated ELD, SIPPS/Phonics, and RtI). The parents have seen a lot of data about how our students are growing in ORP scores, ELPAC scores, and that we are hoping to see growth in Renaissance and CAASPP Scores). SSC and ELAC approved the spending of Learning Loss Funds.

-We talked about the Community School Grant Funds and how we are spending it (UCD In Home, Community School Facilitator, Project Optimism, share Behaviorist with White Rock). SSC and ELAC approved the spending of Community School Funds.

Good of the Order:

-Parents really appreciated that we have been looking at data all year and understood why we are spending the money the way we are.

-A parent would love to see more parents volunteering at school and coming to ELAC/SSC/PTA meetings.

-Another parent mentioned that it would be nice to see more teachers at the events and this meeting.

-Parents really like having more assemblies and field trips available to students.

-A parent suggest doing the ELAC/SSC meeting virtually.

-A parent really likes when we send reminder texts the day of an event to remind them.

-Meeting adjourned at 6:452.

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MINUTAS DE LA REUNIÓN DEL SSC/ELAC del 16 de mayo del 2023

Asistentes

- Lorena Arriaga
- Natalie Baveren
- Blanca Luna
- Erin Xiong
- Mariana Cardona
- Anna Jimenez
- Erick Solozam
- Francisco Cardona
- Dania Aragon
- Eddy Figueroa
- Margarita Serrano
- Aundria Perez
- Maria De la Torre
- Jenn Holly
- Kimberly Bland
- Jim Cagney
- Amber Fontaine
- Andrea Rodriguez

- La reunión se llamó al orden a las 6:00 pm.
- La Asociación de padres y maestros (PTA, por sus siglas en inglés) reconoció a los candidatos que se postularon para las funciones de PTA. Votamos para todas las posiciones las cuales fueron todas aprobadas.

- Hablamos sobre cómo estamos gastando los fondos del Título I; por una parte en un maestro de intervención y un entrenador académico. SSC y ELAC aprobaron el gasto de los fondos del Título I de esta manera.

- Repasamos todas las formas en que estamos gastando los fondos suplementarios del distrito y de la escuela. Esto incluye pagar por maestros de intervención, maestros debido a la reducción del tamaño de la clase, asistente del director, ESN después de las reuniones escolares, el tiempo del empleado de asistencia escolar, el tiempo de la asistente de instrucción bilingüe (BIA), las 4 horas del educador, empleado de salud, coordinador de padres, horas extras, horas adicionales de los empleados clasificadas, libros para bibliotecas de clase, estampillas de correo, suministros, asambleas, excursiones, capacitación profesional para el personal y software. SSC y ELAC aprobaron el gasto de los Fondos Suplementarios de esta manera. SSC y ELAC aprobaron el gasto de los Fondos Suplementarios de esta manera.

- Revisamos cómo estamos gastando los fondos debido a la Pérdida de Aprendizaje en un maestro de intervención. Hablamos sobre las tres formas en que estamos utilizando a los maestros de intervención (se les ha designado al desarrollo del aprendizaje del inglés (ELD), programas SIPPS / Fonética y programas de RtI). Los padres han visto muchos datos sobre cómo nuestros estudiantes están progresando en los puntajes de ORP, los puntajes de ELPAC, y esperamos ver progreso en los puntajes de Renaissance y CAASPP. SSC y ELAC aprobaron el gasto de los Fondos debido a la Pérdida de Aprendizaje.

- Hablamos sobre los Fondos de Subvención de las Escuelas Comunitarias y cómo los estamos gastando (UCD in Home o apoyo permanente y entrenamiento en el hogar para que las familias aprendan estrategias para el buen comportamiento de sus hijos, Facilitador de Escuelas Comunitarias, Proyecto de Optimismo, compartiremos un empleado de comportamiento con la escuela White Rock). SSC y ELAC aprobaron el gasto de los Fondos de Escuelas Comunitarias.

¿Algo más que los participantes quieran agregar?

- Los padres tuvieron la oportunidad de apreciar que hemos estado considerando los datos todo el año y entendieron el por qué estamos gastando el dinero de esta manera.
- A un padre le gustaría ver más participación de padres como voluntarios en la escuela y que asistan a las reuniones de ELAC/SSC/PTA.
- Otro padre mencionó que sería bueno ver a más maestros en los eventos y en esta reunión.
- A los padres les gustaría tener más asambleas y excursiones disponibles para los estudiantes.
- Un padre sugirió hacer la reunión ELAC/SSC virtualmente.
- Un padre compartió que le gusta cuando enviamos mensajes de texto recordándoles el día de un evento.
- Se cerró la sesión a las 6:45.