



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova Gardens Academy of Arts & Sciences	34673306033153	May 14, 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 Gardens Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program</p> <p>Additional Targeted Support and Improvement</p> <p>Title I Schoolwide, Learning Recovery, An Equity Multiplier site, and a California Community School.</p> <p>Additional Targeted Support and Improvement (ATSI) Subgroups: Homeless, Two or More Races.</p> <p>School Plan for Student Achievement (SPSA) approval by Site Council and English Language Acquisition Committee 5/14/24.</p>
---

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.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	4
School Vision and Mission .....	4
School & Community Profile .....	4
Educational Partner Involvement.....	5
Resource Inequities .....	6
Comprehensive Needs Assessment Components.....	6
California School Dashboard (Dashboard) Indicators .....	6
Other Needs.....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results .....	16
California School Dashboard .....	20
Overall Performance.....	22
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1 .....	35
Goal 2 .....	48
Goal 3 .....	61
Goal 4 .....	71
Goal 5 .....	85
Budget Summary .....	96
Budget Summary.....	96
Other Federal, State, and Local Funds.....	96
Budgeted Funds and Expenditures in this Plan .....	97
Funds Budgeted to the School by Funding Source .....	97
Expenditures by Funding Source.....	97
Expenditures by Budget Reference .....	97
Expenditures by Budget Reference and Funding Source.....	98
Expenditures by Goal .....	98
School Site Council Membership.....	100
Recommendations and Assurances.....	101
Instructions .....	102
Appendix A: Plan Requirements.....	109
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements.....	112



# 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 Gardens Elementary 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, Learning Recovery, An Equity Multiplier site, and a California Community School.

Additional Targeted Support and Improvement (ATSI) Subgroups: Homeless, Two or More Races.

School Plan for Student Achievement (SPSA) approval by Site Council and English Language Acquisition Committee 5/14/24.

The 2024-2025 Single Plan for Student Achievement (SPSA) is aligned to the district Local Control and Accountability Plan (LCAP) goals 1-5. Available data is assessed; programs are implemented to support student achievement and social emotional learning.

## School Vision and Mission

For School Year 2024-2025

"Our vision at Cordova Gardens Elementary School is to empower each student, academically, emotionally, and socially through STEAM integration in order to prepare students to become lifelong learners in a dynamically changing world. This effort will be accomplished through a collaborative data driven approach to ensure that students have purposeful learning opportunities so that they develop critical thinking, collaboration, creativity, and communication skills."

## School & Community Profile

Cordova Gardens Elementary School is located just east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. Cordova Gardens has a rich heritage of community pride, family involvement, and neighborhood charm. It is affectionately referred to as "The Gardens." The campus presents an inviting landscape with beautiful large trees and colorful murals. The newest mural, a tree full of student handprints, was added during the 2016-2017 school year. Located in Rancho Cordova, a city of 75,000 inhabitants, Cordova Gardens is one of twenty-three elementary schools in Folsom Cordova Unified School District (FCUSD). In addition, FCUSD includes four middle schools, three high schools, 2 alternative schools, one charter school, and one virtual academy, Innovations Academy. The district serves approximately 20,000 students. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners.

Cordova Gardens is home to a regular TK-5th grade education program. One preschool class is offered on campus. Preschool students and families are invited to participate in all school activities. In addition, Cordova Gardens houses the district Opportunity Program for students in grades 4-6. The Opportunity Program at Cordova Gardens is pleased to welcome general education students from all sites in FCUSD who demonstrate a need for additional support with social school skills, in order to be successful learners. Once students gain proficiency in social skills, they return to their home schools. The student population at Cordova Gardens is culturally diverse. There are 7 different home languages represented. Students in Specialized Academic Instructional (SAI) programs are mainstreamed with typical peers as appropriate to the child and the Individual Education Plan (IEP). Our students with disabilities population are 23% of the total student body population. There are three self-contained SAI classes on campus. The learning center approach, with daily Multi-Tiered Systems of Support (MTSS) blocks, supports all students with targeted specific instruction through the Response to Intervention (RtI) model. The percent of English Language Learners (ELL) is at 25% currently. In addition, 5% of English Learners have been re-designated as Fluent in English. Cordova Gardens is supported by the district with funding sources providing for two-part time bilingual instructional assistants. The teaching staff and support personnel collaborate to provide appropriate instruction and specialized learning experiences to meet the needs of all

students. Our student enrollment, reported on the California Dashboard in 2023, was 271 students. The school's largest ethnic group is Hispanic with 40 % followed by White, with 27%. Black or African American comprises 15%, followed by Two or more races 15%, and Asian, 3 %. In the 2022-2023 school year, 92% of our student population is socio-economically disadvantaged with 9% homeless.

The strong parent and community support we receive supports the goal of providing an excellent educational program in a warm, caring, and safe environment. School spirit abounds on campus as the Cordova Gardens Eagles student body participates in spirit days planned by the staff. The Student Council is active in supporting spirit events on campus, as well as local community programs. Cordova Gardens offers students an enriching physical education program, with visiting PE teachers. Students participate in drama and there are a variety of club activities from which to choose. Students in grades 4 through 5 receive instrumental music instruction.

Cordova Gardens was designated as a Foreign Language Elementary School in the past and will be entering in a new direction as we move into subsequent school years. The school community has looked at STEAM as the direction for the school. STEAM stands for science, technology, engineering, arts, and math.

Local Control Funding Formula (LCFF) funds and general fund dollars are being spent to create a reading-rich environment at the appropriate levels. Site goals are aligned to the Folsom Cordova Unified Local Control Accountability Plan (LCAP).

\*\*\*Expanded Learning Programs at Cordova Gardens.

Cordova Gardens is home to an expanded learning program, After School Education and Safety (ASES) that is made available to students in grades 1 to 5 from the hours of 1:52 pm to 6:00 pm, Monday through Friday. The program generally is housed in the multi-purpose room, as well as the library, and runs the entire year to support families in our immediate community. ASES provides extended access to learning support programs (I-ready, accelerated reader, Envision Math, and Reflex Math), used by Cordova Gardens. ASES staff collaborates with site teaching staff to provide assistance with assignments and project completion. ASES supports our climate goals set by the site, through collaboration with staff, as well as creating a system of rewards and reinforcement, during ASES activities. ASES recognizes student achievement on a regular basis for its students. ASES monitors their students during the school day to ensure that they are academically and socially successful students in and out of ASES. The Academic coach or other site staff will coordinate with our extended learning program, ASES, to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.

## Educational Partner Involvement

How, when, and with whom did Cordova Gardens Elementary 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

Initial 2024-2025 SPSA was shared in April and May meetings in the 2023-2024 school year. Site Council and English Language Acquisition Committee approved the 24-25 SPSA on 5/14/24. The SPSA will be revisited in the August 2024 Site Council and English Language Acquisition Committee.

School Plan for Student Achievement (SPSA) has been reviewed at past Site Council and English Language Advisory Committee Meetings Stakeholders will be notified within the first site council/English Language Acquisition Committee (ELAC) meeting. The SPSA for the 2024-2025 school year will be shared during the Site Council/ELAC Meeting scheduled for August 20, 2024. Updates and changes will be made accordingly as subsequent Site Council meetings are scheduled throughout the school year.

Site Council Meetings 2023-2024 meeting dates:

8/23/23  
10/17/23  
11/14/23  
12/12/23  
1/16/24  
2/13/24  
3/12/24  
4/23/24  
5/14/24

English Language Advisory Committee 2023-2024 meeting dates:

8/23/23

10/17/23  
11/14/23  
12/12/23  
1/16/24  
2/13/24  
3/12/24  
4/23/24  
5/14/24

## 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.

Additional resources will need to be allocated to staff training in the 2024-2025 school year to help with training related to new staff and the intervention process needed to reduce the achievement gap in subgroups and deficiencies caused by distance learning in the spring of 2020, as well as the fall of 2020 school years. Continued resources will need to be allocated to the implementation of strategies that help reduce disproportionate rates of suspension of students in subgroups (African American, Hispanic, Economically Disadvantaged), as well as our ATSI subgroups: Homeless, Two or More Races. Additional strategies will be employed to focus on achievement gaps with all subgroups.

## 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.

\*In Fall 2023 There was a 17% decline in EL students making progress towards English Proficiency (40% to 25.5%). This was a measure of EL students progressing one level ELPI. There was a higher percentage of students that were stagnant in growth. Considerable staffing will need to be directed to ELD intervention strategies with our students in the 2024-2025 school year. Additional professional development around ELD strategies in the classroom with respect to first instruction will need to be implemented in the 2024-2025 school year.

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.

\*In Fall 2023 Hispanic and Socioeconomically disadvantaged groups were 73 and 68 points respectively below standards in mathematics. Additional resources and staffing were implemented to target increasing academic scores in these subgroups in 2022-2023 school year.

\*In 2023 Hispanic and Socioeconomically disadvantaged groups were 67 and 63 points respectively below standards in English Language arts. Additional resources and staffing were implemented to target increasing academic scores in these subgroups in 2022-2023 school year.

### Other Needs

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

\*In Fall 2023 English Learners subgroup was in the red indicator for chronic absenteeism (32.4%).

\*In Fall 2023 Hispanic subgroup was in the red indicator for chronic absenteeism (38%)

Attendance programs were implemented in the 2023-2024 school year to improve chronic absenteeism rates. Further work will need to be undertaken to continue to work around reducing chronic absenteeism in these subgroups.

# 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 Gardens Elementary 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%	%	0	0	
African American	12.60%	14.23%	14.76%	33	39	40
Asian	3.82%	3.65%	2.95%	10	10	8
Filipino	0.38%	0.36%	%	1	1	
Hispanic/Latino	45.04%	39.78%	39.85%	118	109	108
Pacific Islander	0.38%	0.36%	0.37%	1	1	1
White	22.14%	25.55%	26.94%	58	70	73
Multiple/No Response	14.89%	15.33%	15.13%	39	42	41
<b>Total Enrollment</b>				262	274	271

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	41	50	42
Grade 1	49	48	35
Grade 2	35	52	43
Grade3	45	39	53
Grade 4	33	44	37
Grade 5	58	39	40
Grade 6	1	2	2
<b>Total Enrollment</b>	262	274	271

#### Conclusions based on this data:

1. Data indicates that ethnicities other than "white" are growing in percentages. California dashboard through CDE also reflects the subgroup: "Two or More Races."
2. 2021-2022 through 2022-2023: A return to more traditional schooling has led to an increase in enrollment. This increase, however, has yet to return to pre-pandemic levels. With an aging neighborhood population, coupled with rising housing costs, we are expecting that our enrollment numbers will remain low.

2022-2023: Enrollment at the end of the school year rose to 318 back to pre-pandemic enrollment numbers. We are hopeful that our numbers will remain high and increase going into the 2023-2024 school year.

3. 2023-2024: There has been an increase in newcomer EL students starting with the 2022-2023 school year.



# 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	59	67	69	18.9%	22.5%	25.5%
Fluent English Proficient (FEP)	14	14	12	4.2%	5.3%	4.4%
Reclassified Fluent English Proficient (RFEP)	8			10.0%		

### Conclusions based on this data:

1. 2023-2024: There is an increase in EL students attending CGE.
2. There is an increase in EL students with few students designated as Fluent English Proficient.
3. Additionally, we have seen an increase in newcomer EL students attending CGE, since 2022.

# 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 3	31	46	39	0	44	38	0	44	38	0.0	95.7	97.4
Grade 4	61	35	47	0	34	47	0	34	47	0.0	97.1	100.0
Grade 5	52	61	41	0	59	38	0	59	38	0.0	96.7	92.7
Grade 6	*	7	4	0	7	4	0	7	4		100.0	100.0
All Grades	146	149	131	0	144	127	0	144	127	0.0	96.6	96.9

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 3		2356.	2367.		4.55	13.16		11.36	23.68		29.55	15.79		54.55	47.37
Grade 4		2397.	2388.		8.82	2.13		5.88	10.64		38.24	29.79		47.06	57.45
Grade 5		2432.	2444.		15.25	13.16		11.86	31.58		18.64	15.79		54.24	39.47
Grade 6		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		9.72	8.66		9.72	21.26		25.69	21.26		54.86	48.82

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.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.27	7.89		61.36	55.26		36.36	36.84
<b>Grade 4</b>		2.94	8.51		79.41	55.32		17.65	36.17
<b>Grade 5</b>		15.25	7.89		52.54	63.16		32.20	28.95
<b>Grade 6</b>		*	*		*	*		*	*
<b>All Grades</b>		7.64	7.87		59.03	58.27		33.33	33.86

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.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.27	5.26		31.82	50.00		65.91	44.74
<b>Grade 4</b>		0.00	2.13		41.18	34.04		58.82	63.83
<b>Grade 5</b>		6.78	7.89		40.68	52.63		52.54	39.47
<b>Grade 6</b>		*	*		*	*		*	*
<b>All Grades</b>		3.47	4.72		37.50	44.88		59.03	50.39

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.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.09	7.89		70.45	68.42		20.45	23.68
<b>Grade 4</b>		2.94	0.00		73.53	76.60		23.53	23.40
<b>Grade 5</b>		8.47	10.53		72.88	68.42		18.64	21.05
<b>Grade 6</b>		*	*		*	*		*	*
<b>All Grades</b>		6.94	5.51		72.92	71.65		20.14	22.83

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.

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 3		11.36	15.79		61.36	50.00		27.27	34.21
Grade 4		8.82	2.13		52.94	74.47		38.24	23.40
Grade 5		15.25	15.79		49.15	52.63		35.59	31.58
Grade 6		*	*		*	*		*	*
All Grades		11.81	10.24		54.17	59.84		34.03	29.92

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. 2022-2023 ELA CAASPP: 25% met standards, 75% did not meet standards.
2. 2023-2024 ELA CAASPP: 35% met standards, 65% did not meet standards (preliminary data).
  1. Area of focus: Strategically use instructional coaching to target students who did not meet ELA standards. Investigate the need to implement more before and after school interventions that are ELA based in nature.
  2. Area of focus: Target change in staff meeting requirements that focus on "ESBN" (Every Student by Name/Data) Professional Learning Communities. Use meetings to focus on Guided Language Acquisition Design (GLAD) and UDL (universal design language) instructional strategies to support students.
  3. Area of focus: Continued school-wide efforts to address writing: Narrative, Informative, and Opinion.
  4. Area of focus: Focus on monitoring EL Students and providing added ELA interventions for these students in the 2024-2025 school year.
  5. Area of focus: Break down ELA data for subgroups and provide added interventions as needed.
3. 2023-2024 Increase in 10% of students meeting standards in ELA.  
For 2024-2025 school year continue areas of focus in ELA.

# 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 3	31	46	40	0	45	39	0	45	39	0.0	97.8	97.5
Grade 4	61	35	47	0	35	47	0	35	47	0.0	100.0	100.0
Grade 5	52	61	41	0	60	40	0	60	40	0.0	98.4	97.6
Grade 6	*	7	4	0	7	4	0	7	4		100.0	100.0
All Grades	146	149	132	0	147	130	0	147	130	0.0	98.7	98.5

\* 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 3		2379.	2377.		6.67	10.26		22.22	20.51		24.44	23.08		46.67	46.15
Grade 4		2425.	2409.		2.86	6.38		22.86	6.38		37.14	44.68		37.14	42.55
Grade 5		2425.	2431.		3.33	5.00		8.33	17.50		26.67	27.50		61.67	50.00
Grade 6		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		4.08	6.92		15.65	13.85		27.89	33.08		52.38	46.15

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.

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 3		15.56	17.95		28.89	38.46		55.56	43.59
Grade 4		8.57	8.51		51.43	48.94		40.00	42.55
Grade 5		1.67	10.00		51.67	40.00		46.67	50.00
Grade 6		*	*		*	*		*	*
All Grades		7.48	11.54		42.86	41.54		49.66	46.92

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.

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 3		11.11	12.82		40.00	41.03		48.89	46.15
Grade 4		8.57	2.13		48.57	46.81		42.86	51.06
Grade 5		3.33	5.00		41.67	45.00		55.00	50.00
Grade 6		*	*		*	*		*	*
All Grades		6.80	6.15		41.50	44.62		51.70	49.23

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.

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 3		13.33	15.38		53.33	58.97		33.33	25.64
Grade 4		8.57	2.13		57.14	59.57		34.29	38.30
Grade 5		5.00	7.50		40.00	45.00		55.00	47.50
Grade 6		*	*		*	*		*	*
All Grades		8.16	7.69		47.62	55.38		44.22	36.92

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:

- 2022-2023 CAASPP Math: 23% met standards, 77% did not meet standards.
- 2023-2024 CAASPP Math: 21% met standards, 79% did not meet standards (preliminary data)

Areas of focus for 2024-2025 school year: 2% less students meeting standards in Math.

- Area of focus: Strategically use instructional coaching to target students who did not meet math standards. Investigate the need to implement more before and after school interventions that are math based in nature.

2. Area of focus: Target change in staff meeting requirements that focus on "ESBN" (Every Student by Name/Data) professional learning communities. Use meetings to focus on Guided Language Acquisition Design (GLAD) and UDL (universal design language) instructional strategies to support students.
3. Area of focus: Focus on monitoring EL Students and provide added Math interventions for these students in the 2023-2024 school year.
4. Area of focus: Break down Math data for subgroups and provide added interventions as needed.

3. From 2021-2022 to 2022-2023, there was a decrease in percentages of students not meeting standards.

# 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](http://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
K	*	1408.5	*	*	1425.7	*	*	1368.6	*	8	11	7
1	1441.2	1393.3	1411.0	1466.1	1406.9	1419.1	1415.8	1378.9	1402.2	11	15	15
2	*	*	1418.3	*	*	1435.2	*	*	1401.2	7	10	14
3	*	*	*	*	*	*	*	*	*	8	7	10
4	1493.8	*	*	1491.7	*	*	1495.2	*	*	16	7	10
5	*	1482.1	*	*	1479.2	*	*	1484.4	*	9	17	7
All Grades										59	67	63

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.

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
K	*	0.00	*	*	54.55	*	*	18.18	*	*	27.27	*	*	11	*
1	0.00	6.67	0.00	54.55	13.33	26.67	27.27	33.33	26.67	18.18	46.67	46.67	11	15	15
2	*	*	7.14	*	*	14.29	*	*	21.43	*	*	57.14	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	18.75	*	*	31.25	*	*	37.50	*	*	12.50	*	*	16	*	*
5	*	5.88	*	*	35.29	*	*	23.53	*	*	35.29	*	*	17	*
All Grades	8.47	7.46	9.52	37.29	37.31	19.05	38.98	20.90	28.57	15.25	34.33	42.86	59	67	63

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.



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
K	*	0.00	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*
1	45.45	13.33	6.67	18.18	20.00	40.00	27.27	26.67	13.33	9.09	40.00	40.00	11	15	15
2	*	*	14.29	*	*	14.29	*	*	28.57	*	*	42.86	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	31.25	*	*	37.50	*	*	12.50	*	*	18.75	*	*	16	*	*
5	*	29.41	*	*	35.29	*	*	11.76	*	*	23.53	*	*	17	*
All Grades	32.20	23.88	22.22	32.20	32.84	22.22	20.34	16.42	19.05	15.25	26.87	36.51	59	67	63

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.

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
K	*	0.00	*	*	45.45	*	*	18.18	*	*	36.36	*	*	11	*
1	0.00	6.67	0.00	18.18	0.00	13.33	45.45	26.67	40.00	36.36	66.67	46.67	11	15	15
2	*	*	0.00	*	*	21.43	*	*	14.29	*	*	64.29	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	31.25	*	*	37.50	*	*	31.25	*	*	16	*	*
5	*	0.00	*	*	11.76	*	*	35.29	*	*	52.94	*	*	17	*
All Grades	0.00	4.48	1.59	25.42	19.40	15.87	47.46	31.34	33.33	27.12	44.78	49.21	59	67	63

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.

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
K	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
1	54.55	26.67	20.00	36.36	46.67	46.67	9.09	26.67	33.33	11	15	15
2	*	*	21.43	*	*	50.00	*	*	28.57	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*
4	31.25	*	*	56.25	*	*	12.50	*	*	16	*	*
5	*	11.76	*	*	64.71	*	*	23.53	*	*	17	*
All Grades	27.12	31.34	23.81	57.63	49.25	47.62	15.25	19.40	28.57	59	67	63

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
<b>K</b>	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
<b>1</b>	18.18	0.00	0.00	72.73	53.33	53.33	9.09	46.67	46.67	11	15	15
<b>2</b>	*	*	21.43	*	*	28.57	*	*	50.00	*	*	14
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	37.50	*	*	50.00	*	*	12.50	*	*	16	*	*
<b>5</b>	*	58.82	*	*	11.76	*	*	29.41	*	*	17	*
<b>All Grades</b>	33.90	29.85	23.81	49.15	38.81	34.92	16.95	31.34	41.27	59	67	63

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 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
<b>K</b>	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
<b>1</b>	0.00	6.67	0.00	45.45	26.67	26.67	54.55	66.67	73.33	11	15	15
<b>2</b>	*	*	7.14	*	*	28.57	*	*	64.29	*	*	14
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	0.00	*	*	62.50	*	*	37.50	*	*	16	*	*
<b>5</b>	*	0.00	*	*	41.18	*	*	58.82	*	*	17	*
<b>All Grades</b>	5.08	4.48	4.76	62.71	50.75	31.75	32.20	44.78	63.49	59	67	63

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.

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
<b>K</b>	*	36.36	*	*	27.27	*	*	36.36	*	*	11	*
<b>1</b>	0.00	0.00	0.00	63.64	40.00	60.00	36.36	60.00	40.00	11	15	15
<b>2</b>	*	*	0.00	*	*	42.86	*	*	57.14	*	*	14
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	0.00	*	*	62.50	*	*	37.50	*	*	16	*	*
<b>5</b>	*	11.76	*	*	47.06	*	*	41.18	*	*	17	*
<b>All Grades</b>	1.69	16.42	7.94	69.49	41.79	49.21	28.81	41.79	42.86	59	67	63

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. 2022-2023 school year: Work will need to be done regarding designated ELD instruction to help move students through the ELPAC proficiency levels in each grade level.
2. 2021-2022: ELPAC levels summative end of year ELPAC: 1 beginning to develop 34%, 2 somewhat developed 21%, 3 moderately developed 37%, 4 well developed 7.5%
3. 2022-2023 ELPAC levels summative end of year ELPAC: 1 beginning to develop 43%, 2 somewhat developed 29%, 3 moderately developed 19%, 4 well developed 9.5% 2022-2022 data on the California dashboard shows, however, that there are a larger group of EL students that do not make progress. As a site, we will need to focus on ELD instruction in the classroom as well as providing targeted intervention for identified EL students who are stagnant in their English language development.

# 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.

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.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>274</b>	<b>91.6</b>	<b>24.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Cordova Gardens Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	24.5
Foster Youth		
Homeless	21	7.7
Socioeconomically Disadvantaged	251	91.6
Students with Disabilities	47	17.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	14.2
Asian	10	3.6
Filipino	1	0.4
Hispanic	109	39.8
Two or More Races	42	15.3
Pacific Islander	1	0.4
White	70	25.5

### Conclusions based on this data:

- 2022-2023: Data from the California dashboard reports that we had a population of 265 with 73.7 free or reduced lunch, 22.5 English language learners, and .4 foster youth.

2. District records show that Cordova Gardens had a percentage of free or reduced that exceeded 90 percent in the 2022-2023 school year. Income verification forms for the 2023-2024 school year will show that we are 90% or above with respect to free or reduced lunch.
3. Trends: increases in socially economically disadvantaged groups and English Language learners.  
2020-2021: Total 265, socially economically disadvantaged 77%, English Language learners 18.9%, and Foster Youth 1.1%  
2021-2022: Total 262, socially economically disadvantaged 73%, English Language learners 22.5%, and Foster Youth .4%  
2022-2023: Total 274, socially economically disadvantaged 91.6%, English Language learners 24.5, and Foster Youth 0% (Largest subgroup Hispanic followed by African American and Two or More Races) The total population has increased in the last three years with a large jump in Socially Economically Disadvantaged subgroups as well as English Language Learners.

# School and Student Performance Data

## Overall Performance






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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

### Conclusions based on this data:

- 2023-2024 school year: Data shows that we have made progress towards increasing standards met in ELA and Math both in 3rd and 5th grade. Data shows that 4th grade saw a small decline over 2021-2022. Dashboard data will show that we are low in the following areas: ELA academic progress, math academic progress, and English language learner progress. We are high in chronic absenteeism and suspension rates.
- 2022-2023: ELA 25% met standards, 75 did not meet standards

Math 23% met standards, 77% did not meet standards.

3. Preliminary data 2023-2024: ELA 35% met standards, 65 did not meet standards. We suspect that there will be a decrease or stagnation in the following ATSI groups, Hispanic, EL, African American, and Socially Economically Disadvantaged.  
Preliminary data 2023-2024 Math 21% met standards, 79% did not meet standards.

# School and Student Performance Data

## Academic Performance English Language Arts

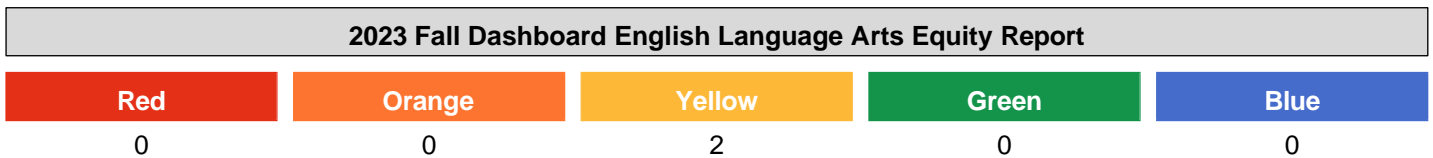
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<b>All Students</b>  Yellow 57.5 points below standard Increased +8.1 points 108 Students	<b>English Learners</b> 65.9 points below standard Increased Significantly +19.9 points 28 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 99.3 points below standard 11 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 63.3 points below standard Increased +7.2 points 99 Students	<b>Students with Disabilities</b> 154.5 points below standard Increased +4.1 points 26 Students



### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
100.2 points below standard Increased +13.1 points 16 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 66.8 points below standard Increased +12.5 points 48 Students	49.9 points below standard Decreased Significantly - 52.9 points 15 Students	 No Performance Color 0 Students	7.7 points below standard Increased Significantly +25.8 points 23 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.1 points below standard Increased Significantly +24.4 points 22 Students	Less than 11 Students 6 Students	60.1 points below standard Maintained +1.4 points 76 Students

#### Conclusions based on this data:

- 2023-2024 school year: Data shows that we have made progress towards increasing standards met in ELA and Math both in 3rd and 5th grade. Data shows that 4th grade saw a small decline over 2021-2022. Dashboard data will show that we are low in the following areas: ELA academic progress, math academic progress, and English language learner progress. We are high in chronic absenteeism and suspension rates.

\*\*\*\*We will need to work to support EL and Hispanic subgroups in improving academic achievement in ELA and math.
- 2022-2023: ELA 25% met standards, 75 did not meet  
 Math 23% met standards, 77% did not meet standards.
- Preliminary data 2023-2024: ELA 35% met standards, 65 did not meet standards. We suspect that there will be a decrease or stagnation in the following ATSI groups, Hispanic, EL, African American, and Socially Economically Disadvantaged.  
 Math 21% met standards, 79% did not meet standards.

# School and Student Performance Data

## Academic Performance Mathematics

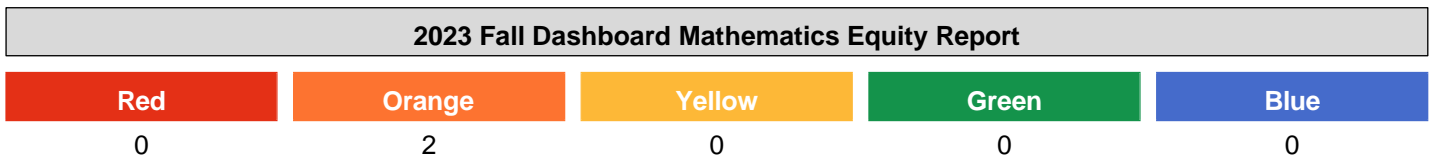
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<b>All Students</b>  Yellow 61.9 points below standard Increased +6.6 points 108 Students	<b>English Learners</b> 55.5 points below standard Increased Significantly +35 points 28 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 76 points below standard 11 Students	<b>Socioeconomically Disadvantaged</b>  Orange 67.7 points below standard Maintained -1.1 points 99 Students	<b>Students with Disabilities</b> 154.8 points below standard Increased +9.5 points 26 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>115.7 points below standard</p> <p>Decreased Significantly - 15.4 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>73.3 points below standard</p> <p>Maintained +1.4 points</p> <p>48 Students</p>	<p>49.6 points below standard</p> <p>Decreased Significantly - 25.3 points</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>5.3 points below standard</p> <p>Increased Significantly +40.8 points</p> <p>23 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>73.2 points below standard</p> <p>Increased Significantly +38.3 points</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>65.6 points below standard</p> <p>Maintained -2.5 points</p> <p>76 Students</p>

#### Conclusions based on this data:

- 2023-2024 school year: Data shows that we have made progress towards increasing standards met in ELA and Math both in 3rd and 5th grade. Data shows that 4th grade saw a small decline over 21-22. Dashboard data will show that we are low in the following areas: ELA academic progress, math academic progress, and English language learner progress. We are high in chronic absenteeism and suspension rates.
- 2022-2023: ELA 25% met standards, 75 did not meet  
Math 23% met standards, 77% did not meet standards.
- Preliminary data 2023-2024: ELA 35% met standards, 65 did not meet standards. We suspect that there will be a decrease or stagnation in the following ATSI groups, Hispanic, EL, African American, and Socially Economically Disadvantaged.  
Math 21% met standards, 79% did not meet standards.  
\*\*\*We will need to work to support EL and Hispanic subgroups in improving academic achievement in ELA and math.

# School and Student Performance Data

## Academic Performance English Learner Progress

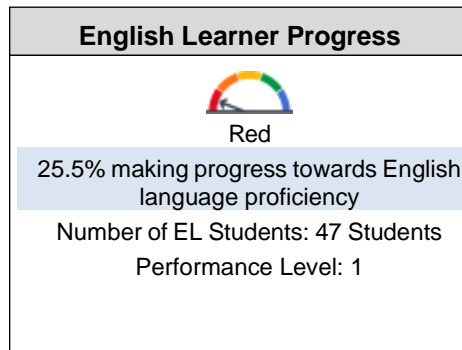
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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
12	23	0	12

#### Conclusions based on this data:

1. Fall 2023 California Dashboard measures for English Language Learner Progress indicated that only 25.5% of students have made progress towards English Language proficiency.
2. As a site we will need to focus on ELD in first instruction as well as targeted ELD intervention for students that have not made progress with respect to ELPAC levels.
3. EL students at our site are not making sufficient progress towards English proficiency.

# 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.

Very Low  
Lowest Performance

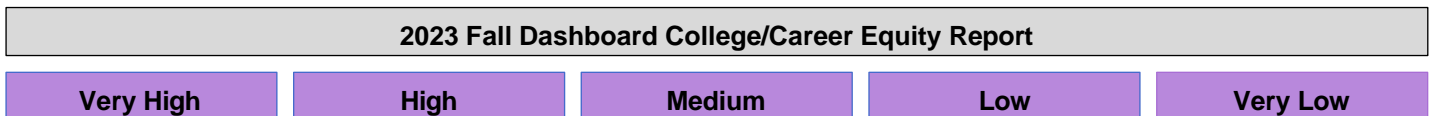
Low

Medium

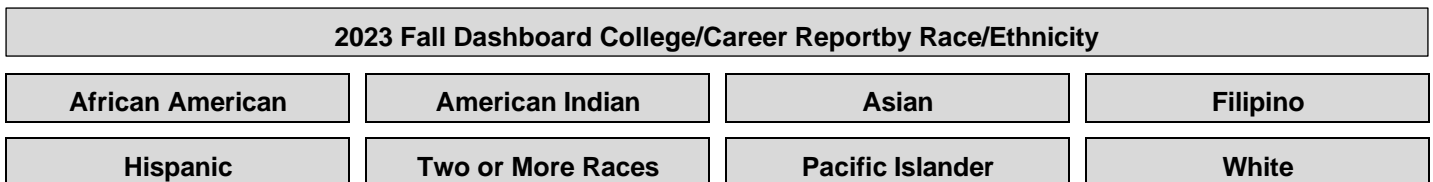
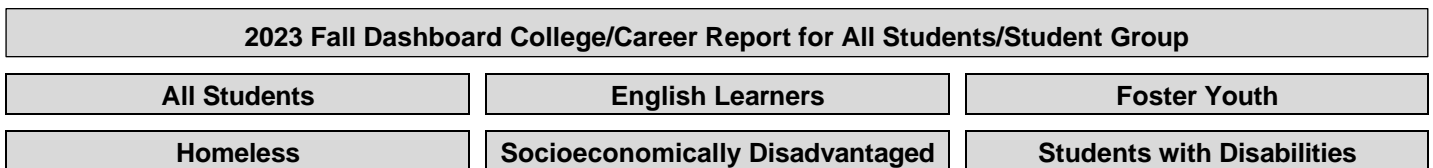
High

Very High  
Highest Performance

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.



### Conclusions based on this data:

1. N/A for Cordova Gardens. Increase STEAM exposure for elementary students. 2024-2025: Continued emphasis on STEAM integration of for all students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

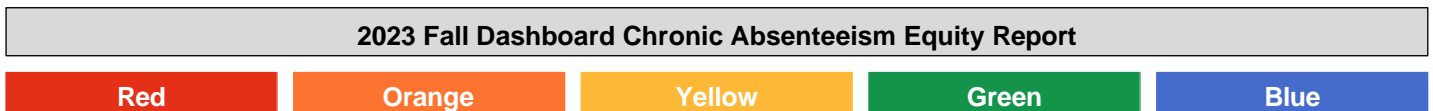
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 37.1% Chronically Absent Declined Significantly -4.3 315 Students	 Red 32.4% Chronically Absent Increased 6 74 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
69.4% Chronically Absent Declined -26.6 36 Students	 Yellow 38.6% Chronically Absent Declined Significantly -8.3 280 Students	 Orange 35.7% Chronically Absent Declined -1.4 70 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 46.2% Chronically Absent Declined -12.9 52 Students	 No Performance Color 0 Students	27.3% Chronically Absent 0 11 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 38.2% Chronically Absent Increased 2.8 123 Students	 Orange 46.9% Chronically Absent Declined -9.9 49 Students	Less than 11 Students 2 Students	 Orange 24.7% Chronically Absent Declined -9.2 77 Students

**Conclusions based on this data:**

1. Fall 2023 school year: CGE has a high degree of chronic absenteeism.
2. Data will more than likely indicate that in addition to an overall student population representing "very high" chronic absenteeism; particular subgroups of students are exhibiting high chronic absenteeism: Hispanic, EL, Socially Disadvantaged, Students with Disabilities, White, African American, and Two or More Races. We will continue our climate focus on increasing attendance and engagement over the 2023-2024 school year.
3. \*\*Two areas for significant attention would be for Hispanic and English Language Learner subgroups, both were in the red bands.

# 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.

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.

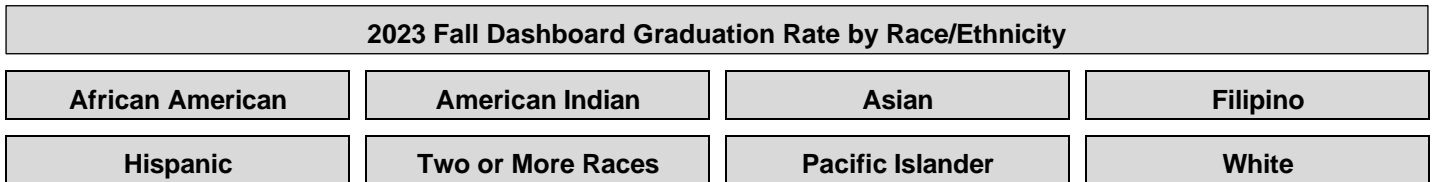
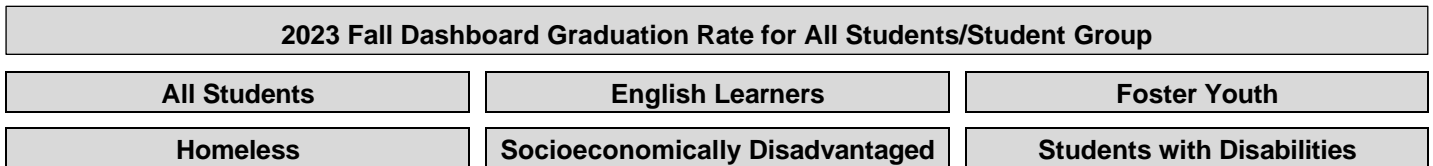
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



### Conclusions based on this data:

1. 2019-2020 N/A for Cordova Gardens Elementary. Focus on STEAM exposure to keep students in K-12 school system. 2024-2025: Focus on STEAM exposure for all students



# School and Student Performance Data

## Conditions & Climate Suspension Rate

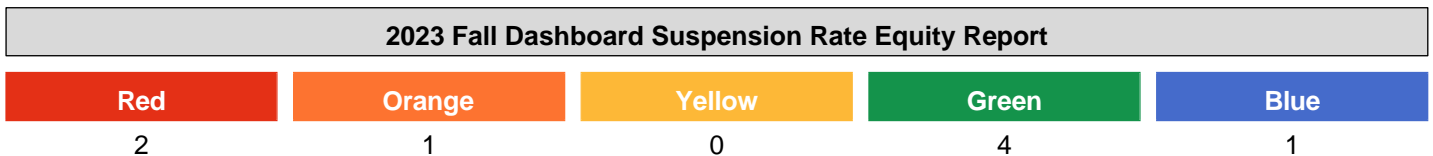
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p><b>All Students</b></p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined Significantly -1.1 336 Students</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 76 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>Red</p> <p>12.2% suspended at least one day</p> <p>Increased 2.5 41 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined Significantly -1.6 297 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined -3.6 73 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 6.6% suspended at least one day Declined -1.4 61 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 11 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8% suspended at least one day Declined -2.9 128 Students	 Red 7.5% suspended at least one day Increased 5.4 53 Students	Less than 11 Students 2 Students	 Green 1.3% suspended at least one day Declined -2.9 80 Students

**Conclusions based on this data:**

- 2023-2024 School year: Suspension data will show an increase in school suspensions over the 2022-2023 school year.  
2024-2025 School year: Focus on reducing school suspensions, especially in African American and Two or More Races subgroups.
- There will be disproportionate suspension rates for the following subgroups: African American and Students with Disabilities. The site will also need to monitor suspension rates for ATSA subgroups (homeless and two or more races).
- As a site, we will need to continue to work around alternatives to suspension, more specifically use of other means such as 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 1

### Title and Description of School Goal

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

**Assessment results (CAASPP, site data) will be utilized to monitor student subgroup academic achievement/growth.**

School Goal: All students in the subgroups: Socially Economically Disadvantaged, English Learners, Foster Youth, Hispanic, Students with Disabilities, and African American, will achieve proficiency or better in Reading/Language Arts and Math.

1. All students will receive regular progress monitoring and responses to failure to progress will include RtI collaborations, Student Support Team (SST), and interventions to ensure yearly progress.
2. English Learners will receive structured and systematic English Language Development ( ELD) instruction.
3. Provide ongoing professional development to implement state standards including ELD.
4. Train all teachers and administrators in EL strategies, ELD, and GLAD strategies.
5. Increase family engagement and parent input.
6. Increase academic performance for students consistently performing below standards.
7. Look at intervention structures and support to improve student achievement.
8. Focus on PLC teaming to support increases in student achievement.
9. Monitor data for subgroups, especially ATSA subgroups (Homeless and Two or more races).

### 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 Students 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.

1. Social Emotional/Academic needs for students due to the Pandemic. Address learning loss through intervention, MTSS structure.
2. Need to increase students in all grade levels meeting Math and ELA proficiency.
3. Need EL/Hispanic achievement in ELA and Math.
4. Need Chronic Absenteeism in EL and Hispanic subgroups.

### 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/ CDE Dashboard	See CAASPP data for subgroups in California Dashboard data related to subgroups in this document in 2022-2023 and 2023-2024 school year.	Increase movement for all subgroups toward level 3 meeting the standard. Ensure no declines in these groups. Monitor the progress of subgroups for student progress. Increase subgroup academic performance for all grade levels on CAASPP by 5% in ELA and Math in the 2024-2025 school year.

## 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	<p>Full time Instructional Coach and Intervention Teachers to monitor relevant groups for student achievement and to be a part of the MTSS structure during the school day. The Instructional Coach will provide support for meaningful PLC work to improve student achievement. Utilize Instructional Coach and intervention to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies.</p> <p>**Site Educators (Instructional coach, intervention teachers, opportunity teacher, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.</p> <p>**Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.</p>	All students as well as specific targeted subgroups ( Additional Targeted Support and Improvement (ATSI) Subgroups - Homeless, Two or More Races)	<p>17899 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (79% paid out of Title 1):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help to progress monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic</p>

		<p>programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>4457 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (paid out of Title 1):</p> <p>Benefits: Instructional coach teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers.</p> <p>2045 Title I 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (12% Paid out of Title I):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support) Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families.</p>
--	--	---

		<p>Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>455 Title I 3000-3999: Employee Benefits Intervention teacher 1.0 benefits (30.78% Paid out of Title I):</p> <p>Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>18932 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full time paid out of 2023-2024 learning loss):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support) Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students</p>
--	--	--

		<p>meeting standards in ELA and Math.  Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>4403  Learning Recovery  3000-3999: Employee Benefits  Intervention teacher benefits (Full time paid out of 2023-2024 learning loss):</p> <p>Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>4877  LCFF - Supplemental  1000-1999: Certificated Personnel Salaries  Instructional Coach (21.42% paid out of District LCFF supplemental):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.  Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which</p>
--	--	---

		<p>instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>1216 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (21.42% paid out of District LCFF supplemental)</p> <p>Benefits: Instructional coach teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers</p> <p>28721 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88.04%)</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will</p>
--	--	---



		<p>support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>6390 LCFF - Supplemental 3000-3999: Employee Benefits 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88.04%)</p> <p>Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>21810 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher</p> <p>Opportunity teacher uses 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, specifically those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support.</p> <p>6661 LCFF - Supplemental</p>
--	--	---

		<p>3000-3999: Employee Benefits Opportunity Program Teacher Benefits</p> <p>Benefits: Opportunity teacher uses 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, specifically those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support.</p> <p>23512 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Elementary Assistant Principal (100% paid through District LCFF supplemental funds)</p> <p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community.</p> <p>7446 LCFF - Supplemental 3000-3999: Employee Benefits Elementary Assistant Principal (100% paid through District LCFF supplemental funds) Benefits.</p>
--	--	--

		<p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community.</p> <p>5413 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Two 3-hour elementary general para educators (.375) to support classrooms. (site funded LCFF supplemental)</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push in and pull out support the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p>
--	--	--

		<p>2748  LCFF - Supplemental  3000-3999: Employee  Benefits  Two 3-hour elementary  general para educators (.375)  to support classrooms.  13254  LCFF - Supplemental  2000-2999: Classified  Personnel Salaries  (.8625) Bilingual Instructional  Aid, paid by district LCFF  supplemental funding.</p> <p>Through collaboration with  the site instructional coach,  teachers, and intervention  team, and also push in and  pull-out support, the Bilingual  Instructional Aids (BIA) will  support the increase in  student achievement through  appropriate small group  instruction and intervention in  the classroom. BIA's will  work to improve overall  percentages of students  meeting standards in ELA  and Math.  Foster an engaged and  positive learning environment  for students and families;  provide translation as  needed.  Assessment results will be  utilized to monitor student  subgroup success. Program  monitoring of academic  programs to ensure students  and specific subgroups are  meeting standards in ELA  and Math.</p> <p>4921  LCFF - Supplemental  3000-3999: Employee  Benefits  (.838) Bilingual Instructional  Aid, paid by district LCFF  supplemental funding.</p> <p>Benefits</p> <p>18,893  California Community  Schools  2000-2999: Classified  Personnel Salaries  Community Schools  Facilitator**Community  Schools Facilitator and</p>
--	--	---

			<p>Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 11122 California Community Schools 3000-3999: Employee Benefits Benefits Community Facilitator**Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 12734 California Community Schools 2000-2999: Classified Personnel Salaries Restorative specialist: **Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 8792 California Community Schools 3000-3999: Employee Benefits **Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.</p>
1.2	<p>Teacher release days to support the progress monitoring of students. The teacher provided interventions before and after school to support social emotional and academic learning. Utilize Academic Coach and intervention to monitor the EL subgroup, collaborate with staff to provide</p>	All	<p>3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p>

	<p>targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies.</p> <p>Release days for teachers to support professional development.</p> <p>Professional development to target first instruction, STEAM, and EL support. Teacher release days to support PLC, Intervention, Math, social emotional, and ELA work.</p> <p>Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration.</p> <p>Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.</p>		<p>Expenditures are related to Release days supporting student progress monitoring. Every Student by Name meeting, Professional development for the staff, Conference attendance</p> <p>Goals: ELA (1) assessments (1,000); ELA (3) writing (2,000); ELA (6) observes writing lessons (1,000); ELA (10) ESN and PLC (2000); ELD (1) (350); math (5) PLC (500); designee release</p> <p>700 LCFF - Supplemental 3000-3999: Employee Benefits</p> <p>None Specified None Specified</p>
1.4	<p>Supplies to support (STEAM, ELA, &amp; Math) instruction and PBIS. Supplies to also support subgroups of students that are underperforming. Supplies to target EL students specifically.</p>	All	<p>2505 LCFF - Supplemental 4000-4999: Books And Supplies</p> <p>Expenditures related to: STEAM instruction ELA and Math instruction (ELA and Math supplemental supplies) ELA presentations home school ELA kinder materials ELA Family literacy night, ELD/GLAD supplies, Math family night, student planners, PBIS supplies (eagle store and raffle, and attendance incentives supplies) School Assemblies</p> <p>1000 LCFF - Supplemental 4000-4999: Books And Supplies</p> <p>Technology costs: School operations to support staff and students. Computer Technology, Radios, technology to support student grown on standardized testing.</p>

## 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 school site will employ staffing to monitor student progress. Systems for data analysis will be implemented through the intervention team. Targeted interventions for students will be provided through Multi-Tiered Systems of Support as well as Tier I interventions within the classroom.

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

The major differences will be how data is monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2024-2025 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process.

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.

There will more expenditures added for teachers to plan collaboratively around student achievement. Additional funding will be allocated for general paraeducator staff to support struggling students in all grade levels.

# 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. Provide interventions that lead to increases in student connectedness and feelings of success.**

School Goals:

1. STEAM training for staff.
2. Increase communication with parents and the community regarding school events.
3. Increase levels of parent and student connectedness and engagement. Utilize community school facilitators and restorative specialists to aid in increasing family engagement.
4. Increase attendance rates.
5. Reduction of suspension using restorative practices, incorporating community school facilitators and restorative specialists, especially with ATSI subgroups (Homeless and Two or More Races)
6. Partner with educational partners, community schools staff to increase and monitor community engagement.

### 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, expulsion rates, and bullying incidents.
- 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers/school staff.
- 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.

Engagement and Intervention needs due to deficiencies created from the distance learning environment. Students will require additional social emotional learning interventions. ATSI subgroups (Homeless and Two or more races) will need to be monitored for engagement, attendance, and social emotional needs.

### 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
Heathy kids survey, parent survey feelings of connectedness	Established beginning of 2024-2025	Expected growth of 3 percent
Attendance rates	Measure attendance rates reassessed at the end of year. Incorporate monthly data review of attendance rates.	Reduce the number of unexcused events by 5 %. Reduce the number of NOC (No contact) marks by 5%



Site Created Engagement Surveys	Baseline at the beginning of the year.	Increase in family engagement.
Panorama surveys	Baseline survey September 2nd administration Jan/Feb 25	5% increase in student levels of engagement and connectedness.

## 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	<p>Instructional Coach utilized to support students needing academic intervention. The instructional coach or other site staff will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. The instructional coach will coordinate with the intervention team to monitor EL population and provide needed targeted intervention. The instructional coach will also be the program monitor for Title I as well as our EL population.</p> <p>Utilize the instructional coach and intervention to monitor EL subgroup, collaborate with staff to provide targeted intervention for EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies.</p>	<p>All students as well as specifically targeted subgroups ( Additional Targeted Support and Improvement (ATSI) Subgroups - Homeless, Two or More Races)</p>	<p>17900 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (78% paid out of Title 1):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families.</p> <p>4459 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (78% paid out of Title 1):</p> <p>Benefits: Instructional coach teacher support, before, during, and after school intervention programs implemented by teachers.</p>

		<p>Intervention support through the hiring of part time intervention teachers.</p> <p>2047 Title I 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (12% Paid out of Title I):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families.</p> <p>455 Title I 3000-3999: Employee Benefits Intervention teacher 1.0 benefits (12% Paid out of Title I):</p> <p>Benefits: Intervention teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p>
--	--	--

		<p>18932 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full time paid out of 2023-2024 learning loss):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help to progress monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families.</p> <p>4405 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits (Full time paid out of 2023-2024 learning loss):</p> <p>Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>4879 LCFF - Supplemental</p>
--	--	---

		<p>1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families.</p> <p>1215 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (19.51% paid out of District LCFF supplemental)</p> <p>Benefits: Instructional coach teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers.</p> <p>28722 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88%)</p>
--	--	---

			<p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families.</p> <p>6392 LCFF - Supplemental 3000-3999: Employee Benefits 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88%)</p> <p>Benefits: Intervention teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p>
<p><b>2.2</b></p>	<p>Teacher release days to support PLC, Intervention, Math, social emotional, and ELA work. Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can</p>	<p>All</p>	<p>3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers will require subs for release days to aid in work related to PLC's, ELA, and Math work. Teachers will be meeting in Every Child By</p>

	<p>plan around essential standards, STEAM implementation, and collaboration. Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.</p>		<p>Name meetings as well as PLCs to work on improving student achievement and first instruction. Teachers will conduct before and after school Math and ELA interventions to increase student achievement. After school intervention program will address math, ELA, and social emotional learning. 700 LCFF - Supplemental 3000-3999: Employee Benefits Teachers will conduct before and after school Math and ELA intervention to increase student achievement. After school intervention program will address math, ELA, and social emotional learning.</p>
<p><b>2.4</b></p>	<p><b>**Purchase supplies/technology to support in-person classroom instruction; to target ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Radios to support staff and students.</b></p> <p><b>**Purchase Items to support Community Schools Facilitator and Restorative Specialist in role. (Computers, Technology, Mileage reimbursement for traveling to families, and planning Family engagement activities.)</b></p>	<p>All</p>	<p>2507 LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment purchasing to facilitate ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Assemblies to support STEAM activities.</p> <p>1000 LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment purchasing to facilitate ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Assemblies to support STEAM activities.</p> <p>3000 California Community Schools 4000-4999: Books And Supplies Technology: computers and other devices needed to increase parent engagement and connectedness</p>

			<p>500 California Community Schools 5000-5999: Services And Other Operating Expenditures Employee mileage traveling to families etc. 2836 California Community Schools 5800: Professional/Consulting Services And Operating Expenditures Funding to support family engagement and expanded learning opportunities for students and families</p>
2.5	<p>Additional support staff to support implementation of LCAP goal 2. **Site Educators (Instructional coach, intervention teachers, opportunity teacher, general paraeducators, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students. **Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.</p>	All	<p>21808 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher</p> <p>Opportunity teacher uses 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, specifically those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support.</p> <p>6659 LCFF - Supplemental 3000-3999: Employee Benefits Opportunity Program Teacher</p> <p>Opportunity teacher uses 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, specifically those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support.</p>

		<p>23510 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Elementary Assistant Principal (100% paid through District LCFF supplemental funds)</p> <p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community.</p> <p>7447 LCFF - Supplemental 3000-3999: Employee Benefits Elementary Assistant Principal (100% paid through District LCFF supplemental funds)</p> <p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community.</p>
--	--	--



		<p>5414  LCFF - Supplemental  2000-2999: Classified  Personnel Salaries  Two 3-hour elementary  general para educators (.375)  to support classrooms. (site  funded LCFF supplemental)</p> <p>Through the site intervention  MTSS program (Multiple  Tiered Systems of Support),  collaboration with the site  instructional coach and  intervention team, and also  push in and pull out support  the Elementary general para  educators will support the  increase in student  achievement through  appropriate small group  instruction and intervention.  Elementary general para  educators will help to improve  overall percentages of  students meeting standards in  ELA and Math.  Foster an engaged and  positive learning environment  for students and families.  Assessment results will be  utilized to monitor student  subgroup success. Program  monitoring of academic  programs to ensure students  and specific subgroups are  meeting standards in ELA  and Math.</p> <p>2750  LCFF - Supplemental  3000-3999: Employee  Benefits  General Paraeducator  benefits  18894  California Community  Schools  2000-2999: Classified  Personnel Salaries  Community Schools  Facilitator and Restorative  Specialist collaborate with  instructional leaders to  support the monitoring of  student achievement and  subsequent academic and  social emotional support  provided to students and  families.  11122</p>
--	--	--

			California Community Schools 3000-3999: Employee Benefits Community Schools Facilitator 12733 California Community Schools 2000-2999: Classified Personnel Salaries Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 8792 California Community Schools 3000-3999: Employee Benefits Restorative Specialist benefits
2.6	<p>Additional staffing to support implementation of LCAP goal 2 and goalets.          Increased student engagement and socialization:          1. Special Friends Program (SFP): will provide added counseling and social emotion learning intervention. Additional counseling support for students.          2. Assist Recess will provide structured play, recess with character, and a socialization curriculum to support increased student engagement/connectedness.</p> <p>**Use classified positions (attendance clerk Parent coordinator, Bilingual Aides, Health assistant to support implementation of LCAP goal 2 goal lets listed (2.01-2.05) to increase family engagement and connectedness</p>	All	4000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Social Emotional learning support Special Friends Additional counseling intervention programs. 9680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator .25 FTE 6111 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator benefits 10788 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Attendance clerk. 4670 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk Benefits 13254 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .8625 Bilingual Aides(DO) (34.5 hrs. per week) (.75

		<p>position with a timesheet option of 4.5 hrs. per week) Through collaboration with the site instructional coach, teachers, and intervention team, and also push in and pull-out support, the Bilingual Instructional Aids (BIA) will support the increase in student achievement through appropriate small group instruction and intervention in the classroom. BIA's will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families; provide translation as needed.</p> <p>Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>4920 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Aides 4821 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .125 Health Asst. (paid out of district LCFF supplemental funding)</p> <p>The primary responsibility of this position at the elementary school level will be assisting the Nurse by providing first aid and administering medication. An important additional responsibility is to communicate with the school nurse, staff, and parents, ask questions, make suggestions, work as a team member, and keep the nurse informed.</p> <p>1796 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant Benefits</p>
--	--	--

# 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 school site will employ staffing to monitor student progress. Systems for data analysis will be implemented through the intervention team. Targeted interventions for students will be provided through Multi-Tiered Systems of Support as well as Tier I interventions within the classroom. Staffing will be added to monitor student engagement through the addition of Attendance clerk hours, Community Schools Facilitator, and Community Schools Restorative Specialist.

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

The major differences will be how data is monitored to support student subgroups. The instructional coach as well as intervention teachers will be used to facilitate the professional learning committee (PLC) emphasis in the 2024-2025 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process. In the 2024-2025 school year, the Community Schools Facilitator in conjunction with our climate committee will be using surveys to gauge community engagement.

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.

There will more expenditures added for teachers to plan collaboratively around student achievement. Additional funding will be allocated for general paraeducator staff/Attendance clerk time to support struggling students in all grade levels.

# 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 professional growth opportunities that focus on instructional strategies that support intervention for student groups (underperforming subgroups EL, sped). Provide professional development to support adoption and implementation of new curriculum.**

School Goal (s):

1. Students will participate in targeted interventions during the day.
2. Staff development releases time for collaboration to analyze student outcomes and enrich the core curriculum to support all students in equal access to the core curriculum.
3. Materials to supplement the core program in support of meeting Common Core Standards
4. STEAM/Project Based Learning (PBL) focused PD for the 2024-2025 school year. The intervention team and academic coach will be charged with providing PD for the 2024-2025 school year.
5. The site will also focus on PLCs coaching and PD for the 2024-2025 school year.
6. Students in extended after school programs (ASES or after-school tutorial): Academic Coach or other site staff will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.
7. Instructional coach and Intervention staff will monitor EL students as well as provide targeted interventions for them. Utilize Instructional Coach and intervention to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies.
8. PD related to restorative behavioral practices to reduce suspensions in ATSI subgroups (homeless and two or more races) and other student subgroups. Focus on utilization of community schools staff in positive behavioral intervention systems and restorative practices.

### 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.

The need to increase teacher efficacy in ELA, math, and steam skills starting in a distance learning environment because of the COVID-19 pandemic. The need to provide professional development around first instruction and PLC coaching work will also be important to help remediate learning losses due to the pandemic.

### 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
1. Number of staff PD offered	2 days	Increase the number of release days provided for professional development around curriculum adoption/implementation.
2. California Department of Education (CDE) dashboard measure of EL Learner progress	Baseline for EL learner progress dashboard Low indicator 25.5% making progress towards English Proficiency	Increase dashboard EL learner progress dashboard indicator by 3%. Focus on providing more academic support for EL students in the 2024-2025 school year--Increase EL students meeting state standards by 5% in ELA and Math.
3. Number of release days for curriculum/professional development.	2 days	Increase the number of release days provided for professional development around curriculum adoption/implementation.

## 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
3.1	<p>Instructional coach support for Staff and Students Utilize Instructional Coach, and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) and Universal Design by Learning (UDL) strategies.</p> <p>**Site Educators (Instructional coach, intervention teachers, opportunity teacher, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.</p>	All students as well as specifically targeted subgroups ( Additional Targeted Support and Improvement (ATSI) Subgroups - Homeless, Two or More Races)	<p>17900 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (80.49 paid out of Title 1):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers.</p>

		<p>Foster an engaged and positive learning environment for students and families.</p> <p>4459 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (80.49 paid out of Title 1):</p> <p>Benefits: Instructional coach teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers.</p> <p>2047 Title I 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (12% Paid out of Title I):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families.</p>
--	--	---

		<p>455 Title I 3000-3999: Employee Benefits Intervention teacher 1.0 benefits (30.78% Paid out of Title I):</p> <p>Benefits: Intervention teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>18932 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full time paid out of 2023-2024 learning loss):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families.</p> <p>4405 Learning Recovery</p>
--	--	---



		<p>3000-3999: Employee Benefits Intervention teacher benefits (Full time paid out of 2023-2024 learning loss):</p> <p>Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>4879 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families.</p> <p>1215 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (21.42% paid out of District LCFF supplemental)</p> <p>Benefits: Instructional coach teacher support, before,</p>
--	--	---

		<p>during and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers.</p> <p>28722 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88.04%)</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families.</p> <p>6392 LCFF - Supplemental 3000-3999: Employee Benefits 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88.04%)</p> <p>Benefits: Intervention teacher support, before, during, and</p>
--	--	--

			after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.
<b>3.2</b>	<p>Release days for teachers to support professional development.</p> <p>Professional development to target first instruction, STEAM, and EL support. Teacher release days to support PLC, Intervention, Math, social emotional, and ELA work.</p> <p>Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration.</p> <p>Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.</p>	All	<p>3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>Teachers will require subs for release days to aid in work related to PLC's, ELA, and Math work. Teachers will be meeting in Every Child by Name meetings as well as PLCs to work on improving student achievement and first instruction. Teachers will conduct before and after school Math and ELA interventions to increase student achievement. After school intervention program will address math, ELA, and social emotional learning.</p> <p>**Expenditures related to release days supporting every student by name meetings, PD, conferences, attendance Goals, ELA assessments, and writing. Release days for observing writing lessons. Release days for Every Student by Name collaboration in PLCs. Release time related to Glad training. Release time for professional development related to PLCs. Release time for professional development related to significant disproportionality and equity.</p> <p>700 LCFF - Supplemental 3000-3999: Employee Benefits</p>
<b>3.3</b>	Supplies to support (STEAM, ELA, and Math) instruction and PBIS (Positive Behavior Intervention and Supports).	All	<p>2507 LCFF - Supplemental 4000-4999: Books And Supplies</p> <p>Expenditures related to: STEAM instruction School assemblies ELA and Math instruction (ELA and Math supplemental supplies)</p>

			<p>ELA presentations home school ELA kinder materials ELA Family Literacy Night, ELD/GLAD supplies, Math family night, student planners, PBIS supplies (Eagle store and raffle, and attendance incentives supplies)</p> <p>1000 LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment to support STEAM integration in the classroom</p>
3.4	STEAM Conferences, PD conferences (ELA, Math, Intervention) SCOE workshops, Additional school visits related to school focus, steam and all subgroups of students.	ALL	<p>6000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development (PD): conferences training ELA, MATH, STEAM, Interventions. Sub costs related to having teachers visit other classrooms for professional growth opportunities.</p>
3.5	<p>Additional Staff to support school goals:</p> <ol style="list-style-type: none"> <li>1. Students will participate in targeted interventions during the day.</li> <li>2. Staff development releases time for collaboration to analyze student outcomes and enrich the core curriculum to support all students in equal access to the core curriculum.</li> <li>3. Materials to supplement the core program in support of meeting Common Core Standards</li> <li>4. STEAM/Project Based Learning (PBL) focused PD for the 2024-2025 school year. The intervention team and academic coach will be charged with providing PD for the 2024-2025 school year.</li> <li>5. The site will also focus on PLC coaching and PD for the 24-25 school year.</li> <li>6. Students in extended after school programs (ASES or after-school tutorial): Academic Coach or other site staff will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</li> <li>7. Instructional coach and Intervention staff will monitor EL students as well as provide targeted interventions for them. Utilize Instructional Coach and intervention to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies.</li> </ol>		<p>21808 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher</p> <p>Opportunity teacher uses 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, specifically those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support.</p> <p>6659 LCFF - Supplemental 3000-3999: Employee Benefits Opportunity Teacher Benefits 23510 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p>

	<p>***General paraeducators  ***Opportunity Teacher  ****Assistant Principal</p>	<p>Elementary Assistant Principal (100% paid through District LCFF supplemental funds) Benefits.</p> <p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community.</p> <p>7447  LCFF - Supplemental 3000-3999: Employee Benefits  Assistant Principal benefits. 5414  LCFF - Supplemental 2000-2999: Classified Personnel Salaries  Two 3-hour elementary general para educators (.375) to support classrooms. (site funded LCFF supplemental)</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push in and pull out support the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math.  Foster an engaged and positive learning environment for students and families.</p>
--	--	--

		<p>Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>2750 LCFF - Supplemental 3000-3999: Employee Benefits General paraeducators benefits</p>
--	--	--

# 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 school site will employ staffing to monitor student progress. Systems for data analysis will be implemented through the intervention team. Targeted interventions for students will be provided through Multi-Tiered Systems of Support as well as Tier I interventions within the classroom. Professional development will be focused on the Professional Learning Community (PLC) process in teams. Funding will be allocated to support coaching around the PLC process.

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

The major differences will be how data is monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2024-2025 school year. Additional expenditures will be devoted towards teaming, instructional coaching, and the PLC process.

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.

There will more expenditures added for teachers to plan collaboratively around student achievement. Additional funding will be allocated for general paraeducator staff to support struggling students in all grade levels. Specific expenditures will be allocated to support the PLC and coaching process.

# 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, including English Learners, must have access to curriculum that is aligned to the state standards.** Increase student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Students will have access to state aligned curriculum. Students will participate in school wide interventions during the school day.

### 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.

Remediate learning loss from 2019-2020 and 2020-2021 school years, especially in targeted ATSI subgroups (Homeless and two or more races)  
 2024-2025 school year: focus on students not meeting standards 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 ELA preliminary data	2023-2024: 35% met standard	increase by 5%
CAASPP Math preliminary data	2023-2024: 21% met standard	Increase by 5%

### 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	(Staffing) Strategy/Activity pertaining to Instructional Coach, Intervention teachers, Opportunity teacher, and Assistant Principal:  **Utilize Instructional Coach/support/intervention teachers to support access to grade level curriculum. The instructional coach, intervention	All students as well as specifically targeted subgroups ( Additional Targeted Support and Improvement (ATSI) Subgroups - Homeless, Two or More Races)	17900 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (79% paid out of Title 1):

	<p>teacher, or other site staff will also coordinate with extended learning programs (After School Education &amp; Safety) (ASES) to extend learning beyond the school bell. This staff member will help monitor all students including, ASES students in collaboration with the ASES staff.</p> <p><b>**Utilize Instructional Coach and intervention teachers/support staff to monitor EL subgroup, collaborate with staff to provide targeted intervention for EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies as well as Universal Design by Learning (UDL)</b></p> <p><b>**Site Educators (Instructional coach, intervention teachers, opportunity teacher, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.</b></p>	<p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers.</p> <p>4459 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (80.49 paid out of Title 1):</p> <p>Benefits: Instructional coach teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers.</p> <p>2047 Title I 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (30.78% Paid out of Title I):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning</p>
--	---	---



		<p>beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>455 Title I 3000-3999: Employee Benefits Intervention teacher 1.0 benefits (30.78% Paid out of Title I):</p> <p>Benefits: Intervention teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>18932 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full time paid out of 23-24 learning loss):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p>
--	--	---

		<p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>4405 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits (Full time paid out of 23-24 learning loss):</p> <p>Benefits: Intervention teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>4879 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide</p>
--	--	---

		<p>intervention systems in which instruction is provided by highly qualified teachers.</p> <p>1215 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (21.42% paid out of District LCFF supplemental)</p> <p>Benefits: Instructional coach teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers.</p> <p>28722 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88.04%)</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p>
--	--	--

		<p>6392 LCFF - Supplemental 3000-3999: Employee Benefits 2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88.04%)</p> <p>Benefits: Intervention teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher</p> <p>Opportunity teacher uses 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, specifically those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Opportunity Program Teacher Benefits</p> <p>Benefits: Opportunity teacher uses linguistically, and culturally responsive instructional strategies and materials designed to address</p>
--	--	---

		<p>academic content standards and the cultural, social, physical, and emotional well-being of all students, specifically those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support.</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Elementary Assistant Principal (100% paid through District LCFF supplemental funds)</p> <p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Elementary Assistant Principal (100% paid through District LCFF supplemental funds) Benefits.</p>
--	--	---

		<p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community. Foster an engaged and positive learning environment for students and families.</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries Three 3-hour elementary general para educators (.375) to support classrooms. (Site funded LCFF supplemental)</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with site instructional coach and intervention team, and also push in and pull out support the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are</p>
--	--	---

			<p>meeting standards in ELA and Math.</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Three 3-hour elementary general para educators (.375) to support classrooms.</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries (.838) Bilingual Instructional Aid, paid by district LCFF supplemental funding.</p> <p>Through collaboration with site instructional coach, teachers, and intervention team, and also push in and pull-out support, the Bilingual Instructional Aids (BIA) will support the increase in student achievement through appropriate small group instruction and intervention in the classroom. BIA's will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families; provide translation as needed. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits (.838) Bilingual Instructional Aid, paid by district LCFF supplemental funding.</p> <p>Benefits</p>
4.2	Provide teacher subs to facilitate release time related to Every Student by Name Meetings throughout the year to create intervention groups in ELA and Math. Teacher release days to support	All	<p>3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p>

	<p>PLC, Intervention, Math, social emotional learning, STEAM implementation, and ELA work. Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration. Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.</p>		<p>Substitute teachers are hired to facilitate Every Student by Name Meetings throughout the year. The teaching staff is able to meet during these PLC meetings to facilitate improvement in student achievement. Substitute teachers are hired to facilitate site PD, essential standards work, STEAM implementation, and collaboration.</p> <p>700 LCFF - Supplemental 3000-3999: Employee Benefits Benefits</p>
<p><b>4.3</b></p>	<p>Additional support staff to support the implementation of LCAP goal 2.</p> <p><b>**Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.</b></p>	<p>All</p>	<p>18894 California Community Schools 2000-2999: Classified Personnel Salaries Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.</p> <p>11122 California Community Schools 3000-3999: Employee Benefits community schools facilitator benefits</p> <p>12733 California Community Schools 2000-2999: Classified Personnel Salaries Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.</p> <p>8792 California Community Schools 3000-3999: Employee Benefits Restorative Specialist benefits</p>



<p><b>4.4</b></p>	<p>Supplies to support Science Technology Engineering Arts Mathematics (STEAM) implementation, ELA/Math, Sci, social studies instruction, and Positive Behavioral Intervention and Supports (PBIS).</p> <p>Support STEAM outdoor field trips.</p>	<p>All</p>	<p>2507 LCFF - Supplemental 4000-4999: Books And Supplies Supplies related to: STEAM (Science Technology Engineering Arts Mathematics ELA supplies presentations, Accelerated Reader supplies. Home school kinder materials ELA Family Literacy Night ELD GLAD supplies Supplemental Math supplies Family math night Kinder parent training and materials SSC/ELAC committee supplies Student planners. Engagement rewards: Eagle Store and raffle Attendance incentives Technology upkeep and replacement. Technology supplies (including devices) to support instruction. Assemblies</p> <p>1000 LCFF - Supplemental 4000-4999: Books And Supplies Technology and Equipment to support instruction and STEAM initiative. 10000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Transportation costs related to STEAM enrichment-based field trips</p>
<p><b>4.8</b></p>	<p>Additional support staff to support the implementation of LCAP goal 4. **Site Educators ( opportunity teachers, general paraeducators, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students. **Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. **Use classified positions (attendance clerk Parent coordinator, Bilingual Aides, Health assistant to support the implementation of LCAP goal 2 goal lets listed (2.01-2.05) to increase family engagement and connectedness</p>	<p>All</p>	<p>21808 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher</p> <p>Opportunity teacher uses 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, specifically those students that come from other comprehensive elementary and middle school sites</p>

		<p>needing behavioral and academic support.</p> <p>6659 LCFF - Supplemental 3000-3999: Employee Benefits opportunity teacher benefits 23510 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Elementary Assistant Principal (100% paid through District LCFF supplemental funds)</p> <p>The assistant principal uses 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, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community.</p> <p>7447 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal Benefits 5414 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Two 3-hour elementary general para educators (.375) to support classrooms. (site funded LCFF supplemental)</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push in and pull out support the Elementary general para educators will support the</p>
--	--	---

		<p>increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>2750 LCFF - Supplemental 3000-3999: Employee Benefits benefits general paraeducators 13254 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .8625 Bilingual Aides(DO) (34.5 hrs. per week) (.75 position with a timesheet option of 4.5 hrs. per week) Through collaboration with the site instructional coach, teachers, and intervention team, and also push in and pull out support, the Bilingual Instructional Aids (BIA) will support the increase in student achievement through appropriate small group instruction and intervention in the classroom. BIA's will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families; provide translation as needed.</p> <p>Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are</p>
--	--	---

			<p>meeting standards in ELA and Math.</p> <p>4920 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits 11864 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard duty: adult supervision of students, staff, and facility 4253 LCFF - Supplemental 3000-3999: Employee Benefits Yard duty benefits</p>
--	--	--	---

# 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 school site will employ staffing to monitor student progress. Systems for data analysis will be implemented through the intervention team. Targeted interventions for students will be provided through Multi-Tiered Systems of Support as well as Tier I interventions within the classroom.

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

The major differences will be how data is monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2024-2025 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process.

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.

There will more expenditures added for teachers to plan collaboratively around student achievement. Additional funding will be allocated for general paraeducator staff to support struggling students in all grade levels.

# 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.

**Equity Multiplier: By 2027 at Cordova Gardens Elementary (CGE) each Very Low performing student group on the 2023 California School Dashboard, the**

The school site will address the achievement gap and opportunity gaps for all students especially ATSI subgroups (additional Targeted Support and Improvement (ATSI) Subgroups - Homeless, Two or More Races)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity Multiplier: By 2027 at (Cordova Gardens Elementary (CGE), each Very Low performing student group on the 2023 California School Dashboard, the

- 5.01 - Chronic Absenteeism will improve by 10%
- 5.02 - English Learner progress rate will improve by 10%
- 5.04 - SBAC ELA Distance From Met will improve by 10 scale score points
- 5.06 - SBAC Math Distance From Met will improve by 10 scale score points
- 5.07 - Suspension rate will improve by 5%

### 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.

In consultation with the educational partners at Cordova Gardens Elementary (CGE), this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Chronic Absenteeism Indicator: (CGE) - English Learners, Hispanic
- Graduation Indicator: ALL, Socioeconomically Disadvantaged students
- Suspension Indicator: (CGE) - Homeless, Two or more races.

### 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/CDE dashboard	See CAASPP data for subgroups in California Dashboard data related to subgroups in this document in 2022-2023 and 2023-2024 school year. 2023-2024: 35% met standard in ELA 2023-2024: 21% met standard	Increase movement for all subgroups toward level 3 meeting the standard. Ensure no declines in these groups. Monitor the progress of subgroups for student progress. Increase subgroup academic performance for all grade levels on CAASPP by 5% in ELA and Math in the 2024-2025 school year.
Site monitored attendance rates	Attendance data collected by month /trimester/year	Reduce the number of unexcused events by 5%. Reduce the number of NOC (No contact) marks by 5%

Suspension Rates (site data)	2023-2024 school years suspension numbers compared to 2024-2025's	Reduction in suspension rates by 5%
ELPAC scores summative vs initial	initial ELPAC compared to summative data	Increase movement of EL learner progress students by 10%

## 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
5.1	<p>Instructional Coach utilized to support students needing academic intervention. The instructional coach or other site staff will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. The instructional coach will coordinate with the intervention team to monitor EL population and provide needed targeted intervention. The instructional coach will also be the program monitor for Title I as well as our EL population.</p> <p>Utilize the instructional coach and intervention to monitor EL subgroup, collaborate with staff to provide targeted intervention for EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies.</p>	All students as well as specific targeted subgroups ( Additional Targeted Support and Improvement (ATSI) Subgroups - Homeless, Two or More Races)	<p>17900 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (78% paid out of Title 1):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families.</p> <p>4459 Title I 1000-1999: Certificated Personnel Salaries Instructional coach teacher benefits. 2047 Title I 1000-1999: Certificated Personnel Salaries</p>

		<p>Intervention teacher 1.0 (12% Paid out of Title I):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families.</p> <p>455 Title I 3000-3999: Employee Benefits Intervention teacher benefits 18932 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full time paid out of 2023-2024 learning loss):</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs</p>
--	--	---

		<p>(ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families.</p> <p>4405 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits (Full time paid out of 2023-2024 learning loss):</p> <p>Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers.</p> <p>4879 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental):</p> <p>Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in</p>
--	--	---



		<p>collaboration with the ASES staff.  Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families.</p> <p>1215  LCFF - Supplemental 3000-3999: Employee Benefits  instructional coach benefits 28722</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries  2 intervention teachers (1 full time paid out of District LCFF and 2nd intervention teacher paid out of site LCFF 88%)</p> <p>Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math.</p>
--	--	--

			<p>Foster an engaged and positive learning environment for students and families.</p> <p>6392 LCFF - Supplemental 3000-3999: Employee Benefits 2 intervention teachers benefits.</p>
5.2	<p>Additional support staff to support the implementation of LCAP goal 5 and goals **Site Educators (Instructional coach, intervention teachers, opportunity teachers, general paraeducators, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.</p>	All	<p>21808 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher</p> <p>Opportunity teacher uses 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, specifically, those students that come from other comprehensive elementary and middle school sites needing behavioral and academic support.</p> <p>6659 LCFF - Supplemental 3000-3999: Employee Benefits Opportunity teacher benefits 23510 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Elementary Assistant Principal (100% paid through District LCFF supplemental funds)</p> <p>The assistant principal uses 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, specifically, those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. The</p>

		<p>assistant principal monitors school-wide systems to ensure academic fidelity, as well as the behavioral and emotional well-being of staff, students, and the community.</p> <p>7447 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits 5414 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Two 3-hour elementary general para educators (.375) to support classrooms. (site funded LCFF supplemental)</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push in and pull out support the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>2750 LCFF - Supplemental 3000-3999: Employee Benefits 2 general paraeducators benefits 29040 Equity Multiplier 2000-2999: Classified Personnel Salaries</p>
--	--	---

			<p>Two Equity 3-hour elementary general para educators (.375) to support classrooms. Paid out of equity multiplier funds.</p> <p>Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push in and pull out support the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math.</p> <p>Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math.</p> <p>15034 Equity Multiplier 3000-3999: Employee Benefits 2 additional Equity multiplier funded general paraeducators benefits</p>
<p><b>5.3</b></p>	<p>Additional support staff to support implementation of LCAP goal 5 and goals  <b>**Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.</b>  <b>**Additional SEL support provided by school social worker.</b>  <b>**Additional attendance support provided by school clerk</b></p>	<p>All</p>	<p>18894 California Community Schools 2000-2999: Classified Personnel Salaries Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 11122 California Community Schools</p>

			<p>3000-3999: Employee Benefits community schools facilitator benefits 12733 California Community Schools 2000-2999: Classified Personnel Salaries Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 8792 California Community Schools 3000-3999: Employee Benefits Restorative Specialist Benefits 20326 Equity Multiplier 1000-1999: Certificated Personnel Salaries .2 Social worker to help increase support Social emotional needs of students. Social worker will work closely with site leadership to support restorative practices in and out of the classroom. 10870 Equity Multiplier 3000-3999: Employee Benefits .2 social worker benefits 13373 Equity Multiplier 2000-2999: Classified Personnel Salaries .3125 additional hours for Attendance Clerk to support chronic absenteeism. 10027 Equity Multiplier 3000-3999: Employee Benefits Attendance clerk</p>
5.4	<p>Additional support staff to support implementation of LCAP goal 5 and goallets **PLC coach: will work directly with instructional coach and staff to monitor efficacy of PLC process to improve outcomes for students. **Two teachers added to the staff to reduce effective class size numbers in primary grade levels. **LEA approved indirect cost 4.94%</p>	All	<p>107383 Equity Multiplier 1000-1999: Certificated Personnel Salaries PLC coach to facilitate PLC work at Site 57260 Equity Multiplier</p>

			<p>1000-1999: Certificated Personnel Salaries 1 FTE teacher at the site to reduce class size in primary grades (Teacher: McBee) 12637 Equity Multiplier 3000-3999: Employee Benefits benefits for teacher. 49961 Equity Multiplier 1000-1999: Certificated Personnel Salaries 1 FTE teacher at the site to reduce class size in primary grades (Teacher: Rodriguez) 11027 Equity Multiplier 3000-3999: Employee Benefits Benefits for teacher (Rodriguez) 16678 Equity Multiplier None Specified LEA approved indirect cost 4.94%</p>
5.5	<p>Teacher release days to support PLC, Intervention, Math, social emotional, and ELA work. Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration. Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.</p>	All	<p>3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers will require subs for release days to aid in work related to PLC's, ELA, and Math work. Teachers will be meeting in Every Child by Name meetings as well as PLCs to work on improving student achievement and first instruction. Teachers will conduct before and after school Math and ELA interventions to increase student achievement. After school intervention program will address math, ELA, and social emotional learning. 700 LCFF - Supplemental 3000-3999: Employee Benefits benefits for substitute teachers</p>
5.6	<p>**Purchase supplies/technology to support in-person classroom instruction; to target ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Radios to support staff and students.</p>	All	<p>2507 LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment purchasing to facilitate ELA, Math, and STEAM based</p>

	<p>**Purchase Items to support Community Schools Facilitator and Restorative Specialist in the role. (Computers, Technology, Mileage reimbursement for traveling to families, and planning Family engagement activities.)</p>		<p>instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Assemblies to support STEAM activities.</p> <p>1000 LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment purchasing to facilitate ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Assemblies to support STEAM activities.</p>
--	---	--	---

# 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.

To focus on gaps in achievement: The school site will employ staffing to monitor student progress. Systems for data analysis will be implemented through the intervention team. Targeted interventions for students will be provided through Multi-Tiered Systems of Support as well as Tier I interventions within the classroom.

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

To focus on gaps in achievement: Data will be monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2024-2025 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process.

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

To focus on gaps in achievement: There will more expenditures added for teachers to plan collaboratively around student achievement. Additional funding will be allocated for general paraeducator staff to support struggling students in all grade levels.

# 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	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,515,616.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.0

## 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	\$124,300.00

Subtotal of additional federal funds included for this school: **\$124,300.00**

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

State or Local Programs	Allocation (\$)
California Community Schools	\$212,500.00
Equity Multiplier	\$353,616.00
LCFF - Supplemental	\$708,517.00
Learning Recovery	\$116,683.00

Subtotal of state or local funds included for this school: **\$1,391,316.00**

Total of federal, state, and/or local funds for this school: **\$1,515,616.00**



# 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	124300	0.00
LCFF - Supplemental	708517	0.00
California Community Schools	212500	0.00
Learning Recovery	116683	0.00

## Expenditures by Funding Source

Funding Source	Amount
California Community Schools	212,500.00
Equity Multiplier	353,616.00
LCFF - Supplemental	708,517.00
Learning Recovery	116,683.00
Title I	124,300.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	843,377.00
2000-2999: Classified Personnel Salaries	277,575.00
3000-3999: Employee Benefits	334,117.00
4000-4999: Books And Supplies	20,533.00
5000-5999: Services And Other Operating Expenditures	6,500.00
5700-5799: Transfers Of Direct Costs	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,836.00
None Specified	16,678.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	California Community Schools	126,508.00
3000-3999: Employee Benefits	California Community Schools	79,656.00
4000-4999: Books And Supplies	California Community Schools	3,000.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	500.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	2,836.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	234,930.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	42,413.00
3000-3999: Employee Benefits	Equity Multiplier	59,595.00
None Specified	Equity Multiplier	16,678.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	409,596.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	108,654.00
3000-3999: Employee Benefits	LCFF - Supplemental	152,734.00
4000-4999: Books And Supplies	LCFF - Supplemental	17,533.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	14,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	94,660.00
3000-3999: Employee Benefits	Learning Recovery	22,023.00
1000-1999: Certificated Personnel Salaries	Title I	104,191.00
3000-3999: Employee Benefits	Title I	20,109.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	233,906.00
Goal 2	282,118.00

Goal 3
Goal 4
Goal 5

170,201.00
260,033.00
569,358.00

# School Site Council Membership

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

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

Name of Members	Role
John Bliss	Principal
Stephanie Tembey	Classroom Teacher
Debbie Keith	Classroom Teacher
Beate Vuilleumier	Classroom Teacher
Lisa Balzano	Classroom Teacher
Charlotte Giacomo	Parent or Community Member
Jordan Blair-alternate parent member	Parent or Community Member
Atupele Munde	Parent or Community Member
Martha Naranjo-alternate parent member	Parent or Community Member
Dolores Ramirez	Parent or Community Member
Zuleyma Pineda	Parent or Community Member
Raquel Bernal	Parent or Community Member
Brandeen Adams	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

Attested:



Principal, John P. Bliss on 5/14/2024



SSC Chairperson, Brandeen Adams on 5/14/2024

# 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](mailto: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](mailto: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](mailto: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



Cordova Gardens Elementary  
2400 Dawes Street, Rancho Cordova, CA 95670  
(916) 294-9115 Fax (916) 294-2475  
Principal John Bliss

---

**Site Council Meeting Tuesday 5.14.24**  
**3 to 3:30 PM**  
**Library**

**Agenda:**

- **Introductions**
  - Roll Call for attendance.
  - Website, updates: [Cordova Gardens Elementary / Homepage](#)
  
- **Principal's Update: Mr. Bliss**
  - Staffing, New Website, School Name change, etc...
- **SPSA: Single Plan for Student Achievement next year 24-25**
- **Community Schools Grant Update**
  
- **Other: Concerns Parking lot**
  - Next meeting for SSC and ELAC: **TBD**
  
- **SSC Agenda (members of SSC and ELAC stay for both meetings)**
  - **SSC and ELAC members are present for both meetings held on the same day, but at different times.**
  - **All members participate in both meetings.**



Cordova Gardens Elementary  
2400 Dawes Street, Rancho Cordova, CA 95670  
(916) 294-9115 Fax (916) 294-2475  
Principal John Bliss

---

**English Language Advisory Committee Meeting Tuesday 5.14.24**  
**3 to 3:30 PM**  
**Library**

**Agenda:**

- **Introductions**
  - Roll Call for attendance.
  - Website, updates: [Cordova Gardens Elementary / Homepage](#)
  
- **Principal's Update: Mr. Bliss**
  - Staffing, New Website, School Name change, etc...
- **SPSA: Single Plan for Student Achievement next year 24-25**
- **Community Schools Grant Update**
  
- **Other: Concerns Parking lot**
  - Next meeting for SSC and ELAC: **TBD**
  
- **SSC Agenda (members of SSC and ELAC stay for both meetings)**
  - **SSC and ELAC members are present for both meetings held on the same day, but at different times.**
  - **All members participate in both meetings.**



Cordova Gardens Elementary  
2400 Dawes Street, Rancho Cordova, CA 95670  
(916) 294-9115 Fax (916) 294-2475  
Principal John Bliss

---

Reunión del Comité Asesor del Idioma Inglés Martes 5.14.24  
3 a 3:30 p.m.  
Biblioteca

**Agenda:**

- **Introducciones**
  - Pasar lista para asistir.
  - Sitio web, actualizaciones: [Cordova Gardens Elementary / Página de inicio](#)
  
- **Actualización del director: Sr. Bliss**
  - Dotación de personal, nuevo sitio web, cambio de nombre de la escuela, etc.
- **SPSA: Plan Único de Rendimiento Estudiantil el próximo año 24-25**
- **Actualización de subvenciones para escuelas comunitarias**
  
- **Otro: Preocupaciones Estacionamiento**
  - Próxima reunión para SSC y ELAC: **TBD**
  
- **Agenda del SSC (los miembros del SSC y ELAC se quedan para ambas reuniones)**
  - Los miembros del SSC y ELAC están presentes en ambas reuniones celebradas el mismo día, pero en diferentes horarios.
  - Todos los miembros participan en ambas reuniones.

**School Site  
Council/ ELAC  
Meeting for  
Cordova  
Gardens  
Elementary**

**5/14/24**

**3:00 PM to 3:30 PM**

For more information please email Mr. Bliss at  
[jbliss@fcusd.org](mailto:jbliss@fcusd.org)

# JSSC and ELAC meeting Attendance 05/14/2024

Please sign next to your name below. Thank you.

Name

Signature

SSC/ ELAC Members
John Bliss, Principal
Stephanie Tembey, Teacher
Debbie Keith, Teacher
Seate Vuilleumier, Teacher
Lisa Balzano, Teacher

Charlotte Giacomo, Parent
Jordan Blair, Parent
Atupele Munde, Parent
Martha Naranjo, ELAC Parent
Dolores Ramirez, ELAC Parent
Zuleyma Pineda, ELAC Parent
Raquel Bernal, ELAC Parent

Raquel Munguia, BIA Interpreter
Emily Caceres, BIA Interpreter
Brandeen Adams, Secretary Support Staff





Cordova Gardens Elementary  
2400 Dawes Street, Rancho Cordova, CA 95670  
(916) 294-9115 Fax (916) 294-2475  
John Bliss, Principal

## SCHOOL SITE COUNCIL/ELAC

**Date:** May 14, 2024

**Location:** Cordova Gardens Library (Room 7)

**Starting Time:** 3:05 PM

**End Time:** 3:26 PM

**Minutes:** 21 minutes

### School Site Council Members

**Roll Call: Members in attendance highlighted yellow ( 1 Minute )**

John Bliss, Principal

Stephanie Tembey, Teacher

Lisa Balzano, Teacher

Debbie Keith, Teacher

Beate Vuilleumier, Teacher

Brandeen Adams, Secretary Support

Staff (non voting member)

Emily Caceres, BIA (Interpreter)

Raquel Munguia, BIA (Interpreter)

Jordan Blair, Parent

Atupele Munde, Parent

Charlotte Giacomo, Parent

Martha Naranjo, Parent

Dolores Ramirez, Parent

Zuleyma Pineda, Parent

Raquel Bernal, Parent

All staff, parents and members of the public are invited to attend the meeting.

### Website , Updates: Cordova Gardens Elementary Homepage ( 1 minute )

- Introductions for Attendance
- Week at a glance: Updated every Sunday; Emails to parents; New Website is live

## **Principal Updates:**

SPSA: Single Plan for Student Achievement and Community Schools Grant  
Discussion ( 16 minutes)

- Propositions/Suggestions for writing the SPSA for the 24/25 school year  
Finalized and voted on
  - Title I funding-(Federal/Income Verification)
    - Instructional Coach 2024/2025 SY
    - STEAM/PBL Supplies
    - PD Release Days:ESBN/PBL
  - Supplemental Funding-(Site Level/District Level)
    - Intervention Teachers x 2
    - 4 General Paraprofessionals,
    - Instructional Coach (Portion of funding)
    - All Staffing in supplemental benefit student Intervention groups (serving underserved/EL/ student's academically and wellness)
  - Equity Multiplier funds-(State of California)
    - Bought down 2 combo classes (k/1+  $\frac{2}{3}$  ) 130,000 to buy down
    - 2 to 5 hour attendance clerk to an 8 hour position
    - Increase Social Workers time from 4 Days to 5 days a week
      - Mental Health
  - SPSA due the end of May 2024
  
- Discussion about staffing changes and updates where the Supplemental funds and the Title I funds were being used for 2023/2024 SY. Stated where staffing and updates are to the Master Schedule (out before end of May) for 2024/2025 SY.  $\frac{1}{3}$  combo teacher hired; 4th grade teacher hired
  
- CGE Community Schools Grant was approved. Update as to what the Community schools Grant provides to our school. Equity Multiplier Funds divided up for next year's budget. 2.2 Million for 5 years provides for STEAM field trip opportunities, Arts, and PBL integration
  - Restorative Practice staff member
  - Community Schools Liaison

### **Motion to Approve SPSA for 24/25 SY**

**Made by:** Beate Vuilleumier

**Seconded:** Debbie Keith

**All in favor: 10 yes-0 no**

**Motion carried**

**School update on Name change**

**Other: Concerns Parking Lot ( 3 minutes)**

- School Name change update expected over Summer Break; SWAG/Logo Name approval to be voted on in May's FCUSD board meeting to rename our school: **Cordova Gardens Academy of Arts and Sciences**
- Continue discussion on Community Schools Grant Approval for 23/24 SY

Next SSC meeting: TBD

Next ELAC meeting:TBD

**Motion to Adjournment 3:26 pm**

**Made By:** John Bliss