



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova High School	34673303431533	May 21, 2024	August 15, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by Cordova High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Schoolwide
- Additional Targeted Support and Improvement (ATSI) Subgroups: English Learners

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Cordova High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Title I Schoolwide

Additional Targeted Support and Improvement (ATSI) Subgroups: English Learners

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 School's 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.

School & Community Profile

SECONDARY SCHOOL PROFILE

Continue to access our CHS Website (<https://www.fcusd.org/chs>) for important updates and pertinent information moving forward.

1. Size of the community in which the school is located: 73,147.

2. Total school enrollment: 2,036

Percentage of enrollment: American Indian/Alaska Native 0.7%, Asian 10%, Hawaiian/ Other Pacific Islander 1.5%, Hispanic/Latino 35.0%, Black/African American 10.7%, White (not Hispanic) 34.8%, Two or More Races 6.3%, and Unspecified 1.0%

Participants in Free or Reduced-Price Lunch: 70.2%

Size of 12th grade (class of 2021): 413

Pattern of school year: Semesters

Approved or Accredited by: Western Association of Schools and Colleges (WASC) through 6.30.23

3. Significant college-related instructional characteristics:

Marking system: A, B, C, D, F

Graduation requirements: 220 total credits

40 credits English, 30 credits Social Studies, 30 credits Math (includes 10 credits of Algebra), 20 credits Science, 20 credits Physical Education, 5 credits Health Education, 10 credits Fine Art or Foreign Language or Career Technical Education

(CTE) and 10 credits from 3rd year Science or CTE.

Method of computing GPA and Rank: A = 4, B = 3, C = 2, D = 1, F = 0

Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses given extra grade point (W)

4. Staff: Teaching faculty = 105 Guidance Counselors = 5

5. Special features of the curriculum:

Honors English 9,10; Honors Biology; Honors Chemistry; Honor World, Honors US History, AP History; AP English 12; AP Calculus AB; AP Calculus BC; IB History of the Americas HL; IB Language and Literature HL; IB Math Studies SL; IB

Math SL; IB French SL; IB Spanish SL; IB French; IB Visual Art HL and SL; IB Theory of Knowledge; IB Economics SL; IB Global Politics HL; IB Biology HL; IB Chemistry SL (every other year), IB Environmental Systems and Societies HL.

6. ACT. 27% took the SAT.

Percent of 12th graders taking college entrance tests = 13,8% took the

Writing = 466

Average ACT composite score: 20.5

Average score: SAT Critical Reading = 488, SAT Math = 488, SAT

7. School is best described as a mid-sized comprehensive public high school.

8. Percent of high school seniors meeting requirements for 4-year college entrance = 31.6%

Post-secondary choices: Four-year colleges = 19.7%, Two-year colleges = 57.9%, Tech Institutes = 2.6%, Military = 8.4%, Other = 9.5%

9. Range of programs offered: (in addition to Honors and IB mentioned above)

California Partnership Academy programs in Agriculture, Business, Culinary Arts, and Pre-Engineering. On-campus Air Force Reserve Officer Training Corps (AFROTC) program, two levels of Media Arts, and our Construction Program.

10. Cordova High School is currently an International Baccalaureate World Authorized School for the Diploma and Career Programmes, and we had our Middle Years Programme (MYP) fully authorized as of 8.11.15.

Educational Partner Involvement

How, when, and with whom did Cordova High 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.

School Site Council Dates: 8/29/23, 9/26/23, 10/31/23, 2/6/24, 2/27/24, 5/21/24

English Learner Advisory Committee Dates: 8/31/23, 9/28/23, 10/26/23, 11/16/23, 1/18/24, 3/14/24

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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.

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, students continue to make progress toward English language proficiency, with 31.4% 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 78.1% (over the state average).

2. We continue to face challenges with disproportionality as a District in the following two areas: (1) ELL achievement in both mathematics and English Language Arts, (2) Suspension of English Leaders, Filipino, Socioeconomically Disadvantaged, and White students. As such, CHS has continued to implement progressive plans for discipline with a focus on the Social-Emotional Learning (SEL) of students and increased use of other means 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 (90.9%) and our CHS College/Career Readiness (29.8% 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the CA Dashboard data, the following subgroups are in need of significant targeted support:

English Language Learners (ELL) are in the "Red" performance category and Students with Disabilities are in the "Orange" category for English Language Arts.

Both English Language Learners (ELL) and Socioeconomically Disadvantaged are in the "Red" performance category for mathematics. Hispanic, Students with Disabilities and White are in the "Orange" performance category for mathematics.

In response to the indicators above, 24 teachers, roughly 1/4 of the teaching staff participated in a 20 hour Guided Language Acquisition and Design training. Providing professional development specifically to support these subgroups will continue in 2024-2025.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the CA Dashboard data, the following subgroups are achieving two or more performance levels below the "all student" performance:

English Language Learners (ELL) "Red" in English Language Arts.

English Language Learners (ELL) and Socioeconomically Disadvantaged "Red" in mathematics.

Students with Disabilities "Very Low" in college/career readiness.

English Language Learners (ELL) and Socioeconomically Disadvantaged "Orange" in graduation rate.

Asian "Red" in suspension rate.

In response to the indicators above, 24 teachers, roughly 1/4 of the teaching staff participated in a 20 hour Guided Language Acquisition and Design training. Providing professional development specifically to support these subgroups will continue in 2024-2025. Additionally, funding will be allocated to reduce class sizes in IM 1 Foundations and 9th grade English. A 50% Counselor has been hired to focus on the 8th to 9th grade transition.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Students in all grades (9-12) are assessed using Edmentum at least twice a year. This assessment measures achievement in mathematics and English Language Arts.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cordova High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.46%	0.31%	0.16%	9	6	3
African American	10.19%	8.8%	8.79%	201	170	167
Asian	7.25%	7.72%	8.53%	143	149	162
Filipino	2.53%	2.23%	2.21%	50	43	42
Hispanic/Latino	40.24%	40.5%	38.37%	794	782	729
Pacific Islander	1.47%	1.76%	1.79%	29	34	34
White	30.16%	29.98%	29.74%	595	579	565
Multiple/No Response	7.65%	8.03%	10.21%	151	155	194
Total Enrollment				1,973	1931	1900

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	540	500	531
Grade 10	526	512	472
Grade 11	426	487	458
Grade 12	481	432	439
Total Enrollment	1,973	1,931	1,900

Conclusions based on this data:

1. While the student population held steady from the 2015-2017 school years, it experienced a rapid growth from 2020-2022. However, a slight decline in enrollment occurred in 2022-2023.
2. The Hispanic/Latino population has increased from 38.5% in 2020-2021 to 40.5% in 2022-2023.
3. The African American population has decreased from 10.1% in 2020-2021 to 8.8% in 2022-2023.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	304	401	414	16.7%	15.4%	21.8%
Fluent English Proficient (FEP)	626	552	510	30.1%	31.7%	26.8%
Reclassified Fluent English Proficient (RFEP)				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 73% 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 31.2% making progress towards English language proficiency. This is a decline of 9.1% which further supports our investment through Title I and supplemental funds.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	477	403	441	0	393	433	0	393	433	0.0	97.5	98.2
All Grades	477	403	441	0	393	433	0	393	433	0.0	97.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2548.	2575.		18.83	19.17		19.08	32.10		23.66	20.55		38.42	28.18
All Grades	N/A	N/A	N/A		18.83	19.17		19.08	32.10		23.66	20.55		38.42	28.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		21.12	24.02		48.85	56.81		30.03	19.17	
All Grades		21.12	24.02		48.85	56.81		30.03	19.17	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.12	21.76		34.35	47.45		44.53	30.79
All Grades		21.12	21.76		34.35	47.45		44.53	30.79

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		12.72	15.24		72.01	67.67		15.27	17.09
All Grades		12.72	15.24		72.01	67.67		15.27	17.09

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.78	19.17		62.34	64.90		21.88	15.94
All Grades		15.78	19.17		62.34	64.90		21.88	15.94

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Conclusions based on this data:

1. CHS continues to maintain in Total Participation (97.5%) as we work to ensure all students are tested in ELA.
2. Based on available previous year data, CHS 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 Instructional 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	477	404	439	0	396	430	0	396	430	0.0	98.0	97.9
All Grades	477	404	439	0	396	430	0	396	430	0.0	98.0	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2524.	2513.		6.82	5.12		13.89	12.33		22.98	22.09		56.31	60.47
All Grades	N/A	N/A	N/A		6.82	5.12		13.89	12.33		22.98	22.09		56.31	60.47

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.59	7.67		37.12	31.16		54.29	61.16
All Grades		8.59	7.67		37.12	31.16		54.29	61.16

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.09	7.44		59.34	55.12		31.57	37.44
All Grades		9.09	7.44		59.34	55.12		31.57	37.44

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.57	6.98		66.16	58.84		27.27	34.19
All Grades		6.57	6.98		66.16	58.84		27.27	34.19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There was continued improvement in the number of students participating in Math Assessments with 98% of students taking the CAASPP.
2. Based on the most available CAASPP data, 20.71% meet or exceed standard -- with a more concerted effort in the Area Achievement Level Descriptors, we could see significant improvement.
3. One of our most at-risk learner groups as reported by the California Dashboard for the last several years has been English Learners (EL) who are 184.5 points below standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1503.1	1497.9	1507.6	1489.4	1479.6	1488.4	1516.4	1515.6	1526.2	79	99	108
10	1512.3	1530.2	1507.8	1493.5	1521.0	1492.8	1530.7	1538.9	1522.3	61	92	101
11	1505.2	1497.1	1523.4	1488.4	1473.9	1507.5	1521.5	1519.7	1538.9	46	74	94
12	1507.8	1508.3	1513.6	1489.2	1492.0	1500.0	1525.9	1524.0	1526.8	45	56	56
All Grades										231	321	359

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.60	5.05	3.70	19.48	21.21	31.48	46.75	35.35	23.15	31.17	38.38	41.67	77	99	108
10	10.53	6.52	9.00	29.82	41.30	28.00	28.07	28.26	26.00	31.58	23.91	37.00	57	92	100
11	4.55	5.41	7.45	18.18	24.32	26.60	29.55	21.62	31.91	47.73	48.65	34.04	44	74	94
12	2.22	3.57	10.91	26.67	23.21	20.00	31.11	35.71	27.27	40.00	37.50	41.82	45	56	55
All Grades	4.93	5.30	7.28	23.32	28.04	27.45	35.43	30.22	26.89	36.32	36.45	38.38	223	321	357

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.39	8.08	11.11	28.57	28.28	28.70	35.06	28.28	25.93	25.97	35.35	34.26	77	99	108
10	19.30	16.30	21.00	38.60	45.65	28.00	8.77	15.22	15.00	33.33	22.83	36.00	57	92	100
11	9.09	13.51	12.77	34.09	25.68	35.11	18.18	12.16	22.34	38.64	48.65	29.79	44	74	94
12	6.67	16.07	18.18	33.33	23.21	30.91	28.89	28.57	12.73	31.11	32.14	38.18	45	56	55
All Grades	11.66	13.08	15.41	33.18	31.78	30.53	23.77	20.87	19.89	31.39	34.27	34.17	223	321	357

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.30	3.03	2.78	14.29	14.14	12.04	40.26	29.29	42.59	44.16	53.54	42.59	77	99	108
10	5.26	3.26	1.00	19.30	20.65	17.00	33.33	45.65	41.00	42.11	30.43	41.00	57	92	100
11	4.55	0.00	3.19	2.27	13.51	15.96	27.27	39.19	41.49	65.91	47.30	39.36	44	74	94
12	2.22	3.57	3.64	6.67	7.14	10.91	40.00	30.36	41.82	51.11	58.93	43.64	45	56	55
All Grades	3.14	2.49	2.52	11.66	14.64	14.29	35.87	36.45	41.74	49.33	46.42	41.46	223	321	357

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.63	2.02	1.85	56.58	50.51	59.26	40.79	47.47	38.89	76	99	108
10	7.02	1.09	3.00	54.39	76.09	64.00	38.60	22.83	33.00	57	92	100
11	0.00	1.35	7.45	47.73	43.24	53.19	52.27	55.41	39.36	44	74	94
12	2.22	1.79	1.85	53.33	42.86	53.70	44.44	55.36	44.44	45	56	54
All Grades	3.15	1.56	3.65	53.60	54.83	58.15	43.24	43.61	38.20	222	321	356

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	42.03	39.80	46.73	33.33	26.53	22.43	24.64	33.67	30.84	69	98	107
10	61.22	56.52	46.94	12.24	23.91	18.37	26.53	19.57	34.69	49	92	98
11	45.24	34.25	44.09	28.57	15.07	32.26	26.19	50.68	23.66	42	73	93
12	32.35	44.64	45.45	47.06	23.21	21.82	20.59	32.14	32.73	34	56	55
All Grades	45.88	44.20	45.89	29.38	22.57	23.80	24.74	33.23	30.31	194	319	353

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.26	7.07	7.41	34.21	38.38	44.44	60.53	54.55	48.15	76	99	108
10	17.54	7.61	4.00	36.84	43.48	48.00	45.61	48.91	48.00	57	92	100
11	4.65	0.00	5.32	23.26	37.84	35.11	72.09	62.16	59.57	43	74	94
12	2.22	3.57	3.70	42.22	30.36	37.04	55.56	66.07	59.26	45	56	54
All Grades	7.69	4.98	5.34	34.39	38.32	41.85	57.92	56.70	52.81	221	321	356

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.32	1.01	0.93	64.47	53.54	67.59	34.21	45.45	31.48	76	99	108
10	1.82	1.09	0.00	70.91	73.91	65.00	27.27	25.00	35.00	55	92	100
11	2.33	9.46	12.77	55.81	51.35	56.38	41.86	39.19	30.85	43	74	94
12	0.00	5.36	3.64	72.50	55.36	50.91	27.50	39.29	45.45	40	56	55
All Grades	1.40	3.74	4.20	65.89	59.19	61.34	32.71	37.07	34.45	214	321	357

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Conclusions based on this data:

- 321 English Learners were assessed as we continue to realize an increase in overall EL student enrollment.
- Based on the most available previous testing data, we realized a Mean score increase to all three areas: Written Language, Reading, and Writing Domain.

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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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1931	71.1	20.8	0.5
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	401	20.8
Foster Youth	9	0.5
Homeless	118	6.1
Socioeconomically Disadvantaged	1373	71.1
Students with Disabilities	327	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	170	8.8
American Indian	6	0.3
Asian	149	7.7
Filipino	43	2.2
Hispanic	782	40.5
Two or More Races	155	8
Pacific Islander	34	1.8
White	579	30

Conclusions based on this data:

1. With over 71% of our students identified as Socioeconomically Disadvantaged, our continued efforts to provide high-quality instruction and intensive academic supports.
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







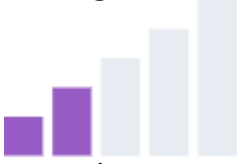
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  Red		
College/Career  Low		

Conclusions based on this data:

1. Despite being listed as "Medium" with respect to the suspension rate, we did realize a 1.4% reduction in the suspension rate by year. According to site/local data, both out of school and class suspensions have realized impressive decreases. We will continue to apply a more direct and tiered 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 saw a decline of 9.7% with 31.2% making progress towards English Language proficiency.
3. The Graduation Rate held steady at 90.9%; with our focus groups including our African American students at 88.2%, our Hispanic students at 86.2%, and English Learners at 76% continuing to outpace FCUSD and achieve 4.5% higher than the State of California average.

School and Student Performance Data

Academic Performance English Language Arts

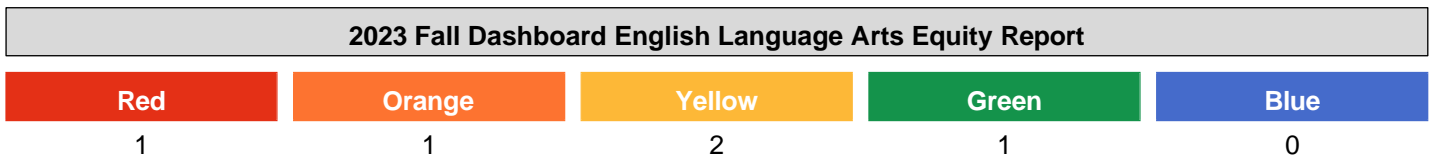
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group																
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0 points below standard</td> </tr> <tr> <td>Increased Significantly +34 points</td> </tr> <tr> <td>411 Students</td> </tr> </tbody> </table>	All Students	 Green	0 points below standard	Increased Significantly +34 points	411 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">98.4 points below standard</td> </tr> <tr> <td>Decreased Significantly -16.1 points</td> </tr> <tr> <td>94 Students</td> </tr> </tbody> </table>	English Learners	 Red	98.4 points below standard	Decreased Significantly -16.1 points	94 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	3 Students	
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2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>34.9 points below standard</p> <p>Increased Significantly +50.2 points</p> <p>29 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>24.5 points above standard</p> <p>Increased Significantly +60.6 points</p> <p>29 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>17.8 points below standard</p> <p>Increased Significantly +37.6 points</p> <p>168 Students</p>	<p>4 points below standard</p> <p>Increased Significantly +26.3 points</p> <p>37 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p></p> <p>Green</p> <p>21.3 points above standard</p> <p>Increased Significantly +16.6 points</p> <p>128 Students</p>

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>118 points below standard</p> <p>Increased Significantly +16.7 points</p> <p>75 Students</p>	<p>20.8 points below standard</p> <p>Decreased Significantly -25.2 points</p> <p>19 Students</p>	<p>15.5 points above standard</p> <p>Increased Significantly +43.9 points</p> <p>204 Students</p>

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 English Language Arts improvement, we must continue to focus on supporting our student subgroups (Students with Disabilities 99.9 points below standard, English Learners 98.4 points below standard, African American 34.9 points below standard, and Hispanic students 17.8 points below standard).
3. Concentrated efforts are needed to address English Learner progress as this is the only subgroup in the red category. This subgroup saw a 16.1-point decline.

School and Student Performance Data

Academic Performance Mathematics

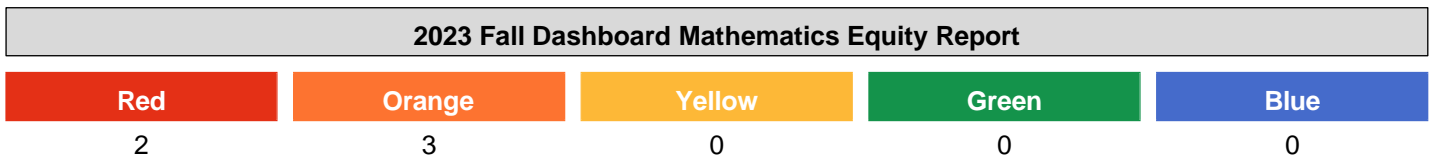
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 109.7 points below standard Decreased -8.9 points 408 Students	<p>English Learners</p>  Red 184.5 points below standard Decreased Significantly -42.4 points 92 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>149.9 points below standard Decreased Significantly -73.2 points 24 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 130.7 points below standard Decreased Significantly -17.4 points 286 Students	<p>Students with Disabilities</p>  Orange 181.8 points below standard Increased +8.6 points 69 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>150.8 points below standard</p> <p>Maintained +0.9 points</p> <p>29 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>84 points below standard</p> <p>Increased +7.2 points</p> <p>29 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>128 points below standard</p> <p>Increased +5 points</p> <p>165 Students</p>	<p>113.3 points below standard</p> <p>Decreased Significantly - 19.6 points</p> <p>37 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p></p> <p>Orange</p> <p>81.9 points below standard</p> <p>Decreased Significantly - 30.9 points</p> <p>128 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>205.1 points below standard</p> <p>Decreased -11.6 points</p> <p>73 Students</p>	<p>105.5 points below standard</p> <p>Decreased Significantly -48.3 points</p> <p>19 Students</p>	<p>91.7 points below standard</p> <p>Maintained +2.6 points</p> <p>203 Students</p>

Conclusions based on this data:

1. Math continues to be an area of great concern. Based on the 2023 California Dashboard data, there was an 8.9-point decrease.
2. CHS must continue to focus on supporting our student subgroups with a full-time Math Instructional Coach (English Learners 184.5 points below standard and Socioeconomically Disadvantaged 130.7 points below standard).
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

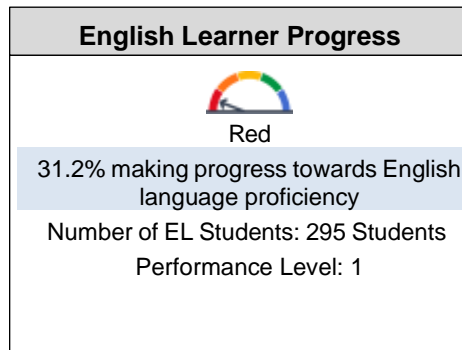
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
77	118	2	90

Conclusions based on this data:

1. Cordova High School continues to graduate a significant number of English Learners each year, with a 78.1% Graduation Rate as compared to only 73.5% for California.
2. Based on the most recent available data, 90 students progressed as 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

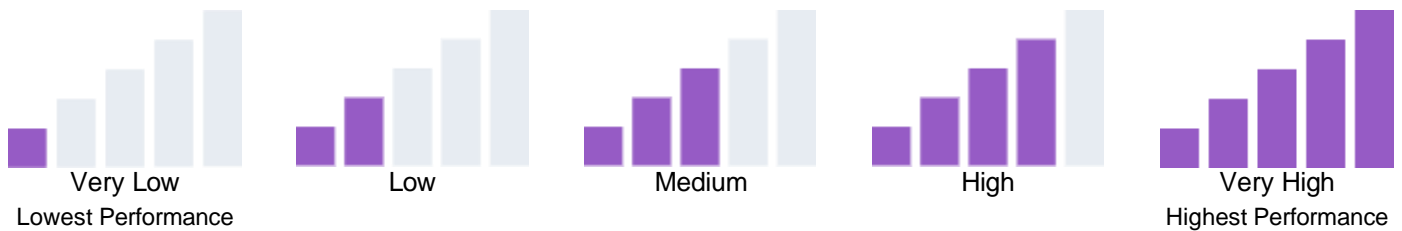
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

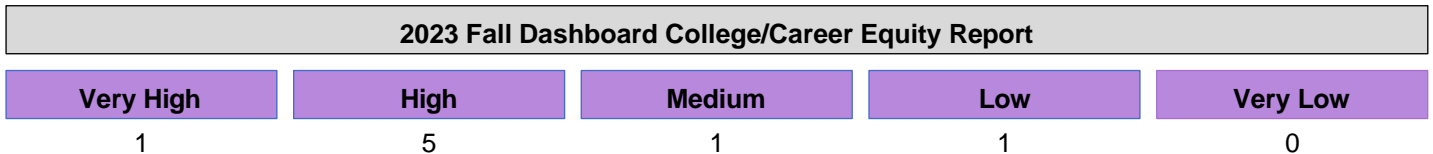
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

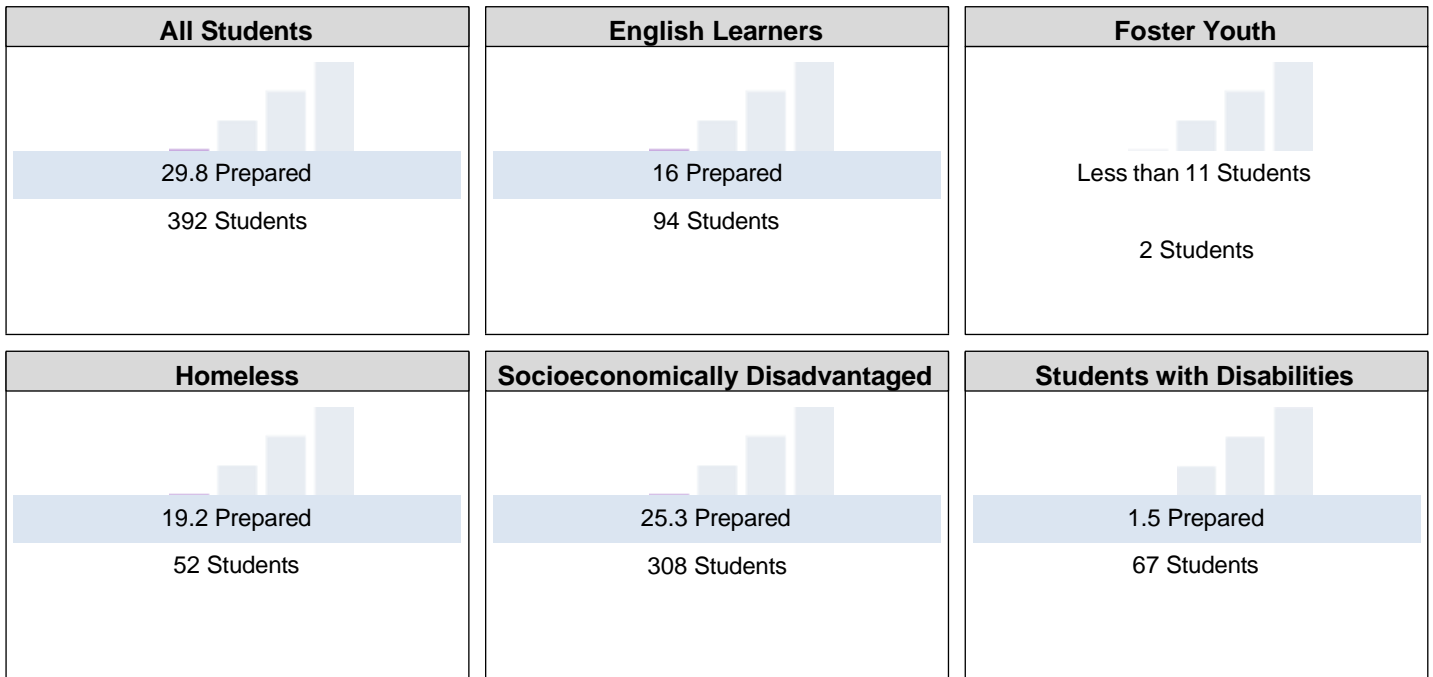


This section provides number of student groups in each level.

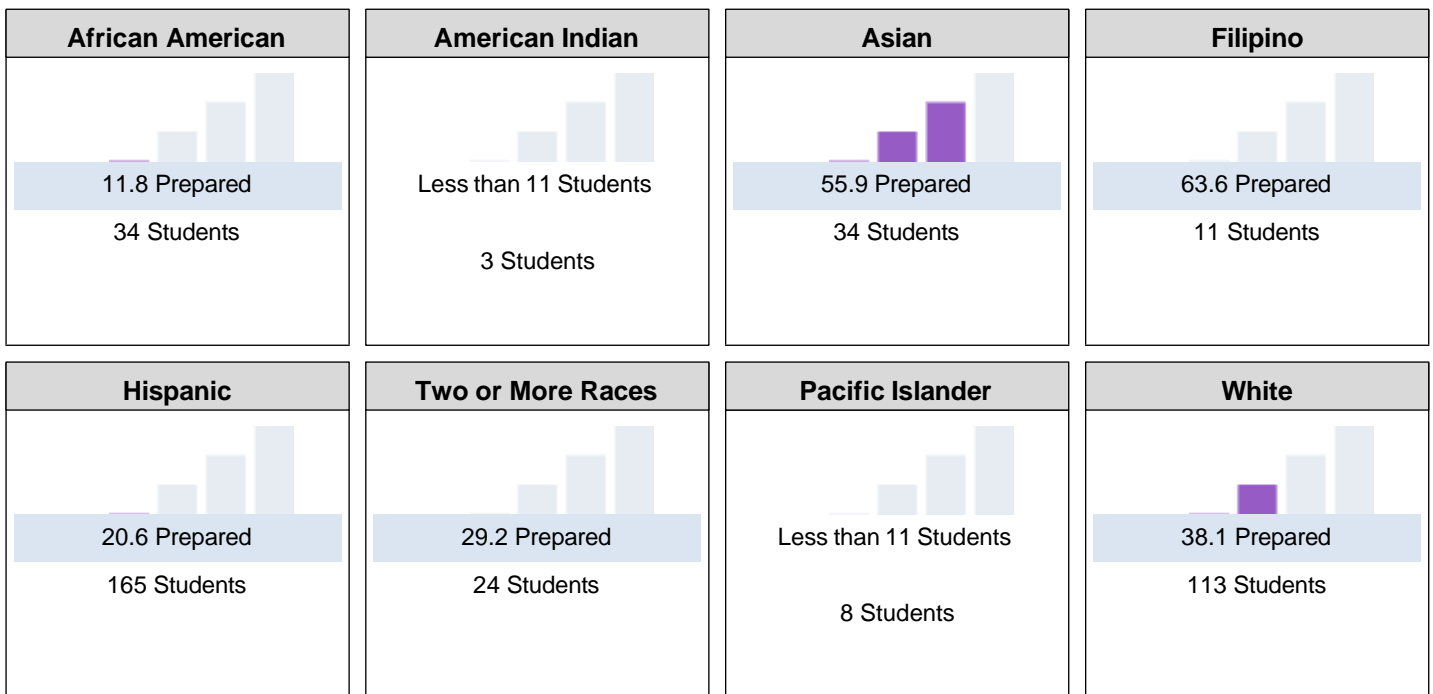


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Based on most available data, 82 students or 20.8% in the combined four- and five-year graduation rate by student group met the UC/CSU requirements. Increasing A-G completion is a targeted focus.
2. In reviewing our specific student subgroup data, Students with Disabilities were only 1.5% prepared which is 10.8% below the state of California. This data indicated significant growth is needed 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

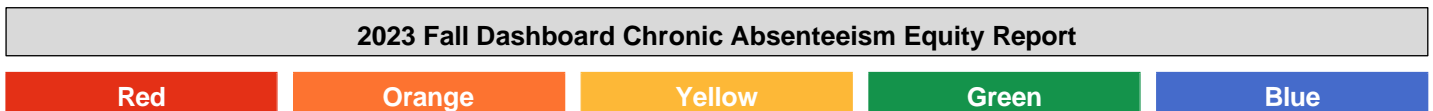
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Based on the most recent available data, the Chronic Absenteeism Rate for Cordova High was 24.57% (A2A attachment)
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 (Students with Disabilities).
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

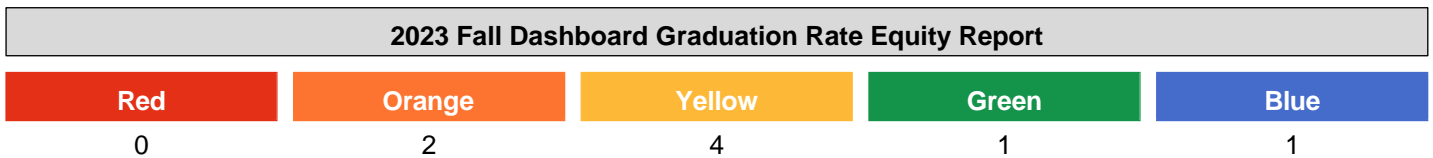
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 90.9% graduated Maintained -0.5 395 Students	English Learners  Orange 78.1% graduated Maintained -0.6 96 Students	Foster Youth Less than 11 Students 2 Students
Homeless  Green 81.5% graduated Increased 2.1 54 Students	Socioeconomically Disadvantaged  Yellow 90% graduated Maintained 0.9 311 Students	Students with Disabilities  Orange 77.9% graduated Maintained 0.8 68 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 88.2% graduated Maintained 0.7 34 Students	Less than 11 Students 3 Students	 Blue 97.1% graduated Increased 1.9 35 Students	100% graduated Increased Significantly 6.3 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 87.4% graduated Maintained -0.8 167 Students	87.5% graduated Decreased -1.4 24 Students	Less than 11 Students 8 Students	 Yellow 94.7% graduated Decreased -2.5 113 Students

Conclusions based on this data:

1. We experienced a decrease to both our graduating number of students (395) as well as our Five-Year Cohort rates (90.1%).
2. We graduated the another 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 78.1% is higher than the California state average at 73.5%.

School and Student Performance Data

Conditions & Climate Suspension Rate

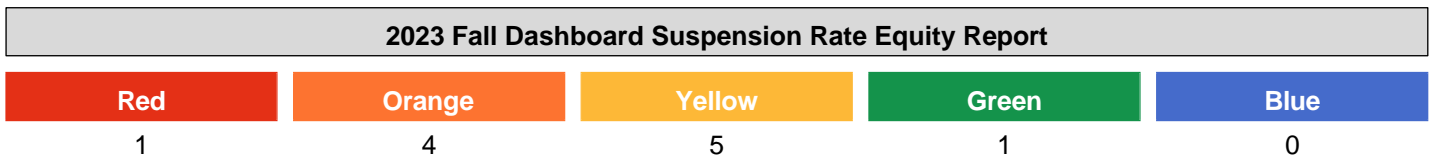
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
















Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.7% suspended at least one day</td> </tr> <tr> <td>Declined -1.4 2083 Students</td> </tr> </tbody> </table>	All Students	 Yellow	9.7% suspended at least one day	Declined -1.4 2083 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.9% suspended at least one day</td> </tr> <tr> <td>Maintained -0.2 443 Students</td> </tr> </tbody> </table>	English Learners	 Orange	9.9% suspended at least one day	Maintained -0.2 443 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">25% suspended at least one day</td> </tr> <tr> <td>Maintained 0 16 Students</td> </tr> </tbody> </table>	Foster Youth	25% suspended at least one day	Maintained 0 16 Students	
All Students														
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.4 151 Students</td> </tr> </tbody> </table>	Homeless	 Yellow	12.6% suspended at least one day	Declined Significantly -2.4 151 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">11.2% suspended at least one day</td> </tr> <tr> <td>Declined -1.5 1493 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	11.2% suspended at least one day	Declined -1.5 1493 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.5% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -4.3 364 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	13.5% suspended at least one day	Declined Significantly -4.3 364 Students
Homeless														
 Yellow														
12.6% suspended at least one day														
Declined Significantly -2.4 151 Students														
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Students with Disabilities														
 Yellow														
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Declined Significantly -4.3 364 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 18.6% suspended at least one day Declined Significantly -3.5 204 Students	Less than 11 Students 8 Students	 Red 11.2% suspended at least one day Increased Significantly 9.3 152 Students	 Orange 2.3% suspended at least one day Increased 0.4 44 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.1% suspended at least one day Declined Significantly -3.6 826 Students	 Yellow 10.9% suspended at least one day Declined Significantly -3 184 Students	 Green 5.4% suspended at least one day Declined -6.7 37 Students	 Orange 8.8% suspended at least one day Increased 0.3 628 Students

Conclusions based on this data:

- Overall, the suspension rate for Cordova High School is 9.7% which is a 1.4% decrease.
- The strategic use of "other means of correction" has increased which positively change student behavior and impact our recidivism rates.
- 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Student with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.	29.8% Prepared according to the CA Dashboard. Students with Disabilities are in the very low category	Increase the percentage of students classified as Prepared by 3% per year. Move Students with Disabilities out of the very low category
CAASPP ELA	All students in the green category - increased 34 points English Learners are in the red performance level	Move English Learner subgroup out of the red performance level
CAASPP Math	All students in the orange category - declined 8.9 points, 109.7 points below standard	Move English Learners and Socioeconomically Disadvantaged subgroups out of the red performance level

	English Learners and Socioeconomically Disadvantaged are in the red performance level	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All Students, specifically English Learners (ATSI subgroup)	22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,530 Title I 3000-3999: Employee Benefits Instructional Coach related benefits 21,821 Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor 6,539 Title I 3000-3999: Employee Benefits ELD Program Monitor related benefits 8,185 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 2,025 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 7,440 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Program Monitor 2,229 LCFF - Supplemental 3000-3999: Employee Benefits ELD Program Monitor related benefits 17,598 Title I 1000-1999: Certificated Personnel Salaries

			<p>Instructional Coach for Mathematics 5,298 Title I 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits 18,300 LCFF - Supplemental 4000-4999: Books And Supplies Supplies 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 46,930 Learning Recovery 0001-0999: Unrestricted: Locally Defined .40 Instructional Coach for Mathematics 14,126 Learning Recovery 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits</p>
1.2	More alignment and support for ELL students in the classroom including increasing parent engagement, translations, and parent conferences. (LCAP 1, 2, 3)	English Learners / Additional Targeted Support and Improvement (ATSI) Subgroup	<p>155,049 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional instructional sections to support ELL students 56,511 LCFF - Supplemental 3000-3999: Employee Benefits Additional instructional sections to support ELL students related benefits 273,146 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.8 ELL and SEL release 4708 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.8 ELL and SEL release 104,892 LCFF - Supplemental 3000-3999: Employee Benefits 2.8 ELL and SEL release related benefits</p>

			1760 LCFF - Supplemental 3000-3999: Employee Benefits 2.8 ELL and SEL release related benefits
1.3	Additional sections and FTE to reduce class sizes in 9th grade English and IM 1 Foundations (LCAP 1 & 3)	English Learners / Additional Targeted Support and Improvement (ATSI) Subgroup, All students	32,868 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 English Teacher 10,732 LCFF - Supplemental 3000-3999: Employee Benefits .40 English Teacher related benefits 49,302 Learning Recovery 1000-1999: Certificated Personnel Salaries .60 English Teacher 16,097 Learning Recovery 3000-3999: Employee Benefits .60 English Teacher related benefits 94,660 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 Math Teacher 29,887 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 Math Teacher related benefits 105,255 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 English Teacher 32,461 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 English Teacher related benefits
1.4	Additional counseling services to students (LCAP 1, 2, 3)	English Learners / Additional Targeted Support and Improvement (ATSI) Subgroup, 9th graders, All students	86,786 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 Counselor 35,085 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 Counselor related benefits

			1,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Cash for College
1.5	Support for Students with Disabilities (LCAP 1 & 3)	Students with Disabilities	26,023 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education TOSA 9727 LCFF - Supplemental 3000-3999: Employee Benefits Special Education TOSA related benefits 32,887 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 Secondary Clerk 24,364 LCFF - Supplemental 3000-3999: Employee Benefits .75 Secondary Clerk related benefits
1.6	Targeted school-wide intervention	English Learners / Additional Targeted Support and Improvement (ATSI) Subgroup, 9th graders, All students	4,879 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 Flex/Advisory 1,874 LCFF - Supplemental 3000-3999: Employee Benefits .20 Flex/Advisory related benefits
1.7	Additional instructional leadership (LCAP 1,2,3,4)	English Learners / Additional Targeted Support and Improvement (ATSI) Subgroup, 9th graders, All students	36,451 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,996 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits
1.8	Holistic student support (SEL, academic, behavioral)	All students	21,519 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist 5,032 LCFF - Supplemental 3000-3999: Employee Benefits

			Student Support Specialist related benefits
1.9	Additional English Language Development Support	English Learners / Additional Targeted Support and Improvement (ATSI) Subgroup	187,506 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 5.175 FTE BIA 96,158 LCFF - Supplemental 3000-3999: Employee Benefits 5.175 FTE BIA related benefits 39,641 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Russian 30,893 LCFF - Supplemental 3000-3999: Employee Benefits BIA Russian related benefits 1,814 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Support extra time 686 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Support extra time related benefits
1.10	Enhance experiential learning	All students	5,500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field trips and transportation

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing data and previous goals, it is apparent that we are in need of increasing support in the classrooms, specifically in terms of EL support. Planned strategies and activities for 2024-2025 will prioritize tier 1 instruction, supporting faculty and staff through professional development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

Instructional coaches and the math department attended subject matter specific professional development. Planned professional development for 2024-2025 will prioritize English Learners, math and students with disabilities.

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 plan to partake in a more robust reflection of our practices with a renewed focus on our High Reliability Schools work, Professional Learning Communities (PLC), Social Emotional Learning (SEL), and International Baccalaureate (IB). New for 2024-2025 will be a focus on expanding the resources for families and providing additional intervention through an advisory and flex time.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.
 Increase parent engagement. Decrease student suspensions and chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)
 2.01 - Increase student attendance rates and reduce chronic absenteeism .
 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
 2.03 - Reduce student suspensions, expulsions rates, and bullying incidents.
 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
 2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	23.81% (A2A)	20%
Decrease in Suspension	9.7% suspended at least one day (CA Dashboard)	5% decrease
Parent Engagement	111 FCUSD Annual Needs Assessment Responses	5% increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup	22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,530

			<p>Title I 3000-3999: Employee Benefits Instructional Coach related benefits 21,820</p> <p>Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor 6,536</p> <p>Title I 3000-3999: Employee Benefits ELD Program Monitor related benefits 17,597</p> <p>Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for Mathematics 5,297</p> <p>Title I 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits 8,184</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 2,022</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 7,437</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Program Monitor 2,228</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits ELD Program Monitor related benefits</p>
2.2	Support for Students with Disabilities - attendance and behavioral (LCAP 2).	Students with Disabilities, All students	<p>26,023</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education TOSA 9726</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Special Education TOSA related benefits</p>

			32,291 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .718750 Behavior Support Assistant 23,642 LCFF - Supplemental 3000-3999: Employee Benefits .718750 Behavior Support Assistant related benefits
2.3	Targeted school-wide intervention (LCAP 1, 2, 3)	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	4,877 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 Flex/Advisory 1,873 LCFF - Supplemental 3000-3999: Employee Benefits .20 Flex/Advisory related benefits
2.4	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	36,449 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,994 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 28,392 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 School Clerk 10,506 LCFF - Supplemental 3000-3999: Employee Benefits .75 School Clerk related benefits
2.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All students	21,517 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist 5,032 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Specialist related benefits 48,496 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Restorative Specialist

			17,918 LCFF - Supplemental 3000-3999: Employee Benefits Restorative Specialist related benefits
2.6	Enhance and foster extracurricular experiences for students (LCAP 2)	All students	5,756 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Activities Director 1,439 LCFF - Supplemental 3000-3999: Employee Benefits Activities Director related benefits
2.7	Additional health services	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, All students	13,040 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 Health Assistant 4,829 LCFF - Supplemental 3000-3999: Employee Benefits .313 Health Assistant related benefits
2.8	Focus on attendance, school safety, and climate	All students	164,433 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 5 Site Supervision 70,456 LCFF - Supplemental 3000-3999: Employee Benefits 5 Site Supervision related benefits 49,651 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Specialist 28,334 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Specialist related benefits
2.9	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, All students	25,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies (PE, arts, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies

			Technology 11,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Neptune radio license, ROTC cleaning, drama music director & site digital tools 4708 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELL DO and SEL Release 1759 LCFF - Supplemental 3000-3999: Employee Benefits ELL DO and SEL Release
2.10	Increase parent engagement, communication, and attendance support (LCAP 2).	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, All students	3,500 LCFF - Supplemental 5900: Communications Postage

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing data and previous goals, it is apparent that we are in need of increasing support in the classrooms both instructionally and with classroom management. Planned strategies for 2024-2025 will prioritize instruction, restorative practices, engagement and parent support.

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 there was a considerable shift to ensure we were able to implement the aforementioned strategies to continue to serve students.

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

Due to our needs our focus will be on equity, student connectedness, climate, and restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide students with high quality classroom instruction and access to a broad course of study.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

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

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the number of students attaining English Proficiency and student achievement, specifically in ELA and math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	109.7 points below standard (Orange)	100 points below standard
Professional Development Plan	Attendance data from PD days, recorded PD participants at conferences, and weekly/monthly site PD.	All certificated staff will be trained in MYP, RTI, and NASOT instructional model.
CAASPP ELA	0 points above standard (Green)	5 points above standard
English Learner Progress	31.2% making progress (Red)	36% making progress

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>3.1</p>	<p>Increase academic and SEL support for students and teachers. (LCAP 1 & 3)</p>	<p>All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students</p>	<p>8,184 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 2,022 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 7,437 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Program Monitor 2,228 LCFF - Supplemental 3000-3999: Employee Benefits ELD Program Monitor related benefits 5,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries IM 1 Foundation PLC PD/subs 45,056 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library/Tutoring 12,318 LCFF - Supplemental 3000-3999: Employee Benefits Late Night Library/Tutoring related benefits 22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,530 Title I 3000-3999: Employee Benefits Instructional Coach related benefits 21,820 Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor</p>
<p>3.2</p>	<p>Support for Students with Disabilities - attendance and behavioral (LCAP 1, 3)</p>	<p>Students with Disabilities, All students</p>	<p>26,023 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education TOSA 9726</p>

			LCFF - Supplemental 3000-3999: Employee Benefits Special Education TOSA related benefits
3.3	Targeted school-wide intervention	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	4,877 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 Flex/Advisory 1,873 LCFF - Supplemental 3000-3999: Employee Benefits .20 Flex/Advisory related benefits
3.4	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	36,449 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,994 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits
3.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All Students	21,517 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist 5,032 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Specialist related benefits
3.6	College/Career Support	All students, Career Technical Education (CTE) students	5,625 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries CTE Division Leader 1,242 LCFF - Supplemental 3000-3999: Employee Benefits CTE Division Leader related benefits LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library / Tutoring / Writing Lab. 6,700 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures CTE technology installation

3.7	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	25,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies (PE, arts, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 4708 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELL DO and SEL Release 1759 LCFF - Supplemental 3000-3999: Employee Benefits ELL DO and SEL Release
3.8	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	17,598 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for Mathematics 5,297 Title I 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits 6536 Title I 3000-3999: Employee Benefits ELD Program Monitor
3.9	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	1,250 LCFF - Supplemental 3000-3999: Employee Benefits IM 1 Foundation PLC PD/subs benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 at Cordova High was 90.9%.

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

Cordova High did a satisfactory job meeting and using the budgeted projections with fidelity.

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.

Additional supports for the CTE department as well as targeted school-wide interventions have been planned.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will receive high-quality classroom instruction and have access to curriculum which promotes college and career readiness.

Ensure all EL students have access to research based EL instructional strategies to improve achievement. Provide access to A-G, CTE, IB, AP, and Science Technology, Engineering, and Mathematics (STEM) courses and focus on high-quality, IB/Common Core School Standards-based instruction with CCSS methodologies throughout all of the curricular areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

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

4.02 - Maintain schools in good repair.

4.03 - 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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Audit Instructional Materials Audit	100%	100%
CAASPP Math	109.7 points below standard (Orange)	100 points below standard
CAASPP ELA	0 points below standard (Green)	5 points above standard
English Learner Progress	31.2% making progress (Red)	36% making progress

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All Students, specifically English Learners, Additional Targeted	8,184 LCFF - Supplemental

		Support and Improvement (ATSI) subgroup, 9th graders, All students	1000-1999: Certificated Personnel Salaries Instructional Coach 2,022 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 7,437 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Program Monitor 2,228 LCFF - Supplemental 3000-3999: Employee Benefits ELD Program Monitor related benefits 22,374 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,530 Title I 3000-3999: Employee Benefits Instructional Coach related benefits 21,820 Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor 6,536 Title I 3000-3999: Employee Benefits ELD Program Monitor related benefits 17,597 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for Mathematics 5,297 Title I 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits
4.2	Support for Students with Disabilities	Students with Disabilities, All students	26,023 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education TOSA 9726 LCFF - Supplemental

			3000-3999: Employee Benefits Special Education TOSA related benefits Title I 1000-1999: Certificated Personnel Salaries Professional Development and extra time
4.3	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	36,449 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,994 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits
4.4	Targeted school-wide intervention	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	4,877 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 Flex/Advisory 1,873 LCFF - Supplemental 3000-3999: Employee Benefits .20 Flex/Advisory related benefits
4.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All students	21,517 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist 5,032 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Specialist related benefits
4.6	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	All Students, specifically English Learners, Additional Targeted Support and Improvement (ATSI) subgroup, 9th graders, All students	25,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies (PE, arts, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 11,500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs

			Neptune radio license, ROTC cleaning, drama music director & site digital tools 4708 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELL DO and SEL Release 1759 LCFF - Supplemental 3000-3999: Employee Benefits ELL DO and SEL Release
4.7	Focused Professional Development for Tier 1 instruction	All students	80850 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development (math, ELA, EL, Special Education)

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing data and previous goals, it is apparent that we are in need of increasing support in the classrooms, specifically tier 1 instruction. Planned strategies and activities for 2024-2025 will prioritize instruction, supporting faculty and staff through professional development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

24 teachers attended Guided Language Acquisition Design (GLAD) training. Planned professional development for 2024-2025 will prioritize English Learners, Math, ELA and students with disabilities.

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 plan to partake in a more robust reflection of our practices with a renewed focus on our Professional Learning Communities (PLC), Social Emotional Learning (SEL), and International Baccalaureate (IB). New for 2024-2025 will be a focus on expanding the resources for families and providing additional 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 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

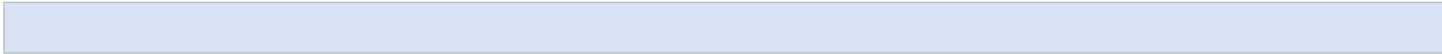
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,234,721.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$316,626.00

Subtotal of additional federal funds included for this school: **\$316,626.00**

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	\$2,791,640.00
Learning Recovery	\$126,455.00

Subtotal of state or local funds included for this school: **\$2,918,095.00**

Total of federal, state, and/or local funds for this school: **\$3,234,721.00**

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	316626	0.00
LCFF - Supplemental	2791641	1.00
Learning Recovery	126455	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	2,791,640.00
Learning Recovery	126,455.00
Title I	316,626.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	46,930.00
1000-1999: Certificated Personnel Salaries	1,574,754.00
2000-2999: Classified Personnel Salaries	566,546.00
3000-3999: Employee Benefits	827,141.00
4000-4999: Books And Supplies	98,300.00
5000-5999: Services And Other Operating Expenditures	87,550.00
5700-5799: Transfers Of Direct Costs	17,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00
5900: Communications	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,278,282.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	566,546.00
3000-3999: Employee Benefits	LCFF - Supplemental	727,462.00
4000-4999: Books And Supplies	LCFF - Supplemental	98,300.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	87,550.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	17,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	13,000.00
5900: Communications	LCFF - Supplemental	3,500.00
0001-0999: Unrestricted: Locally Defined	Learning Recovery	46,930.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	49,302.00
3000-3999: Employee Benefits	Learning Recovery	30,223.00
1000-1999: Certificated Personnel Salaries	Title I	247,170.00
3000-3999: Employee Benefits	Title I	69,456.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,806,295.00
Goal 2	762,417.00
Goal 3	325,426.00
Goal 4	340,583.00

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.

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:

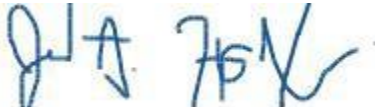

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Compensatory 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 May 21, 2024.

Attested:

	Principal, Amy Strawn on 5/21/2024
	SSC Chairperson, Melissa Lawson on 5/21/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

Chronic Absenteeism Analysis Report

Folsom-Cordova Unified

2023-24

Report Date: 4/30/2024

Chronic (based on excused and unexcused absences):

Chronic: A student who misses 10% or more of student instructional days

Severe Chronic: A student who misses 20% or more of student instructional days

Note: Rates calculated off cumulative data from beginning of school year through each attendance through date.

Cordova High

Chronic Absenteeism Analysis Report

Chronic (based on excused and unexcused absences):

Chronic: A student who misses 10% or more of student instructional days

Severe Chronic: A student who misses 20% or more of student instructional days

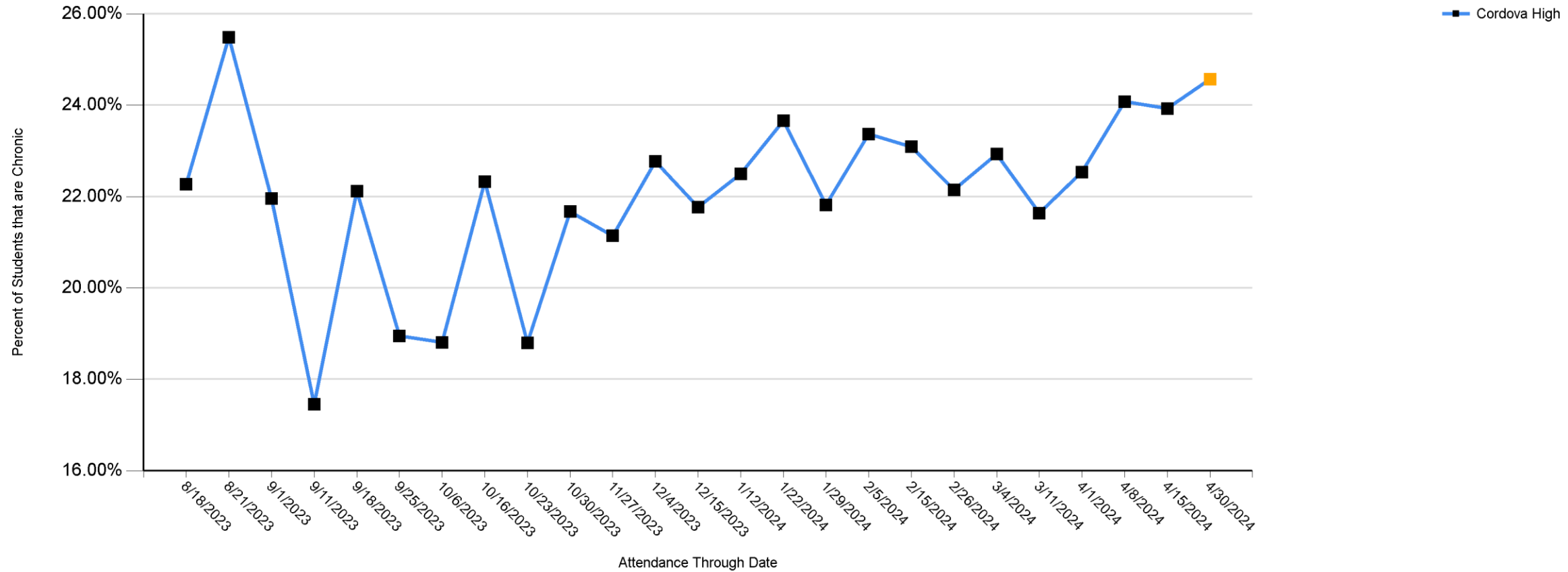
Folsom-Cordova Unified

2023-24

Note: Rates calculated off cumulative data from beginning of school year through each attendance through date.

Report Date: 4/30/2024

Percent of Students that are Chronically Absent Over Time (Presented by: By Site Name --- Drillable by: By Grade)



Chronic Absenteeism Analysis Report

Chronic (based on excused and unexcused absences):

Chronic: A student who misses 10% or more of student instructional days

Severe Chronic: A student who misses 20% or more of student instructional days

Folsom-Cordova Unified

2023-24

Note: Rates calculated off cumulative data from beginning of school year through each attendance through date.

Report Date: 4/30/2024

	Attendance Through	# of Students	# of Students who are chronic	% Chronic
Cordova High				

Orange data point and table row reflect nightly uploaded data.



Cordova High School

ENGLISH LEARNER ADVISORY COMMITTEE 2023-2024

ELAC Meeting #6

March 14, 2024, 5:00 p.m.

AGENDA & Minutes

1. Welcome 2 min.

Ms. Kaluza welcomed everyone to the meeting and reviewed agenda

2. Introductions 2 min.

3. Call to Order 5:07pm

4. Single Plan for Student Achievement Budget 15 min.

Site budget plan for next year was reviewed. No concerns and group appreciated the ongoing focus on students learning English.

5. IB Policies 10 min.

Annual review of policies. In the past, these policies have been separate for DP and MYP. New for future, they will be combined to be school-wide policies.

6. FPM SY 24 25 10 min.

Next year FCUSD has been chosen for the state Federal Program Review (FPM) audit. As the only comprehensive Title I high school, we anticipate being reviewed.

7. Registration for SY 24 25 (lab time) 25 min.

Registrar, Admin Assistant and translators available to help parents/students' complete registration for school year 24-25.

7. Other/Questions 5 min.

8. Adjournment 6:06pm

ELAC Sign In March 2024

<u>Student ID</u>	<u>Last Name</u>	<u>First Name</u>	<u>Grade</u>	<u>Home Room</u>
210095	Castillo Gomez	Roxy	11	Escandon
242090	Bussard	Shawn	10	Escandon
213325	Barcenas Pascual	Daniel	12	Escandon
210350	Wright	Desmond	11	Janco
217445	Bayunts	Tatevik	11	Escandon
	Ortega	Isabella	12	
209162	Gomez Pulido	Elizabeth	11	Anumu
248059	Baltat	Alina	11	Escandon
248058	Baltat	Angelina	11	Escandon
217007	Miller	Marius	10	Stowes
247456	Stallworth	Kaylah	9	Mejia
247879	Cacho Mendoza	Nancy	10	Escandon
221917	Martinez Castro	Christopher	9	Mejia
215240	Karpach	Elvira	10	Stowes
217639	Martinez	Veronica	9	Zilles
205527	Pedroza Moreno	Emeli	11	Spencer
215084	Andreyev	Oleg	10	Escandon
244335	Honchar	Maksym	10	Anumu
219937	Bernabe Vazquez	Jennifer	10	Escandon
228335	Levco	Ivan	10	Stowes
225702	Powell	Lana	10	Spencer
251619	Zahir	Fatema	11	Janco
251839	Makhazhieva	Tamila	10	Stowes
213745	Lopez	Daniel	10	Stowes
213014	Estrada Bustamante	Iziane	11	Anumu
244382	Volosina	Valeria	12	Janco
251926	Solorio	Luis Antonio	11	Janco
209154	Cortes Gaspar	Alison	11	Escandon
211451	Alvarez	Olivia	10	Escandon
231659	Nelson	Evan	11	Spencer
225701	Powell	Livvy	11	Spencer
252051	Kostiukov	Maksim	11	Stowes
244243	Brishna	Mohammad	10	Escandon

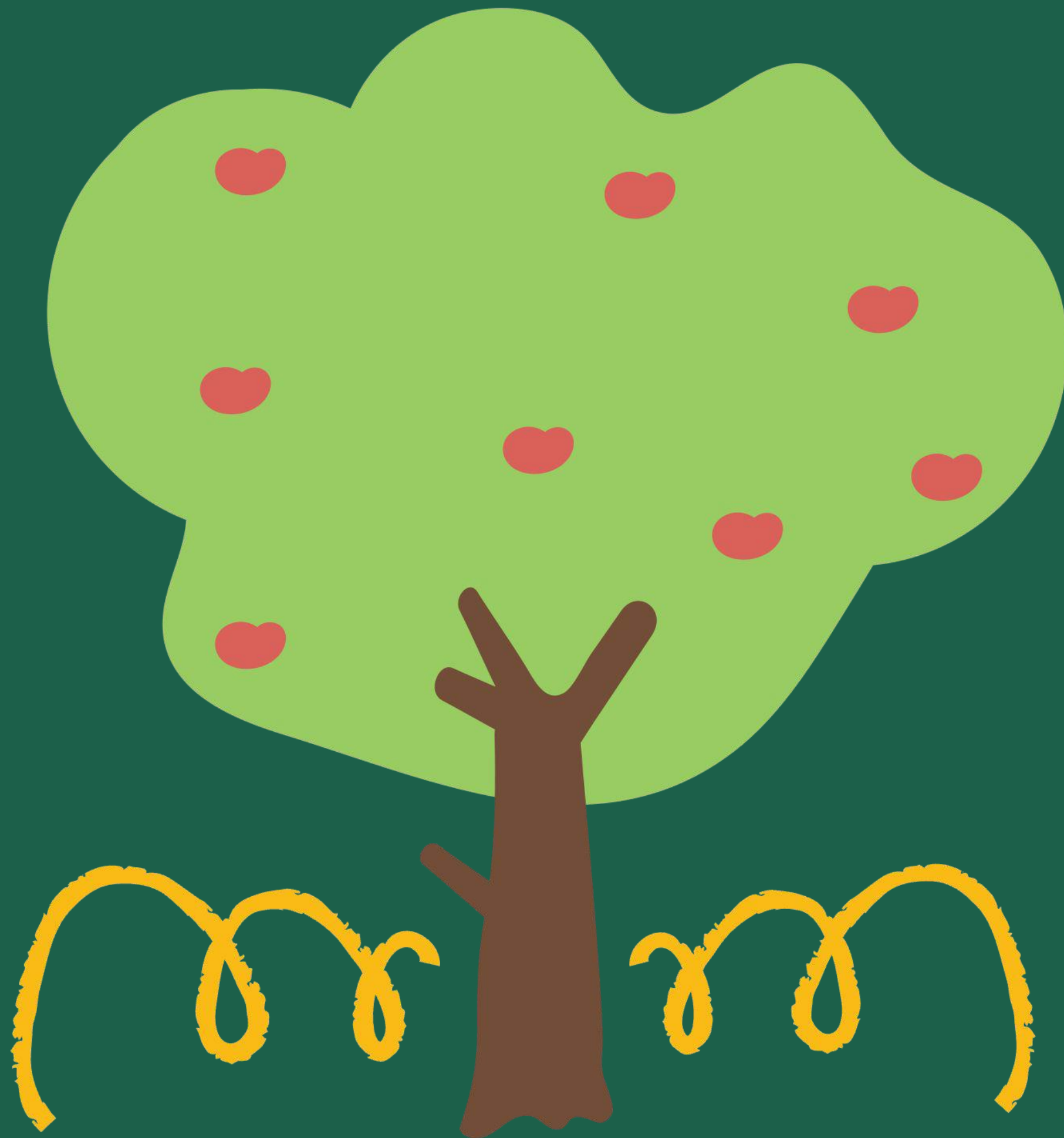
240920	Salam	Khokula	9	Mejia
209159	Rocha Villalobos	Alondra	10	Spencer
251312	Suarez Valdez	Jennifer	11	Janco
215640	Oliver	Kai	10	Spencer
219538	Bargas	Gabriel	10	Escandon
213132	Atwood	Jaden	10	Escandon
	Castillo	Emily	12	
240787	Salam	Rohid	11	Janco
242582	Dominguez	Daniela	11	Anumu
252171	Pena Vargas	Juan	12	Spencer
229238	Fuentes Bobeda	James	10	Anumu
224539	Washington	Marziah	9	Zilles
207602	Rodriguez Del Cid	Brandon	12	Spencer
245596	Shubnikova	Ekaterina	11	Janco
251622	Safi	Hamza	11	Janco
242583	Dominguez	Desmond	9	Romero
210461	Aguilar Beltran	Jason	10	Escandon
225937	Suarez Barajas	Jhoan	11	Janco
252172	Pena Vargas	Karla	11	Spencer
251930	Galindo Jimenez	Jesus	11	Anumu
251294	Ahmadi	Fatima	10	Escandon
252200	Navarro Morales	Maria	11	Spencer
252400	Malekzada	Zuhal	10	Stowes
213543	Rafi	Khubaib	11	Spencer
252350	Dobrik	Zlata	11	Anumu
248585	Herrera Gomez	Britany	10	Anumu
251623	Safi	Abas	10	Janco
246480	Bilokobylko	Inesa	10	Escandon
251409	Ahmadi	Hosna	12	Escandon
209103	Pimentel	Karla	11	Spencer
241885	Pohosian	Gor	12	Spencer
252149	Ramirez Pantoja	Vianey	10	Spencer
206745	Paniagua Vega	Noel	12	Spencer
247753	Muradyan	Tigran	9	Zilles
245587	Shubnikova	Eva	10	Janco

217099	Bloodsaw	Za'Riyaah	10	Escandon
213547	Rafi	Zahra	11	Spencer
252401	Malikzada	Zohra	12	Stowes
243635	Hernandez Alvarez	Anderson	12	Anumu
248133	Ishutina	Evgeniia	11	Anumu
205377	Luna Avila	Damian	11	Stowes
210269	McArdle	Apollo	10	Stowes
215617	Emanuel	Sydney	10	Anumu
235358	Rodriguez	Ricardo	12	Spencer
205485	Perez	Jared	12	Spencer
210867	Spesert	Logan	10	Janco
250009	Merzai	Tamim	12	Stowes
251886	Rivera Moran	Katherine	12	Spencer
251955	Wall-Keitt	Auriana	9	Mejia
250010	Merzai	Fawad	11	Stowes
212943	Emanuel	Kevin	12	Anumu
213663	Luna Avila	Manuel	10	Stowes
212313	Ausencio-Villalba	Kevin	11	Escandon
236460	Rodriguez Lona	Jose	9	Zilles
209152	Vega Felix	Amayrany	11	Janco
233603	Dziubovets	Anastasia	10	Anumu
240786	Salam	Rehan	10	Janco
220972	Bryson	Isaac	9	Romero
213435	Servantes	Corde	11	Janco
216315	Koogler	Jason	9	Romero
206802	Salmanyman	Jason	12	Janco
251756	Collins	Quinnell	10	Escandon
227904	Azami	Rustam	9	Romero
237534	Yousofzai	Kawsar	10	Janco
208754	Brown	Niyah	12	Escandon
213774	Lockhart	Izabella	9	Romero
250227	Volosina	Anastasia	10	Janco
205559	Lockhart	Natalie	11	Stowes

ELAC

March 14, 2024





Agenda

Introduction

Call to Order

Single Plan for Student Achievement

IB Policies

FPM

Registration for SY 24 25

Other/Questions

Call to Order

Review of Agenda





Important Information



[Sports Physicals](#)



[ELPAC Practice](#)



[Parent Summit](#)



[Needs Assessment](#)



[School Website](#)

Single Plan for Student Achievement

Data Walk

Supplemental Budget Plan

Budget Spreadsheet

LCAP Goals

SPSA Draft - to be approved



IB Policies

- IB DP and MYP Evaluation is on the horizon - MYP documents due October 2024
- Streamlined the policies (DP/MYP)
 - Academic Honesty - new additions for AI
 - Admissions
 - Assessment
 - Inclusion, Special Needs
 - Language



Federal Program Monitoring (FPM)

School Year 24 25



Registration Lab Time



Contact Me

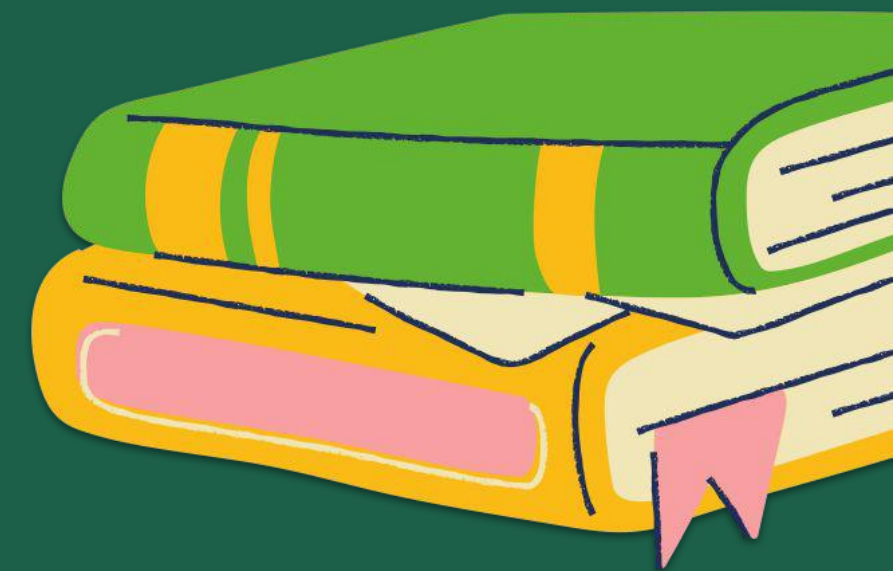
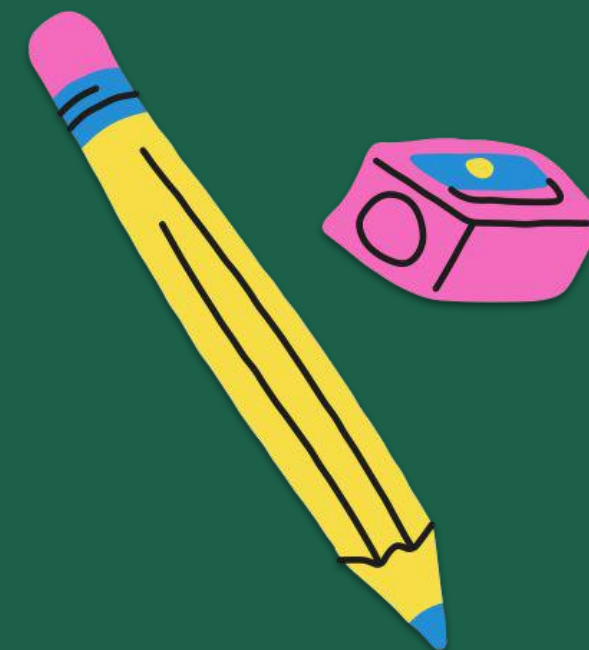
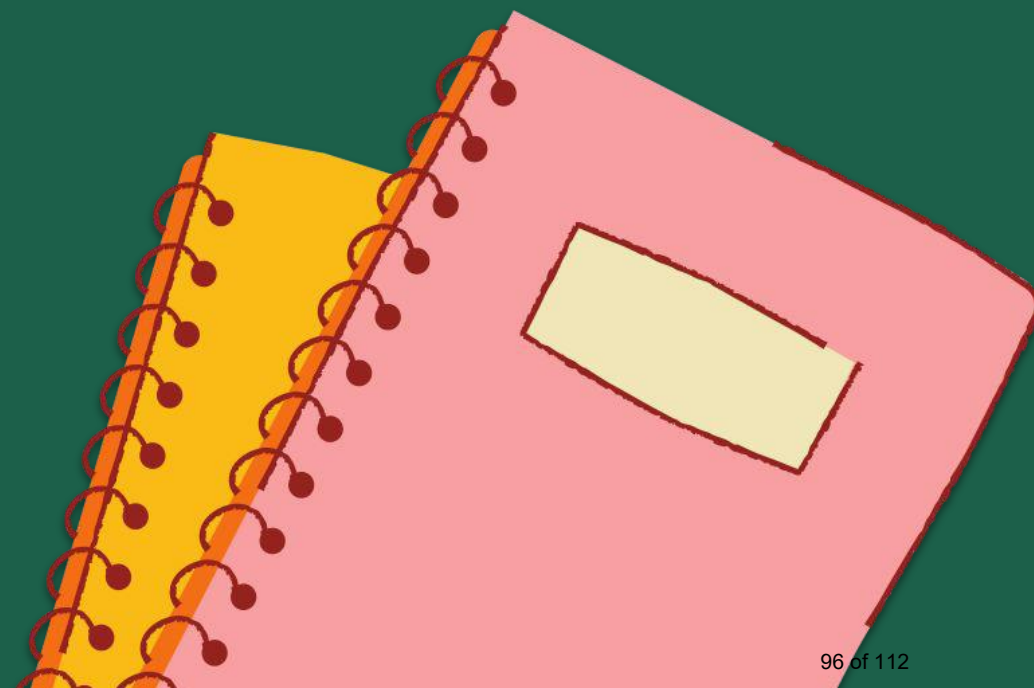
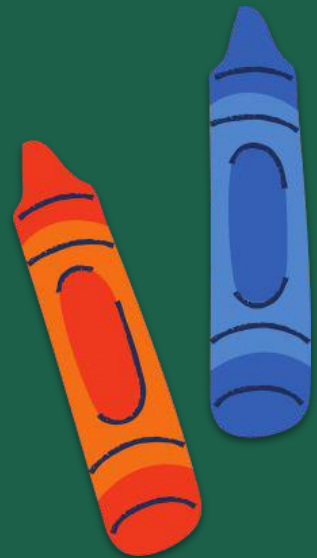
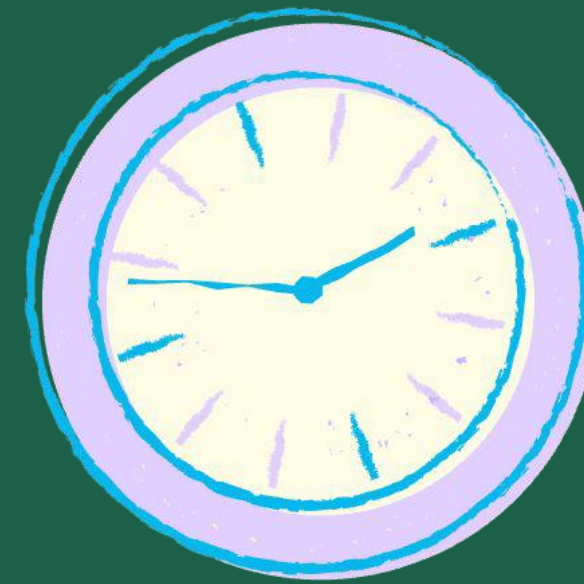
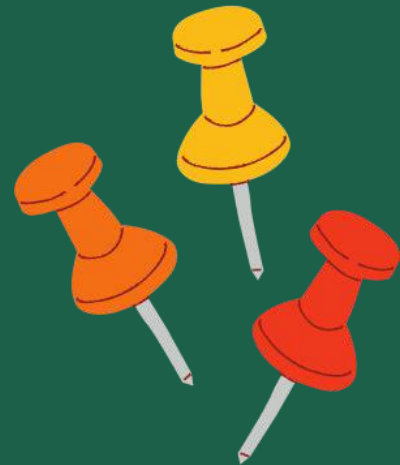
Erin Kaluza

916-294-2450 ext. 810241

ekaluza@fcusd.org



Thank You!



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**Cordova High School
SCHOOL SITE COUNCIL MEETING
AGENDA & MINUTES**
[Slideshow](#)



Date: 5/21/24

Time: 3:45-4:45 pm

Location: MS Teams

Microsoft Teams [Need help?](#)

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Meeting ID: 226 364 293 909

Passcode: zxKHcV

+1 916-245-8582,,728821295# United States,
Sacramento

[Find a local number](#)

Phone conference ID: 728 821 295#

For organizers: [Meeting options](#) | [Reset dial-in PIN](#)

AGENDA

1. Call to Order - Introductions & Warm Welcome

Meeting was called to order at 3:46pm

Members Present: Amy Strawn, Amy Wallace, Melissa Lawson, Veronica Lane, Arezo, Trisha Pena, Tisha Taneja, Stacy Kopshy, Samantha Rishcer, Jennifer Findley, Julie Backster

Quorum established with 11 members in attendance.

Introductions: Amy shared a warm welcome sign

2. Previous Meeting Minutes - February meetings
 - a. Motion to Approve Stacy Kopshy
 - b. Second by Trish Pena
 - c. All Approve
3. Public comment **None**
4. Unfinished Business **None**
5. New Business:
 - a. **DAC** Rep is Veronica Lane
 - b. **Single Plan for Student Achievement SPSA SY 24/25**
 - i. SPSA Draft 24/25 **Amy shared new LCAP goals**

- ii. Supplemental Budget Plan Amy shared plan. There was discussion about bringing data to support newly funded positions, specifically the Sped TOSA. Veronica made a motion to approve plan. Second by Amy Wallace. All Approved
- c. **Community Schools** - CHS did not receive funding, but many feeder sites did. District leaders submitted an appeal, and we will hear more in June.
- d. **IB Policies** In the past, IB policies were separate for DP and MYP. Coordinators have combined the policies, and they will receive an annual review. Policies were shared with the team. The only addition is that of AI language in the Academic Honesty Policy.
- e. **FPM SY 24/25** FCUSD has been identified as an FPM district. As the only Title 1 comprehensive high school, we do anticipate that we will be reviewed again.

6. Adjournment/Next Meeting – *election communication will be sent in late July*

Minutes respectfully submitted by:

Samantha Rischer

6/14/24

Signature

Date

***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**

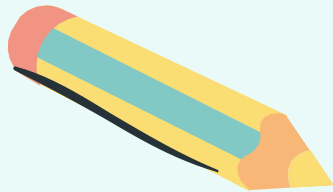


School Site Council

Cordova High School
May 21, 2024



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Closure


In the chat

**Anything fun
happening this
summer?**



The background is light teal with various geometric shapes and math symbols. There are several teal circles, squares, and rectangles of different sizes. There are also red math symbols: a plus sign (+) on the left, a multiplication sign (x) at the top center, and a division sign (÷) on the right. A large yellow circle is partially visible behind the text.

Single Plan for Student Achievement (SPSA)



SPSA SY 24/25 Approval

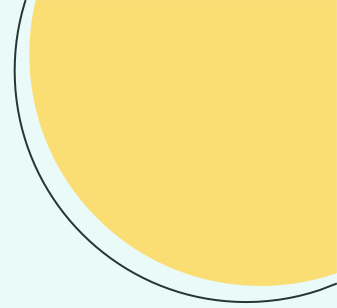
[Data Walk](#)

[Supplemental Budget Plan](#)

[Budget Spreadsheet](#)

[LCAP Goals](#)

[SPSA Draft - to be approved by SSC](#)

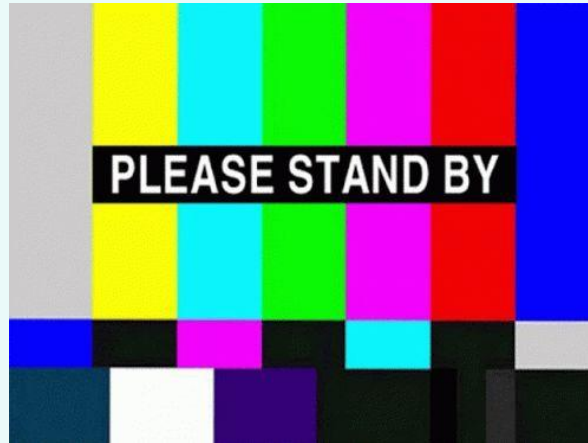


The background is a light teal color with various geometric shapes and mathematical symbols scattered around. There are several light teal circles, squares, and rectangles of different sizes. A large yellow circle with a thin black outline is positioned on the left side, partially overlapping the text. A red plus sign is located in the upper right quadrant, and a red multiplication sign is in the lower right quadrant. A red plus sign is also visible in the bottom left corner, and a red division sign is in the bottom right corner.

Community Schools

Community School

CHS did not receive funding but many feeder sites did. District leaders submitted an appeal and we will hear more in June.


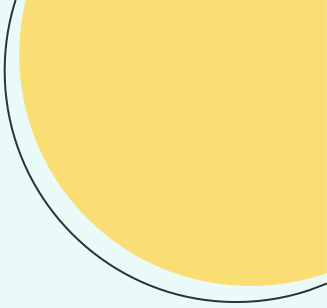




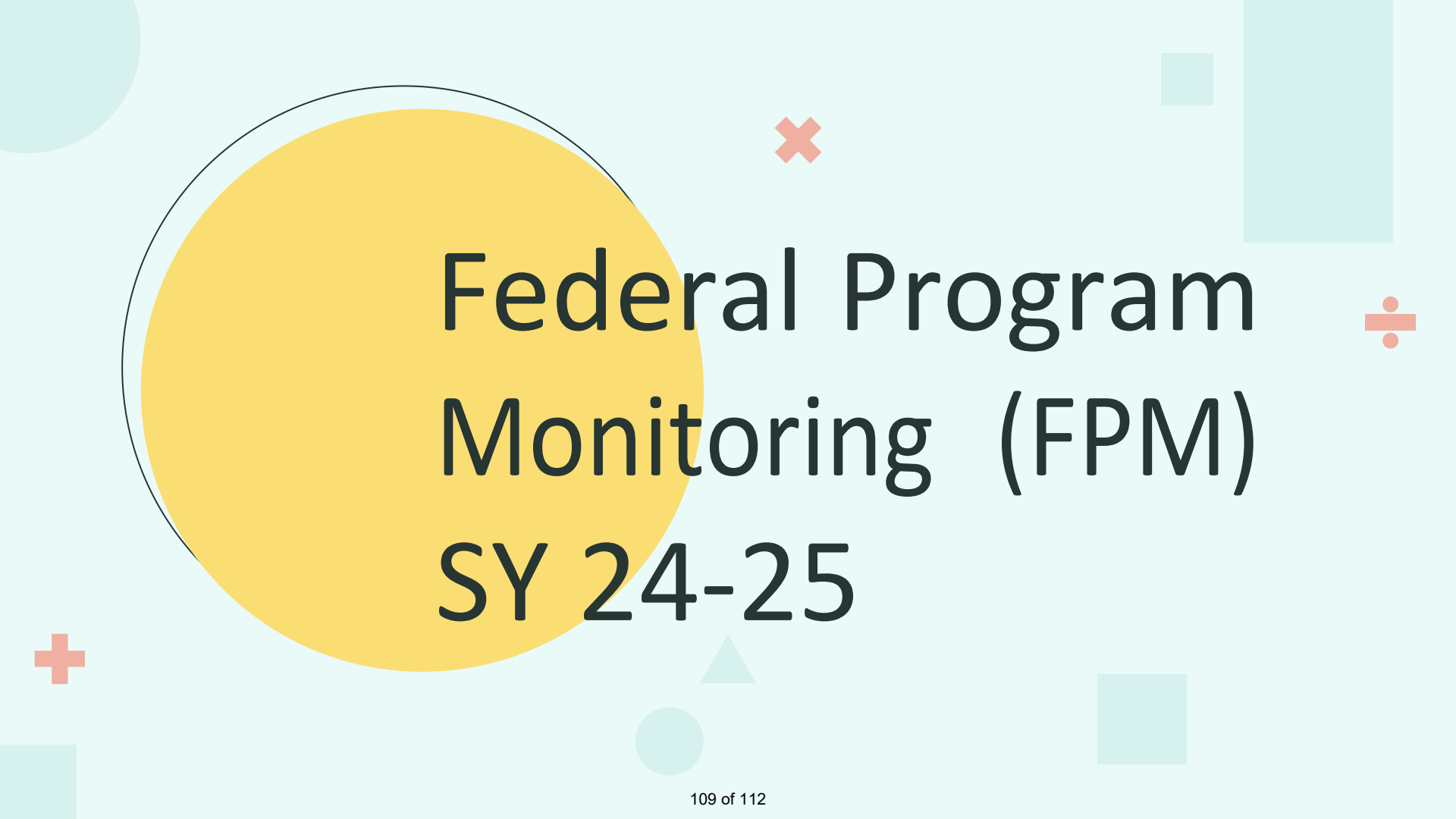
The background is a light teal color with various geometric shapes and mathematical symbols scattered around. There are several light teal circles, squares, and rectangles of different sizes. A large yellow circle is positioned on the left side, containing the text 'IB Policies'. A red plus sign is located in the bottom left, a red multiplication sign is in the top right, and a red division sign is on the right side. A small teal triangle is at the bottom center, and a small teal circle is at the bottom left.

IB Policies



IB Policies

- IB DP and MYP Evaluation is on the horizon - MYP documents due October 2024
 - Streamlined the policies (DP/MYP)
 - [Academic Honesty - new additions for AI](#)
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 - [Language](#)
- 
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The background is light teal with various geometric shapes: a large yellow circle on the left, a teal circle in the top left, a teal square in the top right, a teal rectangle in the top right, a teal square in the bottom right, a teal circle in the bottom center, and a teal triangle in the bottom center. There are also mathematical symbols: a red plus sign in the top right, a red plus sign in the bottom left, a red multiplication sign in the top center, and a red division sign in the middle right.

Federal Program Monitoring (FPM) SY 24-25

Next Meeting



Late July

Election communication
will be sent - terms are 2
years

August

First meeting of SY
24-25

THANKS!

Do you have any questions?
Email Amy Strawn or Samantha Rischer

astrawn@fcusd.org

srischer@fcusd.org



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Cordova High School Site Council May 21, 2024

Full Name	User Action	Timestamp
Amy Strawn	Joined	5/21/24, 3:43:51 PM
Amy Wallace	Joined	5/21/24, 3:43:53 PM
Melissa Lawson	Joined	5/21/24, 3:43:53 PM
Veronica Lane	Joined	5/21/24, 3:43:53 PM
arezo (Guest)	Joined	5/21/24, 3:44:01 PM
Trisha (Guest)	Joined	5/21/24, 3:44:04 PM
Tisha Taneja (Guest)	Joined	5/21/24, 3:44:32 PM
+1 510-734-8518	Joined	5/21/24, 3:44:40 PM
Stacy Kopshy	Joined	5/21/24, 3:45:22 PM
Samantha Rischer	Joined	5/21/24, 3:52:31 PM
Jennifer Findley	Joined	5/21/24, 4:24:21 PM