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 High School	34673303431533	August 29, 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, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities, are addressed in the SPSA.

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.

To support Folsom Cordova Unified School District (FCUSD) in its mission of "providing excellence in educational programs that carry high expectations for each student's success" and specifically, to support FCUSD in commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction at Cordova High School.

School Vision and Mission

In concert with the International Baccalaureate (IB) Mission and Vision and Mitchell Middle School, the Cordova High School (CHS) Mission and Vision are as follows:

Mission Statement:

- Cordova High School leads by example – we are citizens of the world and show respect for others through kind words and actions. We put forth our best effort and work hard to achieve academic excellence. We grow by taking risks and learning from our mistakes. We believe laughter is an important part of learning. With courage, this is who we are, especially when no one is looking.

Vision Statement:

- Cordova High School is an extension of our community steeped in deep tradition and endeavors to develop intrinsically motivated, compassionate, and resilient learners who understand the importance of advancing their education while embracing diversity through active collaboration to become innovative global citizens of the world.

Cordova High Schools' vision and mission are based on our embracing of the IB Learner Profile as our Schoolwide Learner Outcomes:

School-Wide Learning Outcomes:

INQUIRERS
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE
They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned ethical decisions.

COMMUNICATORS
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED
They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

CARING
They show empathy, compassion, and respect toward the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others and to the environment.

COURAGEOUS
They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

BALANCED
They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Cordova High Goal Statement:

- Cordova High School is committed to College and Career Readiness for ALL learners.

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).

We continue to utilize the data obtained from the California Healthy Kids Survey (CHKS) results to implement BASE Education with targeted modules aimed at building effective CASEL competencies among students while reinforcing the climate and culture norms established through Positive Behavior Intervention Systems (PBIS); including anti-bullying and mentoring programs via Link Crew, Improve Your Tomorrow (ITY), Interact Club, Earth Mama Healing, and Mentors at Cordova High (MACH).

Classroom Observations

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

We have evaluations ranging from Informal, Formal, Alternative Projects, and 5-Year. The district has provided a program for administrators to do observations through our collaborative online system TalentEd/Perform. Informal walkthroughs at least once per week for all teachers are the annual goal. Through our observations, CHS, and the MYP visitation team we have affirmed that the vast majority of the teachers on our campus are using sound instructional practices and actively engaging their students through student centered instruction. Common Core State Standards (CCSS) and Guided Language Acquisition Design (GLAD) instructional strategies coupled Social-Emotional Learning (SEL) classroom management techniques will drive the focus for the upcoming school year. As embedded support within our Professional Learning Community (PLC) team, we have committed to weekly "Learning Walks" which are strategic classroom observations that document a number of visits while aligning with a supportive rubric to enhance the professional development offered to our teachers. Each Administrator commits to this weekly time to grow as an instructional leader on campus and to provide ongoing, prescriptive feedback to staff centered on effective instructional strategies.

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)

The Smarter Balanced Assessment Consortium (SBAC), the English Language Proficiency Assessment for California (ELPAC) and Edmentum will be used for planning instruction and student placement based on achievement diagnostic scores. Use of state and local assessments to modify instruction and improve student achievement is an ongoing practice. The state assessments will be used for planning master schedule, instruction, and student placement.

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

CHS is continuing to work on the development of common, subject specific, norm-referenced assessments, and planning by subject based on predetermined rubrics as prescribed by the Middle Years Programme (MYP). In addition to gathering data from the subject matter common assessments, Common Summative Assessments (CSA) are used to monitor student learning and achievement. A wide range of Common Formative Assessments (CFA) is used to modify instruction and monitor student learning on an ongoing daily basis. Continued professional development in CFA and engaging teaching practices via technology dependent curriculum and continued use of data to guide instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are highly qualified as defined by ESEA.

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

All teachers are qualified by credential, all teachers have access to professional development through GoSignMeUp (GSMU); all teachers participate in site professional development at Faculty Meetings and during Professional Learning Community (PLC) designated time to support our Single plan for Student Achievement (SPSA) goals.

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

All professional development is ongoing and is based on instructional strategies that specifically address the transition to Common Core State Standards (CCSS), effective and engaging instructional practices, using data to guide instruction and placement, Next Generation Science Standards (NGSS) and IB Principles. The training is subject-specific, vertically articulated with Mitchell Middle School and job specific for site administrators and counselors.

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

The district lead K-12 Curriculum Specialists provide ongoing support to teachers for CCSS, newly adopted technology dependent curriculum, and targeted instruction. Additionally, Curriculum Specialists facilitate instructional focus meetings to provide teachers time to collaborate, create curriculum, and write specific units that will not only meet CCSS requirements, but also meets the needs of IB unit building, course description writing, reflections, and MYP assessment practice implementation.

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

Department and PLC grade level collaboration takes place on a weekly basis. It's grade level/subject level when it comes to required core courses like ELA 9-10-11-12, but in core courses like Biology and Integrated Math, the grade levels are multiple. These collaboration activities center around curriculum, instruction, shared lesson planning, and responding to student needs. Some of the weekly collaborations have a specific focus i.e., WASC, IB/MYP/DP/CP, in science Next Generation Science Standards (NGSS,) and CCSS schoolwide. Since we are a 5-Year MYP Program we vertically articulate with Mitchell Middle School quarterly as a whole school, and weekly as an administrative team with the coordinators. Our continued goal centers on incorporating ELPAC data into these articulations and collaborations (which facilitates our LCAP Goals 1.3, 2.2, and 4.3).

Teaching and Learning

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

The teaching staff participates in training provided by the district and K-12 Curriculum Specialists, as well as site-based led professional development. The teaching staff is also participating in IB/MYP/DP/CP unit planning, course description writing, MYP assessment implementation, and supporting our Personal Project. Last year, our site participated in GLAD training through FCUSD as well as signed on to be representatives in the Equity Leadership Committee where they were immersed in intensive professional development to lead our staff this year.

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

Instructional minutes are reviewed annually and submitted to the Assistant Superintendent for approval in June, this year we continue to have 4 additional minimum days to use for MYP grading.

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

We continue to offer additional sections devoted to math instruction and support as well as specific support sections for our English Language learners. We currently offer both a full-time Academic Coach as well as a full-time English Language Program Monitor to serve our students and support instruction and student intervention. CHS will focus on aligning our Guaranteed and Viable Curriculum (GAVC) to create Common Formative Assessments (CFA), authentic/summative assessments, and after-school tutoring to facilitate interventions.

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

In addition to FCUSD providing ongoing support for new instructional materials and differentiated; CHS is 1:1 as all students have access to computing devices while they are on the campus with available WiFi campus wide. We have also continued to provide hotspots to students as needed.

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

All courses at CHS are aligned with state standards through our Curriculum Advisory Committee (CAC), and all new adoptions will have all the necessary materials including course curriculum.

Opportunity and Equal Educational Access

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

Cordova High School utilizes after-school tutoring each day of the week, including math and English, offered all five days. We utilize daily Formative Assessments to gauge student learning, and a rubric based MYP grading system to more accurately assess what a student learned as opposed to what a student did. AFROTC, Geometry in Construction, and Career Academies provide different approaches to traditional subjects via authentic assessments that center on competitions. Our Student Union received a massive upgrade, with four new office spaces to house our Mental Health Specialists to provide critical social-emotional support to students. We have implemented Late Night Library and Writing Centers after school to support a learning place conducive to schoolwork including access to technology and the internet for those students who do not have those resources at home. Lastly, we have implemented Improve Your Tomorrow (IYT) and Earth Mama Healing to specifically focus on building authentic connections with our most struggling students.

Evidence-based educational practices to raise student achievement

Our Polytechnical Academy, IB including DP/MYP and previously earned approval for the International Baccalaureate Career Certificate and we are continuing to run our Patient Care Pathway; math and ELA is continuing the implementation of Guaranteed and Viable Curriculum, and the CA Partnership Academies are some of the programs at CHS in addition to ongoing professional development in CCSS, which, is utilizing the foundations of Response to Intervention (RtI) to promote learning for all students.

Parental Engagement

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

Parents are encouraged to attend Back to School Night, hosted in our beautiful Performing Arts Theater on September 1st, 2023. Additionally, we are offering participation in clubs, Parent Teacher Student Association (PTSA), WASC, IB Parent Nights, and sports events, and assist with available tutoring. The IB Parent Nights will be on a designated evening to be hosted at both CHS and MtMS. PTSA provides opportunities for students to experience extracurricular activities for students who could not otherwise afford them. Our Homeless and Foster Youth program provides school supplies for students in an effort to reduce those tangible barriers to success. Rancho Community Council and Measure H the Community Enhancement Fund, works to continue to support students at CHS.

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 and community members are encouraged to be on School Site Council, ELAC (Title III), WASC, IB, and their input and ideas are always appreciated. Parent committees are valuable to the whole school partnership as we continue to foster relationships to support our collective students at CHS.

Funding

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

Professional development for Link Crew, content specific PLC teachers, Bilingual Instructional Assistants, Late Night Library, IB, 50% of an Assistant Principal who falls under the LCAP, funds for technology, and our after-school tutoring and the Writing Lab are all examples of how categorical funds facilitate learning at CHS.

Fiscal support (EPC)

Our District has access to EL funding, district funds, federal Title funds, and grant-funding.

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

A full review of our allocated site budgets, including Title I and supplemental funding, is presented to our School Site Council consisting of parents, students, community members, and staff with programmatic recommendations and interventions for students outlined with feedback provided from all educational partners prior to approval. We highly value our collective input and utilize this to help support student outcomes.

Resource Inequities

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

Cordova High School has a long history with a rich tradition of serving a diverse set of students and partnering with the Rancho community to develop lifelong learners with a passion to serve others and celebrate success. CHS was determined to be eligible for Additional Targeted Support and Improvement (ATSI) as the following student group met the criteria for the lowest-performing five percent of Title I schools for two consecutive years: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

The following areas require additional intervention and resources to ensure we are meeting the needs of ALL students:
1. English Language Learners (ELL) towards their progress in obtaining English Proficiency. As evidenced by the data, 40.3% of ELL students continue to make progress toward English language proficiency, with 38.9% progressing at least one full level on the ELPAC. It also should be noted and celebrated that we realized a 14% growth in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP). Our ELL students are considered in the "Orange" Performance Level, with a current Graduation Rate of 78.8% (over the state average).

2. We continue to face challenges with disproportionality as a District in the following two areas: (1) Over-identification of African American students in Special Education, (2) Increased suspension of African American students. As such, CHS has continued to implement progressive plans for discipline with a focus on the Social-Emotional Learning (SEL) of students through a data-driven approach to reviewing disciplinary trends with embedded support. We have implemented BASE

curriculum with targeted lessons around the 5 Core CASEL Competencies and have an ongoing mechanism to review the student data. CHS will continue to have a renewed focus on supporting the following student subgroups to positively impact our suspension data.

3. Lastly, our focus will continue to support our CHS Goal Statement of "College and Career Readiness for ALL Students" as we look to increase our CHS Graduation Rate (91.4%) and our CHS College/Career Readiness (32.5% Prepared). As described, the implementation of our ATSI will allow collaboration on prescribed goals, SMART action plans, and strategic interventions which ensure Professional Learning Communities (PLC) focused teams review evidence-based instructional strategies to positively impact student outcomes.

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	0.7%	0.6%	0.46%	13	12	9
African American	9.56%	10.1%	10.19%	177	198	201
Asian	7.94%	7.4%	7.25%	147	144	143
Filipino	3.19%	2.7%	2.53%	59	52	50
Hispanic/Latino	37.44%	38.4%	40.24%	693	750	794
Pacific Islander	1.62%	1.7%	1.47%	30	34	29
White	33.28%	32.2%	30.16%	616	629	595
Multiple/No Response	6.16%	6.9%	7.65%	114	135	151
			Total Enrollment	1,851	1,955	1973

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	506	552	540
Grade 10	523	480	526
Grade 11	451	487	426
Grade 12	371	436	481
Total Enrollment	1,851	1,955	1,973

Conclusions based on this data:

1. While the student population held steady from the 2015-2017 school years, it is now experiencing a rapid growth based on new housing developments in the surrounding area, budget cuts to surrounding districts, and larger growth in our feeder schools. We continue to see student enrollment growth, with over 2,000 students expected this school year.
2. The 9th-grade classes have experienced the largest growth, increasing almost 100 new students matriculating from our feeder sites.
3. We had our largest cohort of 12th-grade students graduating (412) according to the Five-Year Graduates data on the California School Dashboard as we continue to support students towards completing our graduation requirements.

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	294	327	304	15.9%	16.70%	15.4%
Fluent English Proficient (FEP)	598	588	626	32.3%	30.10%	31.7%
Reclassified Fluent English Proficient (RFEP)	30	14		12.9%	4.3%	

Conclusions based on this data:

1. The overall number of our English Learners (216) continues to grow year-over-year at Cordova High School which further supports our investment through our Title I and supplemental funds and allocations towards English proficiency.
2. Over 83% of our English Learners maintained or increased one ELPI level as evidenced by ELPAC as we continue to align our instructional strategies at CHS.
3. The percentage of students who are Reclassifying as Fluent English Proficient (RFEP) has been a focus with 40.3% making progress towards English language proficiency.

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 11	361	477	403	355	0	393	355	0	393	98.3	0.0	97.5
All Grades	361	477	403	355	0	393	355	0	393	98.3	0.0	97.5

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 11	2573.		2548.	20.56		18.83	28.45		19.08	25.63		23.66	25.35		38.42
All Grades	N/A	N/A	N/A	20.56		18.83	28.45		19.08	25.63		23.66	25.35		38.42

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 11	25.99		21.12	40.96		48.85	33.05		30.03
All Grades	25.99		21.12	40.96		48.85	33.05		30.03

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 11	25.71		21.12	50.00		34.35	24.29		44.53
All Grades	25.71		21.12	50.00		34.35	24.29		44.53

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 11	13.84		12.72	65.82		72.01	20.34		15.27
All Grades	13.84		12.72	65.82		72.01	20.34		15.27

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 11	26.55		15.78	53.11		62.34	20.34		21.88
All Grades	26.55		15.78	53.11		62.34	20.34		21.88

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. CHS continues to maintain in Total Participation (97.4%) as we work to ensure all students are tested in ELA.
2. Based on available previous year data, we realized a 14% overall improvement and growth, including almost 45% of our socioeconomic disadvantaged students meeting or exceeding standard. Through an intentional approach to conducting team instructional rounds and by providing relevant and high-quality professional development; we are working to build on skills through an interdisciplinary approach.
3. Our Academic Coach and ELD Program Monitor continually review student achievement data (Benchmark scores, CFA scores, Edmentum, EL Proficiency, etc.) to provide better alignment for student placement which will positively impact student outcomes by ensuring they are accurately placed with the best chance of success and growth.

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 11	360	477	404	354	0	396	353	0	396	98.3	0.0	98.0
All Grades	360	477	404	354	0	396	353	0	396	98.3	0.0	98.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2535.		2524.	6.80		6.82	13.60		13.89	26.91		22.98	52.69		56.31
All Grades	N/A	N/A	N/A	6.80		6.82	13.60		13.89	26.91		22.98	52.69		56.31

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 11	11.33		8.59	24.08		37.12	64.59		54.29
All Grades	11.33		8.59	24.08		37.12	64.59		54.29

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 11	9.35		9.09	47.03		59.34	43.63		31.57
All Grades	9.35		9.09	47.03		59.34	43.63		31.57

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 11	9.63		6.57	53.26		66.16	37.11		27.27
All Grades	9.63		6.57	53.26		66.16	37.11		27.27

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. There was continued improvement in the number of students participating in Math Assessments with 97.9% of students taking the CAASPP.
2. Based on the most available previous data, we declined 3% overall -- with a more concerted effort in the Area Achievement Level Descriptors, we could see a significant improvement to the "Above Standard" benchmarks.
3. We secured funding for a full-time Math Instructional Coach who will be working with our Math Division Leader and Math Department to implement our PLC-model linked to Essential Learning Targets to ensure we are able to utilize effective interventions during the school year.

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
9	1511.9	1503.1	1497.9	1499.1	1489.4	1479.6	1524.3	1516.4	1515.6	77	79	99
10	1519.4	1512.3	1530.2	1510.0	1493.5	1521.0	1528.3	1530.7	1538.9	66	61	92
11	1510.3	1505.2	1497.1	1495.8	1488.4	1473.9	1524.3	1521.5	1519.7	59	46	74
12	1515.3	1507.8	1508.3	1508.0	1489.2	1492.0	1522.1	1525.9	1524.0	35	45	56
All Grades										237	231	321

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
9	12.99	2.60	5.05	18.18	19.48	21.21	25.97	46.75	35.35	42.86	31.17	38.38	77	77	99
10	4.55	10.53	6.52	36.36	29.82	41.30	30.30	28.07	28.26	28.79	31.58	23.91	66	57	92
11	6.78	4.55	5.41	16.95	18.18	24.32	44.07	29.55	21.62	32.20	47.73	48.65	59	44	74
12	11.43	2.22	3.57	28.57	26.67	23.21	25.71	31.11	35.71	34.29	40.00	37.50	35	45	56
All Grades	8.86	4.93	5.30	24.47	23.32	28.04	31.65	35.43	30.22	35.02	36.32	36.45	237	223	321

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
9	19.48	10.39	8.08	28.57	28.57	28.28	11.69	35.06	28.28	40.26	25.97	35.35	77	77	99
10	19.70	19.30	16.30	34.85	38.60	45.65	18.18	8.77	15.22	27.27	33.33	22.83	66	57	92
11	13.56	9.09	13.51	30.51	34.09	25.68	27.12	18.18	12.16	28.81	38.64	48.65	59	44	74
12	17.14	6.67	16.07	31.43	33.33	23.21	22.86	28.89	28.57	28.57	31.11	32.14	35	45	56
All Grades	17.72	11.66	13.08	31.22	33.18	31.78	18.99	23.77	20.87	32.07	31.39	34.27	237	223	321

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
9	3.90	1.30	3.03	16.88	14.29	14.14	28.57	40.26	29.29	50.65	44.16	53.54	77	77	99
10	0.00	5.26	3.26	10.61	19.30	20.65	50.00	33.33	45.65	39.39	42.11	30.43	66	57	92
11	1.69	4.55	0.00	11.86	2.27	13.51	40.68	27.27	39.19	45.76	65.91	47.30	59	44	74
12	5.71	2.22	3.57	17.14	6.67	7.14	31.43	40.00	30.36	45.71	51.11	58.93	35	45	56
All Grades	2.53	3.14	2.49	13.92	11.66	14.64	37.97	35.87	36.45	45.57	49.33	46.42	237	223	321

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
9	5.19	2.63	2.02	55.84	56.58	50.51	38.96	40.79	47.47	77	76	99
10	3.03	7.02	1.09	62.12	54.39	76.09	34.85	38.60	22.83	66	57	92
11	0.00	0.00	1.35	44.07	47.73	43.24	55.93	52.27	55.41	59	44	74
12	5.71	2.22	1.79	51.43	53.33	42.86	42.86	44.44	55.36	35	45	56
All Grades	3.38	3.15	1.56	54.01	53.60	54.83	42.62	43.24	43.61	237	222	321

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
9	44.16	42.03	39.80	19.48	33.33	26.53	36.36	24.64	33.67	77	69	98
10	60.61	61.22	56.52	15.15	12.24	23.91	24.24	26.53	19.57	66	49	92
11	52.54	45.24	34.25	20.34	28.57	15.07	27.12	26.19	50.68	59	42	73
12	54.29	32.35	44.64	17.14	47.06	23.21	28.57	20.59	32.14	35	34	56
All Grades	52.32	45.88	44.20	18.14	29.38	22.57	29.54	24.74	33.23	237	194	319

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
9	5.19	5.26	7.07	36.36	34.21	38.38	58.44	60.53	54.55	77	76	99
10	3.03	17.54	7.61	45.45	36.84	43.48	51.52	45.61	48.91	66	57	92
11	3.39	4.65	0.00	38.98	23.26	37.84	57.63	72.09	62.16	59	43	74
12	8.57	2.22	3.57	37.14	42.22	30.36	54.29	55.56	66.07	35	45	56
All Grades	4.64	7.69	4.98	39.66	34.39	38.32	55.70	57.92	56.70	237	221	321

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
9	2.60	1.32	1.01	59.74	64.47	53.54	37.66	34.21	45.45	77	76	99
10	3.03	1.82	1.09	69.70	70.91	73.91	27.27	27.27	25.00	66	55	92
11	1.69	2.33	9.46	67.80	55.81	51.35	30.51	41.86	39.19	59	43	74
12	2.86	0.00	5.36	57.14	72.50	55.36	40.00	27.50	39.29	35	40	56
All Grades	2.53	1.40	3.74	64.14	65.89	59.19	33.33	32.71	37.07	237	214	321

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 tested 216 English Language Learners as we continue to realize an increase in overall EL student enrollment.
2. Based on the most available previous testing data, we realized a Mean score increase to all three areas: Written Language, Reading, and Writing Domain.
3. Our work will focus on providing instruction and interventions in both the Written Language, Reading, and Writing Domains to ensure the needed literacy skills are mastered towards English proficiency.

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**
1,973	**56.7**	**15.4**	**0.4**
Total Number of Students enrolled in Cordova High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	304	15.4
Foster Youth	8	0.4
Homeless	138	7.0
Socioeconomically Disadvantaged	1,119	56.7
Students with Disabilities	359	18.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	201	10.2
American Indian	9	0.5
Asian	143	7.2
Filipino	50	2.5
Hispanic	794	40.2
Two or More Races	151	7.7
Pacific Islander	29	1.5
White	595	30.2

Conclusions based on this data:

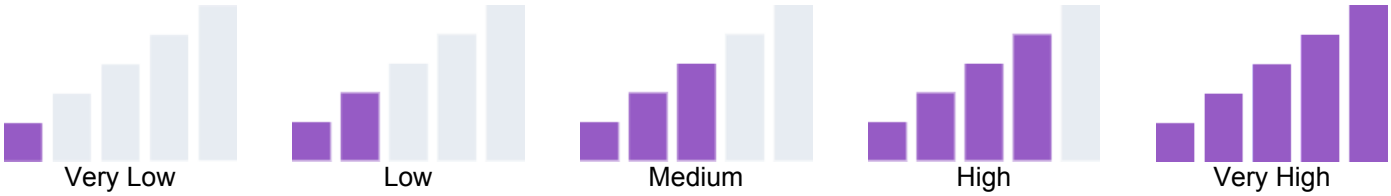
1. With over 56% of our students identified as Socioeconomically Disadvantaged, our continued efforts to provide high-quality instruction and intensive tutoring after school is a prioritized goal this academic year with over $40,000 invested in afterschool supports and tutoring.
2. Our most vulnerable student groups, including both Foster Youth and those identified as Homeless, continue to increase as we proactively work to identify more students and connect them with important services around nutrition, transportation, and school supplies.
3. We continue to be proactive in our Co-Teaching and Inclusion supports in our Special Education Department with an emphasis on effective numeracy and literacy skills to support our Students with Disabilities and to reduce our overall case management numbers below the required 1:28 ratios.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** High	**Suspension Rate** Very High
Mathematics Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Despite being listed as "Very High" with respect to the suspension rate, we did realize a 55% reduction in out-of-school suspensions. Additionally, we reduced our class suspensions by over 60% which resulted in more students being in class and on task. We will continue to apply a more directed focus on developing Social and Emotional Learning (SEL) Competencies that work to build self-regulation and conflict management skills for our students utilizing BASE Education.
2. Our English Learner Progress continues to be an area of strength with 40.3% of our students showing progress on the ELPAC State Assessment. Additionally, we are continuing to redesignate a large number of students each year as more and more students meet English proficiency requirements.
3. The Graduation Rate held steady at 91.4%; with our focus groups including our African American students at 87.5%, our Hispanic students at 88.3%, and English Learners at 78.8% continuing to outpace FCUSD and achieve almost 10% higher than the State of California average.

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.

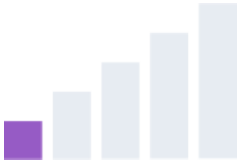
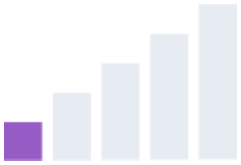
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	0	1	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
34.0 points below standard	82.3 points below standard	1 Student
336 Students	77 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
37.7 points below standard	47.9 points below standard	103.8 points below standard
21 Students	181 Students	59 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low	No Performance Level	No Performance Level	No Performance Level
85.1 points below standard	3 Students	36.1 points below standard	8 Students
30 Students		26 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low	No Performance Level	No Performance Level	Medium
55.4 points below standard	30.4 points below standard	6 Students	4.7 points above standard
139 Students	16 Students		108 Students

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**
134.7 points below standard	4.4 points above standard	28.4 points below standard
48 Students	29 Students	169 Students

Conclusions based on this data:

1. CHS was extremely excited that our hard work and intentional focus allowed our site to improve 14% as evidenced by the ELA CAASPP, the highest in all of FCUSD.
2. Despite our significant improvement, we must continue to focus on supporting our student subgroups (Students with Disabilities 103.8-points below, English Learners 82.3-points below, African American 85.1-points below, and Hispanic students 55.4 points below).
3. All students are close to meeting standards, with Reclassified English Learners 4.4-points above standard.

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.

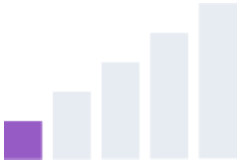
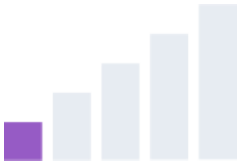
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	1	1	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
100.8 points below standard	142.2 points below standard	1 Student
337 Students	77 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
76.7 points below standard	113.3 points below standard	190.3 points below standard
20 Students	181 Students	59 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 151.7 points below standard 30 Students	No Performance Level 3 Students	No Performance Level 91.2 points below standard 26 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 132.9 points below standard 139 Students	No Performance Level 93.7 points below standard 16 Students	No Performance Level 6 Students	Medium 51.0 points below standard 108 Students

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**
193.5 points below standard 48 Students	57.1 points below standard 29 Students	94.3 points below standard 170 Students

Conclusions based on this data:

1. We had 21% of students "Nearly Meet" the CAASPP Math standard and with a renewed focus on instructional supports and interventions we can look to grow our Standard Met/Exceeded above 16%.
2. CHS must continue to focus on supporting our student subgroups with a full-time Math Instructional Coach (Students with Disabilities 190.3-points below, English Learners 142.2-points below, African American 151.7-points below, and Hispanic students 132.9 points below).
3. We are reducing teacher-to-student ratios in all of our Math Foundation sections as well as creating clear placement data with respect to supporting Integrated Math 1 success rates.

School and Student Performance Data

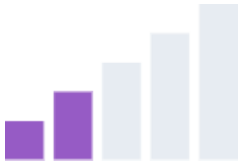
Academic Performance
English Learner Progress

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

English Learner Progress



Low

40.3 making progress towards English language proficiency

Number of EL Students: 216 Students

Performance Level: 2

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
17.6%	42.1%	1.4%	38.9%

Conclusions based on this data:

1. Cordova High School continues to graduate a significant number of English Learners each year, with a 78.8% Graduation Rate as compared to only 72.7% for California.
2. Based on the most recent available data, CHS demonstrated a decline of 17.6& (38 students) with regard to our "Decreased ELPI Level" on our English Language Acquisition Results, we realized 38.9% (84 students) progressing at least one ELPI level.
3. With almost 45% of our EL students scoring a Level 3 or Level 4 on the ELPAC assessment, we continue to demonstrate proficiency in students working towards Reclassification and learning the English language.

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:

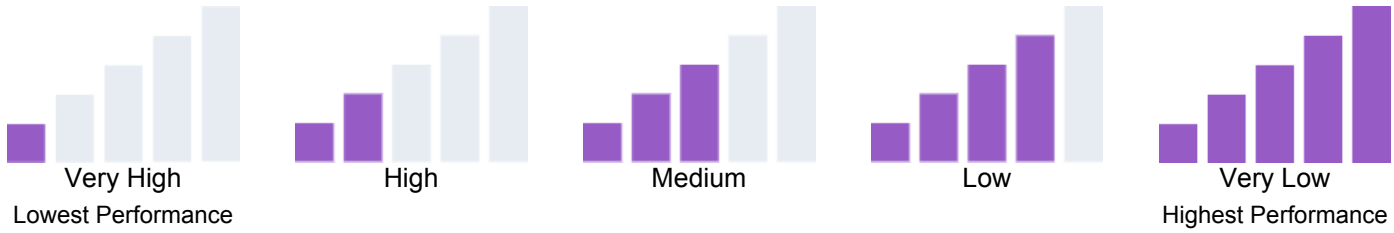
1. Based on most available completion percentages, CHS continues to maintain in overall A-G completion rates at 32.5%, as we work to push all student subgroups out of the "Red" proficiency category.
2. In reviewing our specific student subgroup data, our two lowest are with English Language Learners (6.8%) and Students with Disabilities (3.6%); these trends are consistent with California, and we look to develop effective PLCs to further highlight effective instructional strategies to support.
3. A particular roadblock for A-G completion can be highlighted by reviewing our CAASPP scores with Mathematics; when reviewing the course passing rates, our Integrated Math I course is an area of note as work with our Math Instructional Coach and Division Lead.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

1. Based on the most recent available data, the Chronic Absenteeism Rate for Cordova High was 34.27%, with 10th-grade experiencing the highest rate (36.95%).
2. We have partnered with Attention 2 Attendance (A2A) to assist in sending out consistent notices to all stakeholders to positively impact our attendance rates. We will continue to focus on a reduction for our highest student subgroup (Special Education).
3. In partnering with FCUSD we are implementing BASE Education and SEL curriculum to help build relationships with struggling students and to better address the trauma issues which are presenting students from attending school and realizing success on a regular basis.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	3	3	0	2

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Low	No Performance Level
91.4% graduated	78.8% graduated	Less than 11 Students
454 Students	80 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Low	Medium	Low
79.4% graduated	89.1% graduated	77.1% graduated
63 Students	340 Students	70 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Medium	No Performance Level	Very High	No Performance Level
87.5% graduated	Less than 11 Students	95.2% graduated	93.8% graduated
40 Students	4 Students	42 Students	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level	No Performance Level	Very High
88.3% graduated	88.9% graduated	Less than 11 Students	97.1% graduated
179 Students	27 Students	6 Students	140 Students

Conclusions based on this data:

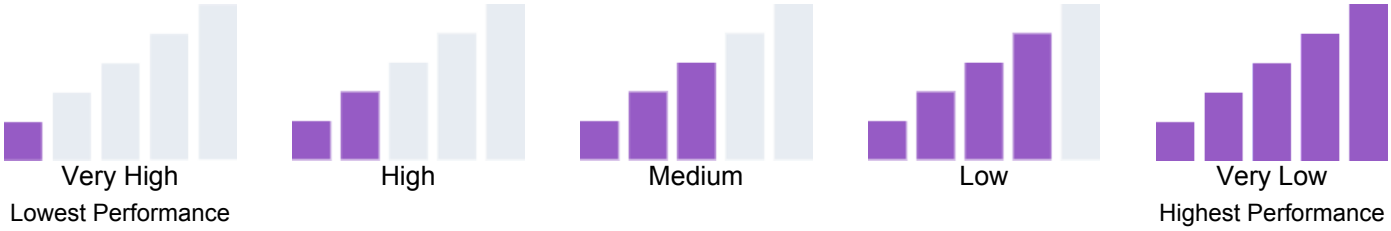
1. We experienced an increase to both our graduating number of students (454) as well as our Five-Year Cohort rates (91.4%).
2. We graduated the second cohort from our CTE Career Programme (CP) and are continuing to implement the Patient Care Pathway to our current International Baccalaureate offering at CHS which will bridge our Career and Technical Education pathways with our Diploma Programme.
3. Our English Learners graduation rate of 78.8% is than the California state average at 73.0%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
8	1	2	0	0

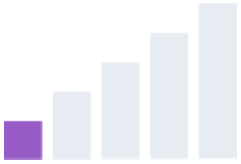
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

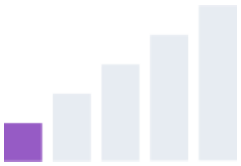
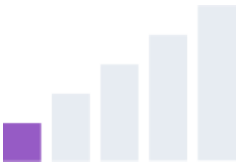
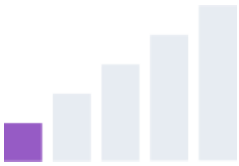
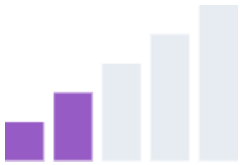
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
11.1% suspended at least one day	10.1% suspended at least one day	25% suspended at least one day
2170 Students	405 Students	16 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
15% suspended at least one day	12.7% suspended at least one day	17.8% suspended at least one day
180 Students	1280 Students	399 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	Medium	Medium
22.2% suspended at least one day	27.3% suspended at least one day	1.9% suspended at least one day	1.9% suspended at least one day
230 Students	11 Students	160 Students	54 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	Very High	High
11.7% suspended at least one day	13.9% suspended at least one day	12.1% suspended at least one day	8.4% suspended at least one day
856 Students	173 Students	33 Students	653 Students

Conclusions based on this data:

1. Overall, the suspension rate for Cordova High School is 11.1% and will require more foundational work centered on implementing effective Social Emotional learning and Trauma Informed Practices utilizing BASE Education.
2. We plan to implement effective restorative practices this school year, including leveraging "Other Means of Correction" to change student behavior and impact our recidivism rates.
3. Cordova High School is continuing to partner with John and Jessica Hannigan to review suspension data and to discuss strategies to maximize instructional time and build positive connections between students and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students will receive high-quality classroom instruction 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 curriculum which promotes college and career readiness (State Priority 1)
1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 - Maintain schools in good repair.
1.3 - 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

Goal 1: All students will receive high-quality classroom instruction and have access to a curriculum that promotes college and career readiness.
2.1 Implement state standards to improve the achievement of underperforming categories of students in all content areas as measured by state testing and school District Performance Assessments (DPA).
2.2 Ensure all EL students have access to research based EL instructional strategies to improve achievement.
2.3 Provide access to A-G, CTE, IB, AP, and Science Technology, Engineering, and Mathematics (STEM) courses.
School Goals: Focus on high-quality, IB/Common Core School Standards-based instruction with CCSS methodologies throughout all of the curricular areas.

Identified Need

Provide access to A-G, CTE, IB, and Science Technology, Engineering and Mathematics (STEM) courses.
School Goals: Focus on high quality, IB/Common Core School Standards based instruction with CCSS methodologies throughout all of the curricular areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve and diversify effective instructional strategies through an interdisciplinary approach to improve Literacy and Mathematics achievement.	Initial data indicate less than half of our students are demonstrating growth consistent with our improvement goals.	All students below standard in their ELA and/or Math Edmentum scores will improve by a minimum of two grade levels per year, until mastery is reached.

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)

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

1. Continued professional development on CCSS/IB instructional strategies.
(LCAP 1.3, 2.2, 2.5, 3.1, 3.2, 3.3, 4.3)

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)
5,500	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Educational field trips.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

2. Continue developing and implementing criterion-based assessments across all grade levels and curriculum (using the same rubric for all subjects and grade levels). This is an essential feature of the MYP program. Continue developing assessments that reflect student mastery of content standards. Continue to use formative assessment results to drive instructional practices and implement interventions where needed.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
29,602	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (ELA)
6,818	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.
42,580	Learning Recovery

	1000-1999: Certificated Personnel Salaries Instructional Coach (Math)
13,261	Learning Recovery 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners, Special Education, and Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

3. Extended day interventions,
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Community Engagement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

4. Identify and develop learning plans for drop prevention.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
11,527	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library / Tutoring / Writing Lab

10,174	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Student scoring below grade-level and Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

5. Supplemental support materials.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
21,563	Title I 4000-4999: Books And Supplies Educational supplies.
5,000	LCFF - Supplemental 4000-4999: Books And Supplies Educational technology.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

6. Offer more intervention programs.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
88,759	Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor

	To provide additional programs and support to LTELS and high need students utilizing data. To provide additional interventions and services during the school year as student academic needs are determined.
27,329	Title I 3000-3999: Employee Benefits Related benefits.
174,927	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aides for direct student support and intervention.
2,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aides targeted Spanish
62,939	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

7. Provide Instructional Coach to support student achievement.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
88,759	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (ELA)
20,442	Title I 3000-3999: Employee Benefits Related benefits.
71,017	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (Math)
21,381	Title I

	3000-3999: Employee Benefits Related benefits.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

8. Increase parent engagement and communication.
(LCAP 2.1, 2.5, 2.6, 2.7)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	LCFF - Supplemental 5900: Communications Postage; increase communication with all stakeholders and build positive connections to CHS.
2,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Administrative / Clerical support.
2,689	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of two full-time Instructional Coaches and full-time ELD Program Monitor has been completed and is working towards currently serving our most marginalized students.

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

There were no major differences to amend; on a positive note, we were able to successfully spend almost our entire Title I allocation which speaks to the fidelity of the aforementioned goals.

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 are continuing to re-establish baselines for effective instruction based on the significant needs of our students; we will need to work to progress-monitor and provide targeted interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase parent and student engagement and provide a safe, healthy, and positive 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

Student achievement and success to support high quality direct instruction in ELD and Specially Designed Academic Instruction in English (SADAIE) Goal 2: All students will receive high quality classroom instruction and have access to a curriculum that promotes college and career readiness.
2.1 Implement state standards to improve the achievement of underperforming categories of students in all
content areas as measured by the California School Dashboard.
2.2 Ensure all EL students have access to research -based EL instructional strategies to improve achievement.
2.3 Provide access to A-G, CTE, IB, AP, and STEM courses.

Identified Need

Attendance for Cordova High is below district-wide average. Community and parent engagement is critical to foster student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase positive involvement of all stakeholders in the Lancer community.	While class suspensions experienced a 60% decrease, suspension data shows an overall rate of 11.1%. Our Info Snap registration resulted in almost 90% of parents completing the required documentation.	Decrease the number of suspensions by 5% annually. Increase the number of parents who register their kids in Info Snap during the registration window to 90% and then by 5% more each year. Increase the number of students attending extra-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Our student-athlete participation (550) and overall event sales have decreased.	curricular events by 20% annually.

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)

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

1. Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.
2. Instructional classroom support utilizing multiple measures of data.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
17,171	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Program Monitor.
5,287	LCFF - Supplemental 3000-3999: Employee Benefits ELD Program Monitor Benefits.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

2. Continue to develop and implement criterion-based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels) as per MYP Subject guides for grades 9 and 10.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
86,057	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Classroom Teacher (Math)
28,230	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 3

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

English Language Learners / Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

3. Support student needs in the classroom and support parent engagement, translations, and parent conferences.
Monthly program evaluation and collaboration.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
57,161	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Classroom Teacher (EL)
18,157	Learning Recovery 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 4

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities

Strategy/Activity

4. Offer more intervention programs.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
11,527	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library / Tutoring / Writing Lab.

Strategy/Activity 5

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

5. Additional Intermediate level course supports, additional below grade level course supports and training specifically at grade 9.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
1,250	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development / Conferences.

Strategy/Activity 6

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

6. Supplemental administrative support.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
29,518	LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk
22,882	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All socioeconomic disadvantaged students / Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

7. Deliver students in low-income subgroup equal access to curriculum and supports. (LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Instructional software.
15,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Educational supplies.

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.

We look forward to establishing student achievement baselines and working towards positive outcomes with this articulated LCAP Goal 2.

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

No major differences between budgeted expenditures, although we did receive additional supplemental funding which has been reviewed with Site Council to continue to serve students with high-quality instruction.

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.

Based on our most recent student data, we acknowledge challenges surrounding social-emotional supports for students and will focus on student connectedness and opportunities for collaboration during classroom instruction utilizing BASE Education.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide students with 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, and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Student achievement and success in order to Increase the number of students taking advanced math and increase proficiency in math to meet college and career readiness.

Identified Need

Increase the number of students attaining English Proficiency and successfully earning a high school diploma.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students attaining English Proficiency and successfully earning a high school diploma.	Approximately 40.3% of our English Language Learners demonstrated English proficiency as evidenced by successful completion of the ELPAC. Our current four-year cohort graduation rate is 91.4%.	Increase the percentage of English Language Learners demonstrating English proficiency, with a passing score on the ELPAC. Increase the number of students earning a high school diploma.

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)

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

1. Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.
(LCAP 1.3, 3.2, 3.3, 4.3)

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)
38,107	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Classroom Teacher (EL)
12,105	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 2

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

Special Education Students / Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

2. Support the implementation of Co-Teaching and high-quality instructional practices among Special Education teachers and staff.
(LCAP 1.3, 3.2)

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

Amount(s)	Source(s)
98,126	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Special Education Teacher-on-Special Assignment
37,594	LCFF - Supplemental 3000-3999: Employee Benefits Related Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners / Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

3. Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

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)
19,054	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Release to Support SEL / BASE Implementation
7,469	LCFF - Supplemental 3000-3999: Employee Benefits Related Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

4. Identify and develop learning plans for dropout prevention.
(LCAP 2.2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
81,137	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist
31,806	LCFF - Supplemental 3000-3999: Employee Benefits Related Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

5. Supplemental support materials.
(LCAP 3.1, 3.2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,841	LCFF - Supplemental 4000-4999: Books And Supplies Educational supplies.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

6. Offer more intervention supports and alignment with academic programs.
(LCAP 1.3, 2.2, 3.1, 3.2, 4.2, 4.3, 4.4, 4.6)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
108,659	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Counselor
25,609	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.
11,527	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library / Tutoring / Writing Lab.

Strategy/Activity 7

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

All Students.

Strategy/Activity

7. Increase parent engagement and communication.
(LCAP 2.1, 2.5, 2.6, 2.7)

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)
103,764	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Increased site support and supervision.
47,979	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation in supporting the articulated goal was modified, including our focus on increasing the number of students earning a high school diploma as CHS saw a Graduation Rate of 91.4% at CHS.

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

While we were still able to work towards accurate budget expenditures, we are working again to provide relevant professional development on strategies to increase English language proficiency and needed interventions for struggling student groups.

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

No intended changes will be made to this goal as each tenet still supports a critical area of need as identified for Cordova High School.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

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

Student achievement and success in order to increase the number of students taking A-G courses and increase proficiency in all subjects.

Identified Need

Increase student enrollment in A-G, career pathway, or diploma pathway.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are classified as prepared according to the CA Dashboard College/Career Readiness Indicator.	32.5% of students at CHS are A-G eligible. We continue to see an increased number of students selecting a career pathway (850 total), but the overall number of students completing continues to maintain at 0.9%. We expect an increase of approximately 20% in the total number of full diploma candidates from the previous school year.	Increase the percentage of students completing A-G requirements, with a C or better in all classes, by 5% per year. Increase the number of students selecting a career pathway by 10% per year. Increase the number of full diploma candidates by 10% each year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. District Performance Assessments (DPA) and CAASPP data. (LCAP 1.3, 2.2, 3.1, 3.2, 3.3, 4.2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
130,896	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Assistant Principal
37,749	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners / Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

2. More alignment and support for ELL students in the classroom including increasing parent engagement, translations, and parent conferences.
(LCAP 2.1, 2.2, 2.4, 2.5, 4.2, 4.6)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
266,750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	Additional instructional sections to support ELL students.
104,566	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All socioeconomic disadvantaged students / Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

3. Provide students in low-income subgroup equal access to experiential learning opportunities with a focus on engagement and positive attendance.
(LCAP 1.3, 2.1, 2.2, 2.6, 3.1, 3.3, 4.2, 4.6)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
44,600	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance/Engagement Specialist
31,941	LCFF - Supplemental 3000-3999: Employee Benefits Related benefits.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

4. Identify and develop learning plans for dropout prevention.
(LCAP 2.2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

1,250	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development / Conferences.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

5. Offer more intervention programs.
(LCAP 1.1, 2.1, 2.2, 2.5, 3.2, 4.1, 4.3)

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)
11,527	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library / Tutoring / Writing Lab.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students experiencing chronic health needs / Additional Targeted Support and Improvement (ATSI) Subgroups: African American, Hispanic, Homeless, Pacific Islander, Two or More Races, and Students with Disabilities.

Strategy/Activity

6. Increase parent engagement and communication related to student health needs.
(LCAP 2.1, 2.5, 2.6, 2.7)

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)
11,678	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant.
4,331	LCFF - Supplemental 3000-3999: Employee Benefits

	Related benefits.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Both implementation and overall achievement for this articulated goal was successful and will be continued.

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

With an increased focus on student enrollment in A-G courses, we are working to better align our placement efforts utilizing student achievement data to effectively remove barriers and allow students equal opportunities in our most advanced programs.

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

No intended changes to this goal as we work to provide additional opportunities for students to participate in our most rigorous programs with success.

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	$2,286,072.00

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	$339,250.00

Subtotal of additional federal funds included for this school: $339,250.00

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 ($)
LCFF - Supplemental	$1,815,663.00
Learning Recovery	$131,159.00

Subtotal of state or local funds included for this school: $1,946,822.00

Total of federal, state, and/or local funds for this school: $2,286,072.00

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	339,250	0.00
LCFF - Supplemental	1,815,663	0.00
Learning Recovery	131,159	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	1,815,663.00
Learning Recovery	131,159.00
Title I	339,250.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,269,943.00
2000-2999: Classified Personnel Salaries	371,987.00
3000-3999: Employee Benefits	580,738.00
4000-4999: Books And Supplies	35,404.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5700-5799: Transfers Of Direct Costs	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00
5900: Communications	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	921,667.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	371,987.00
3000-3999: Employee Benefits	LCFF - Supplemental	480,168.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,841.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,000.00
5900: Communications	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	99,741.00
3000-3999: Employee Benefits	Learning Recovery	31,418.00
1000-1999: Certificated Personnel Salaries	Title I	248,535.00
3000-3999: Employee Benefits	Title I	69,152.00
4000-4999: Books And Supplies	Title I	21,563.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	714,267.00
Goal 2	294,740.00
Goal 3	631,777.00
Goal 4	645,288.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Amy Strawn (Principal)	Principal
Samantha Rischer (Secretary)	Other School Staff
Carrie Jackson (Alternate Administrator)	Other School Staff
Melissa Lawson (Instructional Coach)	Other School Staff
Amy Wallace (Teacher)	Classroom Teacher
Jennifer Findley (Teacher)	Classroom Teacher
Stacy Kopshy (Teacher)	Classroom Teacher
Julie Backster (Alternate Teacher)	Classroom Teacher
Yesenia Avila (Parent)	Parent or Community Member
Trisha Pena (Parent)	Parent or Community Member
Veronica De Alba (Parent)	Parent or Community Member
Sierra Pena (Student)	Secondary Student
Emma Johnson (Student)	Secondary Student
Trish Taneja (Student)	Secondary Student
Arezo Mayar (Alternate Student)	Secondary Student

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
Sergio Ortega	Parent or Community Member
M. Juana Lugunas	Parent or Community Member
Adalila Zaragoza	Parent or Community Member
Svetlana Andruh	Parent or Community Member
Tatrana Bursevici	Parent or Community Member
Olexsandr Kushniv	Parent or Community Member
Elena Voylan	Parent or Community Member
Juana Sabzar	Parent or Community Member
Araksya Kochayon	Parent or Community Member
Olivia Hernandez	Parent or Community Member
Yohuana Ramos	Parent or Community Member
Minerva Cruz	Parent or Community Member
Lyudwila Gulcheck	Parent or Community Member
Leili Mavaddat	Other School Staff
Danna Demashuk	Other School Staff
Adbul Rahim Sediqi	Parent or Community Member
Fanny Ortiz	Parent or Community Member
Erin Kaluza	Other School Staff
Carrie Jackson	Other School Staff
Jerad Hyden	Principal

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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Compensatory Education Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 29, 2023.

Attested:

	Principal, Jerad Hyden on 8/29/23
	SSC Chairperson, Melissa Lawson on 8/29/23

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 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/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Representatives	**Term**	**Term Expires**
Veronica De Alba	2 year	August 2025
Yesenia Avila	2 year	August 2025
Trisha Pena	2 year	August 2025
Teacher Representatives		
Melissa Lawson	2 year	August 2025
Jennifer Findley	2 year	August 2024
Stacy Kopshy	2 year	August 2025
Amy Wallace	2 year	August 2025
Teacher Alternate		
Julie Backster	2 year	August 2024
Student Representatives		
Emma Johnson	2 year	August 2025
Sierra Pena	2 year	August 2025
Trish Taneja	2 year	August 2025
Student Alternate		
Arezo Mayar	2 year	August 2025
Principal: Principal is a member according to Bylaws		
Amy Strawn (Interim Principal)		permanent
Principal Alternate		
Carri Jackson	2 year	August 2025
Other School Staff		
Samantha Rischer	2 year	August 2025

CHS

Site Council Agenda
August 29, 2023
3:45 - 4:30 p.m.

Zoom: https://fcusd-edu.zoom.us/j/91042154615
Meeting ID: 910 4215 4615

Procedural Norms	Behavioral Norms
1. Be Punctual. Be Prepared. Be Present. 2. Over-Communicate. 3. Low Tech/High Engagement. 4. Clarify Outcomes and Action Steps.	1. Students at the Center. 2. Assume Positive Intent. 3. Listen to Understand. 4. Whatever it Takes.

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1. Attendance & Introductions – Welcome Back
2. Start of School & Updates - Jerad Hyden & Amy Strawn
3. SPSA / Supplemental Expenditures Plan & Approval – Jerad Hyden
4. Other Announcements (Safety Plan Timeline) - Jerad Hyden

Please contact Samantha RIscher (X 810110) if you are unable to attend and send an alternate in your place.

CHS

Site Council Minutes
August 29, 2023
3:45 - 4:30 p.m.

Zoom: https://fcusd-edu.zoom.us/j/91042154615
Meeting ID: 910 4215 4615

Procedural Norms	Behavioral Norms
1. Be Punctual. Be Prepared. Be Present.	1. Students at the Center.
2. Over-Communicate.	2. Assume Positive Intent.
3. Low Tech/High Engagement.	3. Listen to Understand.
4. Clarify Outcomes and Action Steps.	4. Whatever it Takes.

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1. Attendance & Introductions – Welcome Back
   - A. Introduced Amy
   - B. Round-robin introductions of members
   - C. Reviewed mission and vision statements

2. Start of School & Updates - Jerad Hyden & Amy Strawn
   - A. Updated members on the start of school
   - B. Provided introduction of Amy Strawn as the new Interim Principal

3. SPSA / Supplemental Expenditures Plan & Approval – Jerad Hyden
   - A. Going over targeted needs as stated from the CA dashboard
   - B. Going over Planned Expenditures
   - C. How we are addressing targeted needs with our planned expenditures.
   - D. Opened up for questions and comments
   - E. Wants to compare this year to last year
   - F. Credit recovery - FTE, data for the needs - does not just focus on educational goals but all around SEL and educational goals
   - G. Wants more time to go over the budget next time
   - H. Building thinking model supplies available to purchase planned in the SPSA

I. Student attendance data and how we are tracking the students and reason for absences. How we are addressing the issues with the student support specialist and attendance specialist

J. Veronica De Alba will make the motion to approve the budget, Trisha Pena seconded the motion

K. 11 Yes and 1 No, motion passes and CHS budget is approved.

4. Other Announcements (Safety Plan Timeline) - Jerad Hyden
   A. Time did not allow, will revisit at the next meeting.

Motion to adjourn the meeting was made by Mr. Hyden, Trisha Pena seconded the motion.

Please contact Samantha RIscher (X 810110) if you are unable to attend and send an alternate in your place.

CHS

Site Council Attendance
August 29, 2023
3:45 - 4:30 p.m.

Zoom: https://fcusd-edu.zoom.us/j/91042154615
Meeting ID: 910 4215 4615

Procedural Norms	Behavioral Norms
1. Be Punctual. Be Prepared. Be Present. 2. Over-Communicate. 3. Low Tech/High Engagement. 4. Clarify Outcomes and Action Steps.	1. Students at the Center. 2. Assume Positive Intent. 3. Listen to Understand. 4. Whatever it Takes.

Meeting Attendance - **Quorum Met**

Present:

- Jerad Hyden **(Principal)**
- Amy Strawn **(Interim Principal)**
- Veronica De Alba **(Parent)**
- Trisha Pena **(Parent)**
- Stacy Kopshy **(Teacher)**
- Emma-Marie Johnson **(Student)**
- Trish Taneja **(Student)**
- Jennifer Findley **(Teacher)**
- Yesenia Avila **(Parent)**
- Julie Backster **(Teacher)**
- Amy Wallace **(Teacher)**
- Arezo Mayar **(Student)**
- Samantha Rischer **(School Staff)**

Cordova High School

ENGLISH LEARNER ADVISORY COMMITTEE 2023-2024

ELAC Meeting #1 Minutes

August 31, 2023, 5:00 p.m.

AGENDA

1. Welcome 2 min.
2. Introductions 5 min.
   - Mrs. Amy Strawn - Interim Principal, Dr. Freddy Castro - Assistant Principal, Mrs. Melissa Lawson - instructional coach, Ms. Heidi Niles - Student Support Specialist, Mrs. Erin Kaluza - ELD Program Monitor, Ms. Monica - Spanish BIA, Ms. Leili - Farsi BIA, and Ms. Lana - Russian BIA
3. Call to Order
4. Purpose of the ELAC 5 min.
   - Mrs. Kaluza explained the purpose of ELAC
5. General Overview of ELAC and EL Programs 10 min.
   - Mrs. Kaluza explained ELAC. Desire to have parent input and the home/school connection.
   - Explanation of EL Programs: Designated Classes vs. College Prep classes
6. CHS School Plan for Student Achievement 10 min.

- Mrs. Strawn explained the SPSA plan and what the money is used for and encouraged parents to ask questions and give suggestions.

7. Approval of the SPSA for 2023-2024 3 min.
   - Nadezhda Moiseeva motioned to approve the SPSA.
   - Anush Vinabyan seconded the motion
   - All raised hands in agreement with no "nays"
8. Other/Questions 5 min.
   - Parents wanted to know how to make arrangements to understand programs.
     - Mrs. Kaluza gave her contact information to set up appointments.
   - A parent wanted to know about driver's ed. Mrs. Kaluza will look into when the student is scheduled to take it.
   - Parents asked questions about Back to School night.
9. Adjournment
   - The meeting adjourned at 5:50 pm

8/31/23

	Student Name	Parent Name
1	Hayk Grigoryan	Nune Grigoryan
2	Karno Parmoyan	Suzanna Aghajanyan
3	Siuzanna Margarian	Anush Vinagyan
4	Paola Flores.	Tania Flores
5	Nadezhda Moiseeva →	←Varvara Moiseeva
6	Alejandro Aragón	Maria Jose Camacho
7		Amy Straub
8		Freddy Castro
9		Heidi Niles (staggs)
10	Alina Ershova	Elena Ershova
11	Artem Savranchuk	Polina Savranchuk
12	Ruslana Savranchuk	
13	Monchar Kozeryna	
14	Goncar Anexandr	
15	Mohammd Mustafa Zalmai	Khalid Zalmai
16	Khawja Amin Sediqi	Hamid Sediqi
17	Ruqia Amani.	Mohammad Ajmal Amani
18	Roqia Nazari	Razia Nazari
19	Britany Harrara	Felicio Castillo
20		
21		
22		
23		
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August 31, 2023

ELAC Meeting

Welcome

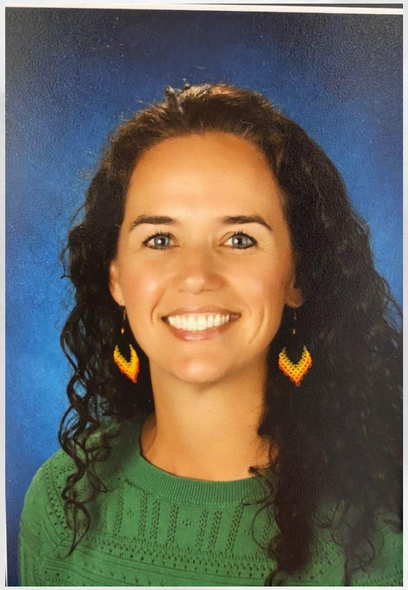
Introductions

Amy Strawn

Interim Principal

Dr. Freddy Castro

Assistant Principal



Heidi Niles

Student Support Specialist

Melissa Lawson

Instructional Coach

Erin Kaluza

ELD Program Monitor

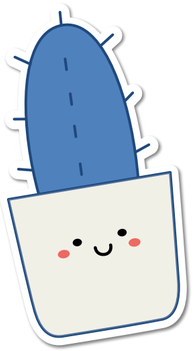
Agenda

1. Purpose of ELAC Meetings
2. General Overview of ELAC and EL Programs
3. CHS School Plan for Student Achievement
4. Approval of the SPSA for 2023-2024
5. Other/Questions
6. Adjournment

Cordova's Budgeting Information

Supplemental Funding

- The Local Control Funding Formula (LCFF) establishes uniform per-student base fundin amounts.
- FCUSD receives additional supplemental grant funding to support the higher needs of some students (EL, LI, FY).
- We plan to work with our School Site Council, English Language Advisory Committee (ELAC), and our Lancer Leadership Committee (LLC) to review and approve our expenditure plan to support student outcomes.
- If you are interested in joining SSC (see Samantha), if you are interested in being a part of ELAC (see Erin). Nominations to staff will occur next week via an emailed Google form.



CHS - Site Supplemental Plan

Targeted Needs

Student Groups of Highest Concern from the CA Dashboard

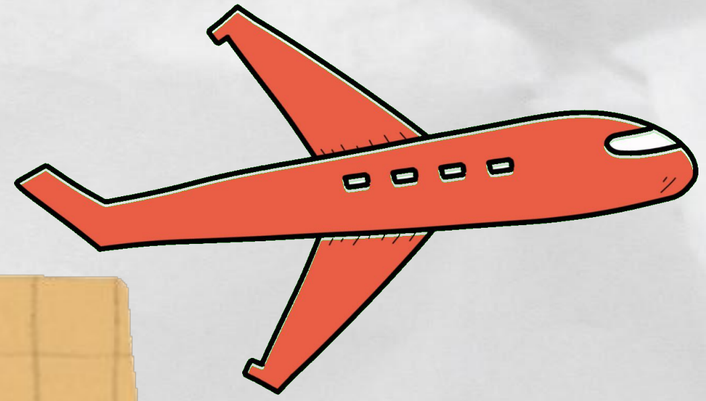
- Students with Disabilities
  - ELA, Math, Chronic Absenteeism, Suspension Rate
- Socioeconomic Disadvantaged Students
  - Math, Chronic Absenteeism, Suspension Rate
- Hispanic Students
  - Math, Chronic Absenteeism, Suspension Rate
- English Language Learners
  - ELA, Math, Chronic Absenteeism
- African American Students
  - ELA, Math, Chronic Absenteeism, Suspension Rate
- Homeless Students
  - ELA, Math, Suspension Rate

Planned Expenditures

Total allocation - T1 ($359,832) &
Site Supplemental ($628,200)

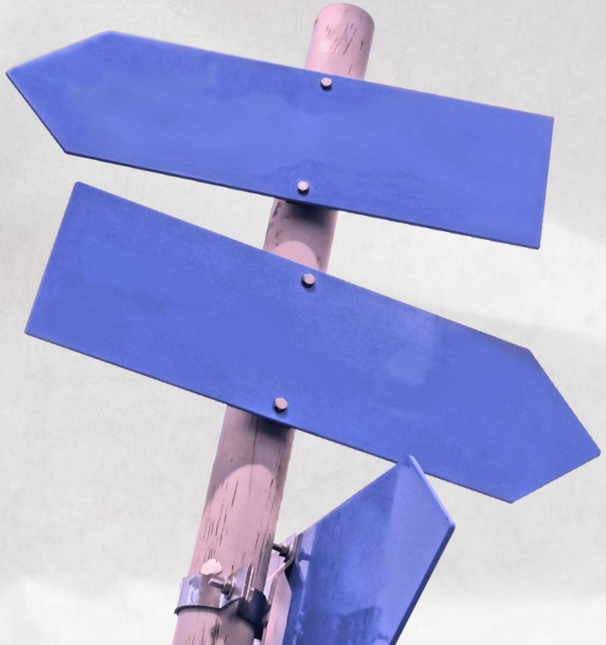
- Instructional Coach (2.0 FTE)
- SPED TOSA (1.0 FTE)
- ELD Program Manager (1.0 FTE)
- Counselor (1.0 FTE)
- Assistant Principal (.50 FTE)
- SEL Release (.20 FTE)
- ELL Allocation (5 Additional Sections)
- BIA - Russian / Spanish (2.0 FTE)
- Attendance/Engagement Specialist (1.0 FTE)
- Class Size Reduction (Foundations / ELD)
- Instructional Supplies
- Professional Development & Release Days
- **Schoolwide Tutoring**
- Credit-Recovery
- Postage

Voting on SPSA



Questions?

Thank you for Attending



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Happy designing!