



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova High School	34673303431533	May 20, 2025	August 14, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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Plan Description

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

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

Schoolwide Program

Title I Schoolwide

To support Folsom Cordova Unified School District (FCUSD) in its mission of "dedication to excellence in education" and specifically, to support excellence in education at Cordova High School.

School Vision and Mission

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

Mission Statement:

- Cordova High is committed to college and career readiness for global citizens.

Vision Statement:

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

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

School-Wide Learning Outcomes:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPILED

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

OPEN-MINDED

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

CARING

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

COURAGEOUS

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

BALANCED

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

REFLECTIVE

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

School & Community Profile

Cordova High School (CHS) is a mid-sized, comprehensive public high school located in Rancho Cordova, California, a diverse and growing community of approximately 82,602 residents. With an enrollment of about 1,900 students, CHS serves a richly varied student population that reflects the cultural and ethnic diversity of the region. The Class of 2025 included 417 seniors, and the school operates on a traditional semester calendar.

CHS is one of three comprehensive senior high schools within the Folsom Cordova Unified School District (FCUSD), which serves over 21,780 students across Sacramento County. The district spans a range of educational levels from preschool through adult education and is known for its commitment to equity, social-emotional learning, and Professional Learning Communities (PLC). Schools in FCUSD are located approximately 20 miles from downtown Sacramento and just over 100 miles from San Francisco.

The student body at Cordova High is composed of 38.37% Hispanic/Latino students, 29.74% White (non-Hispanic), 8.79% Black/African American, 8.53% Asian, 1.79% Native Hawaiian or Pacific Islander, 0.16% American Indian/Alaska Native, and 10.21% identifying as multiple ethnicities or not reporting. The unduplicated pupil percentage is 75.68%, indicating a significant portion of students who qualify for additional educational support.

Cordova High is accredited by the Western Association of Schools and Colleges (WASC) and offers a broad and rigorous academic curriculum. The school awards grades on a standard A-F scale, with GPA calculated using a 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0). Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses are weighted. To graduate, students must earn 220 credits, including required coursework in English, mathematics (with at least 10 credits in Algebra), science, social studies, physical education, health, and electives in fine arts, foreign language, or career technical education (CTE).

As an International Baccalaureate (IB) World School, CHS offers the Diploma Programme (DP) and Career-related Programme (CP), with full Middle Years Programme (MYP) authorization achieved in August 2015. Students may choose from a range of IB subjects such as History of the Americas HL, Language and Literature HL, Biology HL, Chemistry SL, Environmental Systems and Societies HL, Visual Arts HL/SL, Theory of Knowledge, and Global Politics HL. AP offerings include U.S. History, English Literature, and both AB and BC levels of Calculus. Honors courses are available in core academic areas including English, biology, chemistry, and history.

Beyond its academic rigor, CHS provides students with multiple pathways for career preparation. The school hosts California Partnership Academies in Agriculture, Business, Culinary Arts, and Pre-Engineering. Students also benefit from unique opportunities such as the on-campus Air Force Reserve Officer Training Corps (AFROTC), a hands-on Construction Program, and two levels of Media Arts courses. These programs reflect CHS's commitment to preparing students for both college and career pathways.

Despite the challenges facing many comprehensive public high schools, CHS remains committed to academic excellence and student support. Approximately 22.4% of seniors meet the entrance requirements for California's four-year universities. A dedicated team of 110 teaching faculty members and 5.5 guidance counselors works to ensure all students have access to the resources and guidance they need to succeed.

Parent and family engagement is a cornerstone of the school's culture. Parents frequently express a desire to be

involved in their children’s education, and the school is responding with expanded efforts to build strong connections through initiatives like School Site Council (SSC), English Learner Advisory Committee (ELAC), ESL classes, parent leadership activities, family fun nights, and informational events.

Cordova High School continues to evolve as a learning community, guided by a strong belief in equity, academic opportunity, and preparing students for a successful future. For ongoing updates and further information, families and community members are encouraged to visit the school’s website at <https://www.fcusd.org/chs>.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council Dates: 9/3/24, 9/24/24, 10/29/24, 1/14/25, 2/25/25, 5/20/25

Annual Title I Meeting: 11/20/204

English Learner Advisory Committee Dates: 8/28/24, 9/18/24, 11/20/24, 1/15/25, 3/13/25, 5/14/25

Resource Inequities

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

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

Cordova High School has a long history with a rich tradition of serving a diverse set of students and partnering with the Rancho community to develop lifelong learners with a passion to serve others and celebrate success.

The following areas require additional intervention and resources to ensure we are meeting the needs of ALL students:

1. English Language Learners (ELL) towards their progress in obtaining English Proficiency. As evidenced by the most recent CA Dashboard data, students continue to make progress toward English language proficiency, with 39.6% progressing at least one full level on the ELPAC. Our ELL students are considered in the "Yellow" performance category, which is higher than the state performance.
2. We continue to face challenges with disproportionality as a District in the following two areas: (1) ELL achievement in both mathematics and English Language Arts, (2) Suspension of English Leaders, Filipino, Socioeconomically Disadvantaged, and White students. As such, CHS has continued to implement progressive plans for discipline with a focus on the Social-Emotional Learning (SEL) of students and increased use of other means of correction. A data-driven approach is used to review disciplinary trends and identify targeted support. Last year, CHS implemented an advisory period and Second Step SEL curriculum with targeted lessons around the 5 Core Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies. It is important to note that according to the most recent CA Dashboard data, the suspension rate has declined by 3.9%, which is considered to be in the "Green" performance category. CHS will continue to have a renewed focus on supporting the following student subgroups to positively impact the climate and culture.
3. Lastly, our focus will continue to support the CHS mission of "college and career readiness for global citizens" as we look to increase our CHS Graduation Rate (87.5%) and our CHS College/Career Readiness (37.2% Prepared). As described, the implementation of our ATSI will allow collaboration on prescribed goals, SMART action plans, and strategic interventions which ensure Professional Learning Communities (PLC) focused teams review evidence-based instructional strategies to positively impact student outcomes.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

English Language Learners (ELL), Hispanic, Long-term English Learners, and Students with Disabilities are in the "Orange" performance category for English Language Arts.

English Learners, Long-term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are in the "Orange" performance category for mathematics.

Asian, English Learners, Homeless, and Students with Disabilities are in the "Orange" performance category for college/career.

In response to the indicators above, roughly 1/4 of the teaching staff participated in a 20-hour Guided Language Acquisition and Design training. Providing professional development specifically to support these subgroups will continue in 2025-2026.

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

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

English Language Learners, Hispanics, Long-term English Learners, and Students with Disabilities are in the "Orange" performance category for English Language Arts.

Hispanic students are in the "Red" performance category for mathematics.

Asian, English Learners, Homeless, and Students with Disabilities are in the "Orange" performance category for college/career.

In response to the indicators above, roughly 1/4 of the teaching staff participated in a 20-hour Guided Language Acquisition and Design training. Providing professional development specifically to support these subgroups will continue in 2025-2026. Additionally, funding will be allocated to reduce class sizes in IM 1 Foundations and 9th grade English. A 50% Counselor will continue to focus on the 8th to 9th grade transition.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

1. Enrollment experienced a rapid growth from 2020-2022. However, a slight decline in enrollment has occurred since 2022.
2. The Hispanic/Latino population has decreased from 40.5% in 2022-2023 to 38.37% in 2023-2024.
3. The African American population has decreased slightly from 8.8% in 2022-2023 to 8.79% in 2023-2024.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	304	401	414	16.7%	15.4%	21.8%
Fluent English Proficient (FEP)	626	552	510	30.1%	31.7%	26.8%
Reclassified Fluent English Proficient (RFEP)				4.3%		

Conclusions based on this data:

1. The overall number of our English Learners (414) continues to grow year-over-year at Cordova High School which further supports our investment through our Title I and supplemental funds and allocations towards English proficiency.
2. 83% of our English Learners maintained or increased one ELPI level as evidenced by ELPAC. This is a 10% increase from the previous year and is evidence that our focus on an instructional model has improved student outcomes.
3. The percentage of students who are Reclassifying as Fluent English Proficient (RFEP) has been a focus with 39.3% making progress towards English language proficiency. This is an increase of 8.1%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	403	441	420	393	433	414	393	433	413	97.5	98.2	98.6
All Grades	403	441	420	393	433	414	393	433	413	97.5	98.2	98.6

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2548.	2575.	2581.	18.83	19.17	20.82	19.08	32.10	34.14	23.66	20.55	21.07	38.42	28.18	23.97
All Grades	N/A	N/A	N/A	18.83	19.17	20.82	19.08	32.10	34.14	23.66	20.55	21.07	38.42	28.18	23.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.12	24.02	22.52	48.85	56.81	56.90	30.03	19.17	20.58
All Grades	21.12	24.02	22.52	48.85	56.81	56.90	30.03	19.17	20.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.12	21.76	22.87	34.35	47.45	47.69	44.53	30.79	29.44
All Grades	21.12	21.76	22.87	34.35	47.45	47.69	44.53	30.79	29.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.72	15.24	13.08	72.01	67.67	74.33	15.27	17.09	12.59
All Grades	12.72	15.24	13.08	72.01	67.67	74.33	15.27	17.09	12.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.78	19.17	24.94	62.34	64.90	64.41	21.88	15.94	10.65
All Grades	15.78	19.17	24.94	62.34	64.90	64.41	21.88	15.94	10.65

Conclusions based on this data:

1. CHS continues to maintain in Total Participation (98.6%) as we work to ensure all students are tested in ELA.
2. Based on most recent CA Dashboard data, CHS saw an increase of 6.6 points which demonstrates an increase of 6.6 points. Through an intentional approach and focus on a model of instruction and conducting team instructional rounds and high-quality professional development, we are working to build on skills through an interdisciplinary approach.
3. Our Instructional Coach and ELD Program Monitor continually review student achievement data (Benchmark scores, CFA scores, Edmentum, EL Proficiency, etc.) to provide better alignment for student placement which will positively impact student outcomes by ensuring they are accurately placed with the best chance of success and growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	404	439	421	396	430	413	396	430	412	98.0	97.9	98.1
All Grades	404	439	421	396	430	413	396	430	412	98.0	97.9	98.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2524.	2513.	2518.	6.82	5.12	6.31	13.89	12.33	12.62	22.98	22.09	18.20	56.31	60.47	62.86
All Grades	N/A	N/A	N/A	6.82	5.12	6.31	13.89	12.33	12.62	22.98	22.09	18.20	56.31	60.47	62.86

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			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 11	9.09	7.44	8.01	59.34	55.12	54.85	31.57	37.44	37.14	
All Grades	9.09	7.44	8.01	59.34	55.12	54.85	31.57	37.44	37.14	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.57	6.98	6.55	66.16	58.84	60.19	27.27	34.19	33.25
All Grades	6.57	6.98	6.55	66.16	58.84	60.19	27.27	34.19	33.25

Conclusions based on this data:

1. There was continued improvement in the number of students participating in Math Assessments with 98.1% of students taking the CAASPP.
2. Based on the most available CAASPP data, 18.93% meet or exceed standard.
3. Hispanic students are in the "Red" performance category on the CA Dashboard which indicates additional support is needed.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1497.9	1507.6	1492.4	1479.6	1488.4	1468.7	1515.6	1526.2	1515.4	99	108	127
10	1530.2	1507.8	1503.4	1521.0	1492.8	1479.4	1538.9	1522.3	1526.9	92	101	105
11	1497.1	1523.4	1515.3	1473.9	1507.5	1493.3	1519.7	1538.9	1536.8	74	94	97
12	1508.3	1513.6	1537.2	1492.0	1500.0	1522.2	1524.0	1526.8	1551.9	56	56	80
All Grades										321	359	409

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.05	3.70	2.36	21.21	31.48	25.20	35.35	23.15	31.50	38.38	41.67	40.94	99	108	127
10	6.52	9.00	7.62	41.30	28.00	24.76	28.26	26.00	18.10	23.91	37.00	49.52	92	100	105
11	5.41	7.45	10.53	24.32	26.60	28.42	21.62	31.91	17.89	48.65	34.04	43.16	74	94	95
12	3.57	10.91	12.50	23.21	20.00	33.75	35.71	27.27	22.50	37.50	41.82	31.25	56	55	80
All Grades	5.30	7.28	7.62	28.04	27.45	27.52	30.22	26.89	23.10	36.45	38.38	41.77	321	357	407

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.08	11.11	11.02	28.28	28.70	28.35	28.28	25.93	21.26	35.35	34.26	39.37	99	108	127
10	16.30	21.00	17.14	45.65	28.00	23.81	15.22	15.00	15.24	22.83	36.00	43.81	92	100	105
11	13.51	12.77	18.95	25.68	35.11	27.37	12.16	22.34	14.74	48.65	29.79	38.95	74	94	95
12	16.07	18.18	26.25	23.21	30.91	33.75	28.57	12.73	6.25	32.14	38.18	33.75	56	55	80
All Grades	13.08	15.41	17.44	31.78	30.53	28.01	20.87	19.89	15.23	34.27	34.17	39.31	321	357	407

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.03	2.78	1.57	14.14	12.04	17.32	29.29	42.59	31.50	53.54	42.59	49.61	99	108	127
10	3.26	1.00	8.57	20.65	17.00	16.19	45.65	41.00	31.43	30.43	41.00	43.81	92	100	105
11	0.00	3.19	9.47	13.51	15.96	12.63	39.19	41.49	32.63	47.30	39.36	45.26	74	94	95
12	3.57	3.64	5.00	7.14	10.91	20.00	30.36	41.82	41.25	58.93	43.64	33.75	56	55	80
All Grades	2.49	2.52	5.90	14.64	14.29	16.46	36.45	41.74	33.66	46.42	41.46	43.98	321	357	407

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.02	1.85	1.57	50.51	59.26	57.48	47.47	38.89	40.94	99	108	127
10	1.09	3.00	3.81	76.09	64.00	51.43	22.83	33.00	44.76	92	100	105
11	1.35	7.45	4.21	43.24	53.19	48.42	55.41	39.36	47.37	74	94	95
12	1.79	1.85	11.25	42.86	53.70	53.75	55.36	44.44	35.00	56	54	80
All Grades	1.56	3.65	4.67	54.83	58.15	53.07	43.61	38.20	42.26	321	356	407

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	39.80	46.73	31.75	26.53	22.43	28.57	33.67	30.84	39.68	98	107	126
10	56.52	46.94	35.24	23.91	18.37	22.86	19.57	34.69	41.90	92	98	105
11	34.25	44.09	41.05	15.07	32.26	21.05	50.68	23.66	37.89	73	93	95
12	44.64	45.45	52.50	23.21	21.82	16.25	32.14	32.73	31.25	56	55	80
All Grades	44.20	45.89	38.92	22.57	23.80	22.91	33.23	30.31	38.18	319	353	406

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.07	7.41	7.14	38.38	44.44	38.10	54.55	48.15	54.76	99	108	126
10	7.61	4.00	15.24	43.48	48.00	29.52	48.91	48.00	55.24	92	100	105
11	0.00	5.32	12.63	37.84	35.11	34.74	62.16	59.57	52.63	74	94	95
12	3.57	3.70	7.50	30.36	37.04	48.75	66.07	59.26	43.75	56	54	80
All Grades	4.98	5.34	10.59	38.32	41.85	37.19	56.70	52.81	52.22	321	356	406

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.01	0.93	0.00	53.54	67.59	57.48	45.45	31.48	42.52	99	108	127
10	1.09	0.00	0.95	73.91	65.00	54.29	25.00	35.00	44.76	92	100	105
11	9.46	12.77	6.32	51.35	56.38	58.95	39.19	30.85	34.74	74	94	95
12	5.36	3.64	8.75	55.36	50.91	61.25	39.29	45.45	30.00	56	55	80
All Grades	3.74	4.20	3.44	59.19	61.34	57.74	37.07	34.45	38.82	321	357	407

Conclusions based on this data:

1. 409 English Learners were assessed as we continue to realize an increase in overall EL student enrollment.
2. According to the CA Dashboard, 39.3% of ELL students are making progress. This is an increase of 8.1%.
3. The focused work we have on a model of instruction will support the needed literacy skills to endure mastery towards English proficiency.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,900	74.3%	21.8%	0.5%
Total Number of Students enrolled in Cordova High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	414	21.8%
Foster Youth	10	0.5%
Homeless	92	4.8%
Socioeconomically Disadvantaged	1,411	74.3%
Students with Disabilities	306	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	167	8.8%
American Indian	3	0.2%
Asian	162	8.5%
Filipino	42	2.2%
Hispanic	729	38.4%
Two or More Races	194	10.2%
Pacific Islander	34	1.8%
White	565	29.7%

Conclusions based on this data:

1. With over 74% of our students identified as Socioeconomically Disadvantaged, our continued efforts will be to provide high-quality instruction and tiered academic supports.

2. Our most vulnerable student groups, including both Foster Youth and those identified as Homeless, continue to increase as we proactively work to identify more students and connect them with important services around nutrition, transportation, and school supplies.
3. We continue to be proactive in our Co-Teaching and Inclusion supports in our Special Education Department with an emphasis on effective numeracy and literacy skills to support our Students with Disabilities and to reduce our overall case management numbers below the required 1:28 ratios.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Green

Mathematics



Yellow

English Learner Progress



Yellow

College/Career



Green

Conclusions based on this data:

1. CHS saw a 3.9% decline of suspensions. According to site/local data, both out of school and class suspensions have realized impressive decreases. We will continue to apply a more direct and tiered focus on developing Social and Emotional Learning (SEL) Competencies that work to build self-regulation and conflict management skills for our students utilizing Second Step SEL curriculum.
2. Our English Learner Progress saw an increase of 8.1% making progress towards English Language proficiency. Zero subgroups are in the "Red" performance category. This realized growth demonstrates our commitment to student outcomes.
3. The graduation rate declined 3.4% and homeless students are in the "Red" performance category.

School and Student Performance Data

Academic Performance English Language Arts

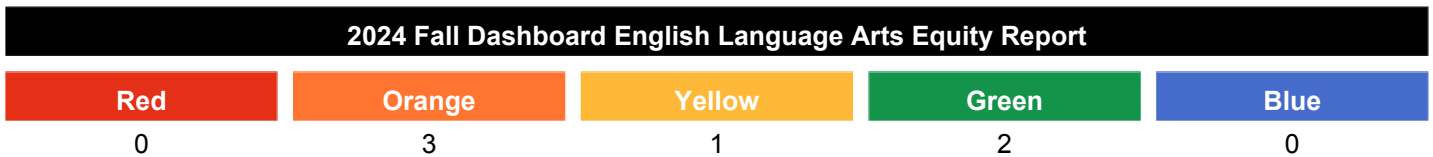
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>6.7 points above standard</p> <p>Increased 6.6 points</p> <p>386 Students</p>	<p>English Learners</p> <p>Orange</p> <p>77.3 points below standard</p> <p>Increased 21.1 points</p> <p>101 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>75.9 points below standard</p> <p>Increased 24.0 points</p> <p>31 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>65.8 points below standard</p> <p>Declined 21.8 points</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>15.4 points below standard</p> <p>Increased 3.0 points</p> <p>278 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>69.1 points below standard</p> <p>Increased 30.8 points</p> <p>61 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>2.2 points below standard</p> <p>Increased 32.7 points</p> <p>35 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>36.2 points above standard</p> <p>Increased 11.6 points</p> <p>37 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>27.0 points above standard</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>16.5 points below standard</p> <p>Maintained 1.3 points</p> <p>164 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>19.2 points above standard</p> <p>Increased 23.2 points</p> <p>31 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>White</p>  <p>Green</p> <p>30.8 points above standard</p> <p>Increased 9.5 points</p> <p>102 Students</p>

Conclusions based on this data:

1. CHS was extremely excited that our hard work and intentional focus allowed our site to improve 6.6 points placing CHS in the "Green" performance category.
2. Despite our significant English Language Arts improvement, we must continue to focus on supporting our student subgroups (Students with Disabilities 69.1 points below standard, English Learners 77.3 points below standard and Long-term English Learners 75.9 points below standard).
3. Despite seeing growth among most subgroups, Homeless students continue to need additional support - they declined 21.8 points.

School and Student Performance Data

Academic Performance Mathematics

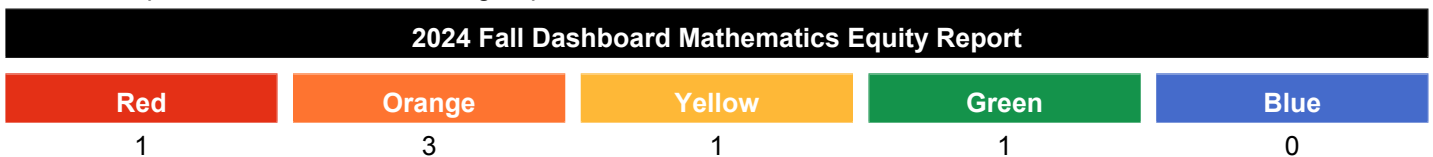
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>104.8 points below standard</p> <p>Increased 4.9 points</p> <p>390 Students</p>	<p>English Learners</p> <p>Orange</p> <p>159.2 points below standard</p> <p>Increased 25.3 points</p> <p>105 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>186.2 points below standard</p> <p>Increased 10.9 points</p> <p>31 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>165.0 points below standard</p> <p>Declined 15.0 points</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>123.8 points below standard</p> <p>Increased 6.9 points</p> <p>283 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>174.1 points below standard</p> <p>Increased 7.7 points</p> <p>59 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>142.8 points below standard</p> <p>Increased 8.0 points</p> <p>34 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>52.7 points below standard</p> <p>Increased 31.3 points</p> <p>38 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>93.6 points below standard</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>139.9 points below standard</p> <p>Declined 11.9 points</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>95.3 points below standard</p> <p>Increased 18.0 points</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>White</p>  <p>Green</p> <p>58.2 points below standard</p> <p>Increased 23.7 points</p> <p>104 Students</p>

Conclusions based on this data:

1. Math continues to be an area of growth. That said, based on the CA Dashboard data, CHS did realize a 4.9 point increase.
2. CHS must continue to focus on supporting our Hispanic students. This subgroup is in the "Red" performance category and achieving 139.9 points below standard. In 2025-2026, a full-time Math Instructional Coach will directly support.
3. African American students demonstrated growth resulting in an increase of 8.8 points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 39.3% making progress. Number Students: 308 Students	Long-Term English Learner Progress  Yellow 42.8% making progress. Number Students: 159 Students

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.

2024 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
15.9%	43.5%	0%	39%

Conclusions based on this data:

1. Cordova High School continues to graduate a significant number of English Learners each year, with an 83.8% Graduation Rate.
2. Based on the most recent available data, 39.6% of students progressed as least one ELPI level.
3. 42.8% of Long-term English Learners are making progress. This indicates an area of focused need.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

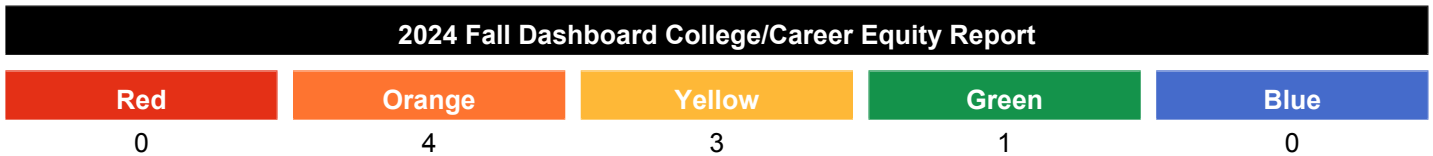
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>37.2 Prepared</p> <p>Increased 7.3</p> <p>433 Students</p>	<p>English Learners</p> <p>Orange</p> <p>14.5 Prepared</p> <p>Maintained 1.4</p> <p>117 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>11.3 Prepared</p> <p>Increased 9</p> <p>53 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p>Homeless</p> <p>Orange</p> <p>14 Prepared</p> <p>Declined 5.2</p> <p>50 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.7 Prepared</p> <p>Increased 8.4</p> <p>344 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>8.7 Prepared</p> <p>Increased 7.2</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>13.8 Prepared</p> <p>Increased 2</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>42.1 Prepared</p> <p>Declined 13.8</p> <p>38 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>37 Prepared</p> <p>Increased 16.4</p> <p>173 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>44.7 Prepared</p> <p>Increased 15.6</p> <p>38 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>	<p>White</p>  <p>Yellow</p> <p>39 Prepared</p> <p>Maintained 0.9</p> <p>136 Students</p>

Conclusions based on this data:

1. 37.2% are "Prepared" which is in increase of 7.3 points.
2. In reviewing our specific student subgroup data, Students with Disabilities were 8.7% prepared which is 4.8% below the state of California. This data indicates significant growth is needed to develop effective PLCs to further highlight effective instructional strategies to support.

School and Student Performance Data

Academic Engagement Graduation Rate

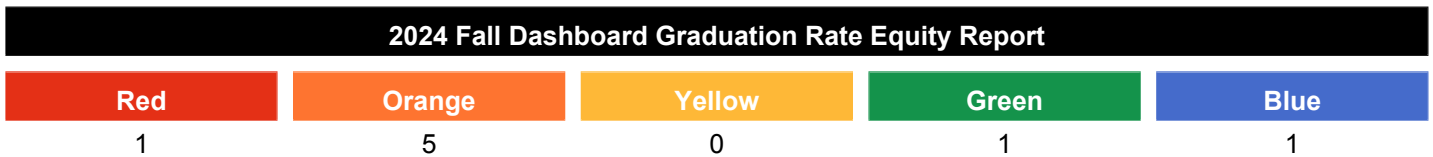
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>87.5% graduated</p> <p>Declined 3.4%</p> <p>433 Students</p>	<p>English Learners</p> <p>Green</p> <p>83.8% graduated</p> <p>Increased 5.6%</p> <p>117 Students</p>	<p>Long-Term English Learners</p> <p>Blue</p> <p>96.2% graduated</p> <p>Increased 14.8%</p> <p>53 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p>Red</p> <p>60% graduated</p> <p>Declined 21.5%</p> <p>50 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>86.6% graduated</p> <p>Declined 3.4%</p> <p>344 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>71% graduated</p> <p>Declined 6.9%</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>86.2% graduated</p> <p>Declined 2%</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>89.5% graduated</p> <p>Declined 7.7%</p> <p>38 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>85.5% graduated</p> <p>Declined 1.9%</p> <p>173 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>92.1% graduated</p> <p>Increased 4.6%</p> <p>38 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>White</p>  <p>Orange</p> <p>87.5% graduated</p> <p>Declined 7.2%</p> <p>136 Students</p>

Conclusions based on this data:

1. We experienced a decline of 3.4% to graduation rate.
2. We graduated another cohort from our CTE Career Programme (CP) and are continuing to implement the Patient Care Pathway to our current International Baccalaureate offering at CHS which will bridge our Career and Technical Education pathways with our Diploma Programme.
3. Our English Learners graduation rate increased to 83.8%.

School and Student Performance Data

Conditions & Climate Suspension Rate

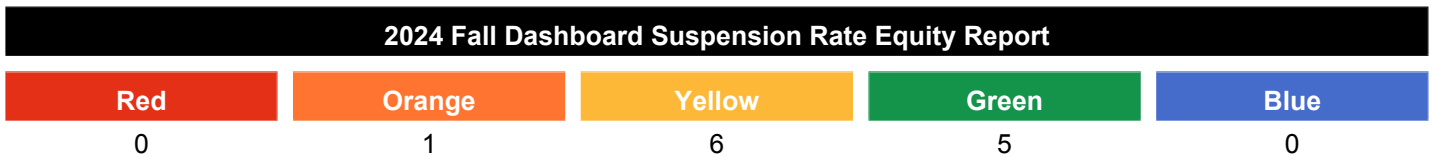
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>5.8% suspended at least one day</p> <p>Declined 3.9%</p> <p>2087 Students</p>	<p>English Learners</p> <p> Green</p> <p>5.5% suspended at least one day</p> <p>Declined 4.4%</p> <p>505 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>5.2% suspended at least one day</p> <p>Declined 4.6%</p> <p>213 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>20% suspended at least one day</p> <p>Declined 5%</p> <p>15 Students</p>	<p>Homeless</p> <p> Orange</p> <p>11.7% suspended at least one day</p> <p>Declined 0.9%</p> <p>154 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>6.3% suspended at least one day</p> <p>Declined 4.9%</p> <p>1556 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>8.3% suspended at least one day</p> <p>Declined 5.2%</p> <p>327 Students</p>	<p>African American</p>  <p>Yellow</p> <p>13.6% suspended at least one day</p> <p>Declined 5%</p> <p>191 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>4.9% suspended at least one day</p> <p>Declined 6.3%</p> <p>184 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>2.3% suspended at least one day</p> <p>Maintained 0%</p> <p>44 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>5.3% suspended at least one day</p> <p>Declined 2.9%</p> <p>800 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>8.1% suspended at least one day</p> <p>Declined 2.8%</p> <p>223 Students</p>	<p>Pacific Islander</p>  <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Maintained 0%</p> <p>37 Students</p>	<p>White</p>  <p>Green</p> <p>4% suspended at least one day</p> <p>Declined 4.8%</p> <p>605 Students</p>

Conclusions based on this data:

1. Overall, the suspension rate for Cordova High School is 5.8% which is a 3.9% decrease.
2. The strategic use of "other means of correction" has increased which positively change student behavior and impact our recidivism rates.
3. Cordova High School is continuing to partner with John and Jessica Hannigan to review suspension data and to discuss strategies to maximize instructional time and build positive connections between students and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

1.02 - Ensure English Learners, Foster Youth, and 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.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are classified as prepared according to the CA Dashboard College/Career Readiness Indicator.	37.2% Prepared according to the CA Dashboard.	Increase the percentage of students classified as Prepared by 3% per year.
CAASPP ELA	All students in the "Green" performance category - increased by 6.6 points English Learners, Long-term English Learners, Hispanics, and Students with Disabilities are in the "Orange" performance category	Move English Learners, Long-term English Learners, Hispanic, and Students with Disabilities out of the "Orange" performance category
CAASPP Math	All students in the "Yellow" performance category - increased by 4.9 points, 104.8 points below the standard	Move English Learners out of the "Red" performance category.

	Hispanic students are in the "Red" performance category	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase academic and SEL support for students , administration, and teachers. (LCAP 1 & 3)	All Students, specifically English Learners, Long-term English Learners, and Students with Disabilities	22,372 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,853 Title I 3000-3999: Employee Benefits Instructional Coach related benefits 21,107 Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor 6,836 Title I 3000-3999: Employee Benefits ELD Program Monitor related benefits 18,337 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for mathematics 6,440 Title I 3000-3999: Employee Benefits Instructional Coach for mathematics related benefits 8,185 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 2,024 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 11,733 Learning Recovery 1000-1999: Certificated Personnel Salaries

			<p>Instructional Coach for mathematics 3,532 Learning Recovery 3000-3999: Employee Benefits Instructional Coach for mathematics related benefits 25,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 5,750 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Gimkit, site digital tools</p>
1.2	Alignment and support for ELL students in the classroom including increasing parent engagement, translations, and parent conferences. (LCAP 1, 2, 3)	English Learners and Long-term English Learners	<p>273,146 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional instructional sections to support ELL students (2.8 FTE) 104,892 LCFF - Supplemental 3000-3999: Employee Benefits Additional instructional sections to support ELL students related benefits (2.8 FTE)</p>
1.3	Additional sections and FTE to reduce class sizes in 9th grade English and IM 1 Foundations (LCAP 1 & 3)	All students	<p>32,868 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 English Teacher 10,732 LCFF - Supplemental 3000-3999: Employee Benefits .40 English Teacher related benefits 49,302 Learning Recovery 1000-1999: Certificated Personnel Salaries .60 English Teacher 16,097 Learning Recovery 3000-3999: Employee Benefits .60 English Teacher related benefits 94,660</p>

			<p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 Math Teacher 29,887</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1.0 Math Teacher related benefits 105,255</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 English Teacher 32,461</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1.0 English Teacher related benefits</p>
1.4	Additional counseling services to students (LCAP 1, 2, 3)	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	<p>89,911</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 Counselor 35,789</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1.0 Counselor related benefits</p> <p>LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Cash for College 21,931</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries .5 Secondary Clerk 16,826</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits .5 Secondary Clerk related benefits</p>
1.5	Support for Students with Disabilities (LCAP 1 & 3)	Students with Disabilities	<p>31,213</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education Program Specialist 9,315</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Special Education Program Specialist related benefits 32,896</p>

			<p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 Secondary Clerk 23,902</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits .75 Secondary Clerk related benefits</p>
1.6	Targeted school-wide intervention and SEL support	<p>English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students</p>	<p>10,526</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 SEL Support 3,249</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits .40 SEL Support related benefits 6,141</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 MTSS/Flex 1,370</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits .4 MTSS/Flex related benefits</p>
1.7	Additional instructional leadership and support staff (LCAP 1,2,3,4)	<p>English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students</p>	<p>36,450</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,995</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 36,450</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,356</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 17,545</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries .375 Secondary Clerk 6,586</p> <p>LCFF - Supplemental</p>

			3000-3999: Employee Benefits .375 Secondary Clerk related benefits
1.8	Holistic student support (SEL, academic, behavioral)	All students	21,518 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist 5,032 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Specialist related benefits 1,250 LCFF - Supplemental 5900: Communications Postage
1.9	Additional English Language Development Support	English Learners, Long-term English Learners	215,320 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 5.4625 FTE BIA 88,144 LCFF - Supplemental 3000-3999: Employee Benefits 5.4625 FTE BIA related benefits 7,680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Russian 3,266 LCFF - Supplemental 3000-3999: Employee Benefits BIA Russian related benefits 1,814 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Support extra time 686 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Support extra time related benefits 481 Title I 2000-2999: Classified Personnel Salaries BIA Support extra time
1.10	Enhance experiential learning	All students	15,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field trips

			15,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Transportation
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In reviewing data and previous goals, it is apparent that we are in need of increasing support in the classrooms, specifically in terms of supporting English Learners, Long-term English Learners and Students with Disabilities. Planned strategies and activities for 2025-2026 will prioritize tier 1 instruction, supporting faculty and staff through professional development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

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

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

We plan to partake in a more robust reflection of our practices with a renewed focus on our High Reliability Schools work, Professional Learning Communities (PLC), Social Emotional Learning (SEL), and International Baccalaureate (IB). New for 2025-2026 will be a direct focus on intervention through advisory and flex time.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (severely chronic & chronic)	28% (A2A)	20%
Decrease in Suspension	5.7% suspended at least one day (CA Dashboard)	2% decrease

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	22,371 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,852 Title I

			3000-3999: Employee Benefits Instructional Coach related benefits 21,106 Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor 6,835 Title I 3000-3999: Employee Benefits ELD Program Monitor related benefits 18,335 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for Mathematics 6,438 Title I 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits 8,184 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 2,023 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 11,733 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach for Mathematics 3,532 Learning Recovery 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits
2.2	Support for Students with Disabilities - attendance and behavioral (LCAP 2).	Students with Disabilities, All students	31,212 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education Program Specialist 9,314 LCFF - Supplemental 3000-3999: Employee Benefits

			Special Education Program Specialise related benefits
2.3	Targeted school-wide intervention (LCAP 1, 2, 3)	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	6,141 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 MTSS/Flex 1,369 LCFF - Supplemental 3000-3999: Employee Benefits .4 MTSS/Flexy related benefits 60,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library/Tutoring/Saturday School 12,318 LCFF - Supplemental 3000-3999: Employee Benefits Late Night Library/Tutoring/Saturday School related benefits
2.4	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	36,450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,995 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 28,392 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 Secondary Clerk 10,506 LCFF - Supplemental 3000-3999: Employee Benefits .75 Secondary Clerk related benefits 36,450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,356 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits

2.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All students	21,518 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist 5,032 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Specialist related benefits 48,496 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Restorative Specialist 17,918 LCFF - Supplemental 3000-3999: Employee Benefits Restorative Specialist related benefits 481 Title I 2000-2999: Classified Personnel Salaries BIA extra time
2.6	Enhance and foster extracurricular experiences for students (LCAP 2)	All students	5,756 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Activities Director
2.7	Additional health services	All students	13,040 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 Health Assistant 4,829 LCFF - Supplemental 3000-3999: Employee Benefits .313 Health Assistant related benefits
2.8	Focus on attendance, school safety, and climate	All students	197,167 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 5 Site Supervision 82,670 LCFF - Supplemental 3000-3999: Employee Benefits 5 Site Supervision related benefits 49,651 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Specialist 28,334 LCFF - Supplemental

			3000-3999: Employee Benefits Attendance Specialist related benefits LCFF - Supplemental 4000-4999: Books And Supplies site safety supplies LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Attendance communication
2.9	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	25,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies (PE, arts, Sons of Norway, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 5,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Neptune radio license, ROTC cleaning, drama music director & site digital tools 10,526 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 SEL Support 3,247 LCFF - Supplemental 3000-3999: Employee Benefits .4 SEL Support related benefits
2.10	Increase parent engagement, communication, and attendance support (LCAP 2).	All students	1,250 LCFF - Supplemental 5900: Communications Postage & ink

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In reviewing data and previous goals, it is apparent that we are in need of increasing support in the classrooms both instructionally and with classroom management. Planned strategies for 2025-2026 will prioritize instruction, restorative practices, engagement and parent support.

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

No major differences between budgeted expenditures, although there was a considerable shift to ensure we were able to implement the aforementioned strategies to continue to serve students.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7).

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	104.8 points below standard (Yellow)	100 points below standard
Professional Development Plan	Attendance data from PD days, recorded PD participants at conferences, and weekly/monthly site PD.	All certificated staff will be trained in MYP, RTI, and NASOT instructional model.
CAASPP ELA	6.7 points above standard (Green)	10 points above standard
English Learner Progress	39.3% making progress (Red)	42% making progress

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	English Learners, Hispanic, Long-term	22,373 Title I

		English Learners, Students with Disabilities, 9th graders, All students	1000-1999: Certificated Personnel Salaries Instructional Coach 5,851 Title I 3000-3999: Employee Benefits Instructional Coach related benefits 21,106 Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor 6,835 Title I 3000-3999: Employee Benefits ELD Program Monitor related benefits 11,732 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach for mathematics 3,531 Learning Recovery 3000-3999: Employee Benefits Instructional Coach for mathematics related benefits 18,335 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for mathematics 6,438 Title I 3000-3999: Employee Benefits Instructional Coach for mathematics related benefits 2,022 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 8,184 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach
3.2	Support for Students with Disabilities - attendance and behavioral (LCAP 1, 3)	Students with Disabilities, All students	31,212 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education Program Specialist

			9,313 LCFF - Supplemental 3000-3999: Employee Benefits Special Education Program Specialist related benefits
3.3	Targeted school-wide intervention	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	6,140 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 MTSS/Flex 1,369 LCFF - Supplemental 3000-3999: Employee Benefits .4 MTSS/Flex related benefits
3.4	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	36,449 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,994 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 36,450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,356 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits
3.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All Students	21,517 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist 5,032 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Specialist related benefits 480 Title I 2000-2999: Classified Personnel Salaries BIA extra time
3.6	College/Career Support	All students, Career Technical Education (CTE) students	5,625 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries CTE Division Leader 1,242

			LCFF - Supplemental 3000-3999: Employee Benefits CTE Division Leader related benefits
3.7	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	25,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies (PE, arts, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELL DO and SEL Release 10525 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 SEL Support 3247 LCFF - Supplemental 3000-3999: Employee Benefits .4 SEL Support related benefits
3.8	Provide high quality professional development to improve student outcomes (LCAP 1, 2, 3)	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	65,343 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences/PD
3.9	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All Students, Math	15,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries IM 1 Foundation PLC PD/subs & benefits 5,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures ROTC cleaning, drama music director & site digital tools
3.10	Increase parent engagement, communication, and attendance support (LCAP 2)	All students	1,250 LCFF - Supplemental 5900: Communications Postage

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The overall implementation in supporting the articulated goal was modified, including our focus on increasing the number of students earning a high school diploma at Cordova High was 87.5%.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that promotes college and career readiness (State Priority 1)

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

4.02 - Maintain schools in good repair to foster a safe and positive environment.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Audit Instructional Materials Audit	100%	100%
CAASPP Math	104.8 points below standard (Yellow)	100 points below standard
CAASPP ELA	6.7 points above standard (Green)	10 points above standard
English Learner Progress	39.3% making progress (Yellow)	41% making progress

Strategies/Activities

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

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

		Students with Disabilities, 9th graders, All students	1000-1999: Certificated Personnel Salaries Instructional Coach 2,022 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach related benefits 21,106 Title I 1000-1999: Certificated Personnel Salaries ELD Program Monitor 6,835 Title I 3000-3999: Employee Benefits ELD Program Monitor related benefits 22,373 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,851 Title I 3000-3999: Employee Benefits Instructional Coach related benefits 11,732 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach for Mathematics 3,531 Learning Recovery 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits 18,335 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach for Mathematics 6,438 Title I 3000-3999: Employee Benefits Instructional Coach for Mathematics related benefits
4.2	Support for Students with Disabilities	Students with Disabilities, All students	31,212 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Special Education Program Specialist

			<p>9,313 LCFF - Supplemental 3000-3999: Employee Benefits Special Education Program Specialist related benefits</p> <p>Title I 1000-1999: Certificated Personnel Salaries Professional Development and extra time</p>
4.3	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	<p>36,449 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,994 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 36,450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 10,356 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 19,056 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .375 Account Clerk II 13,112 LCFF - Supplemental 3000-3999: Employee Benefits .375 Account Clerk II related benefits</p>
4.4	Targeted school-wide intervention	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	<p>6,140 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 MTSS/Flex 1,369 LCFF - Supplemental 3000-3999: Employee Benefits .4 MTSS/Flex related benefits</p>
4.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All students	<p>21,517 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Support Specialist</p>

			5,032 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Specialist related benefits 480 Title I 2000-2999: Classified Personnel Salaries BIA extra hours
4.6	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	25,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies (PE, arts, JROTC, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 5,750 LCFF - Supplemental None Specified ROTC cleaning, drama music director & site digital tools 10,525 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 SEL Support 3,247 LCFF - Supplemental 3000-3999: Employee Benefits .4 SEL Support related benefits
4.8	Increase parent engagement, communication, and attendance support (LCAP 2)	All students	1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Postage

Annual Review

SPSA Year Reviewed: 2024-25

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.

Planned strategies and activities for 2025-2026 will prioritize a model of instruction, supporting faculty and staff through professional development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

William's Audit resulted in 0 insufficiencies found.

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.

A renewed focus on tier 1 practices will be the priority in 2025-2026.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

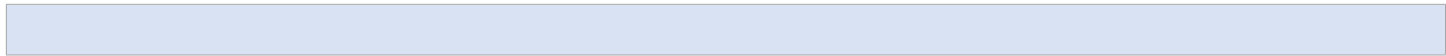
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,311,048.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$325,680.00

Subtotal of additional federal funds included for this school: \$325,680.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$2,858,913.00
Learning Recovery	\$126,455.00

Subtotal of state or local funds included for this school: \$2,985,368.00

Total of federal, state, and/or local funds for this school: \$3,311,048.00

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	325680	0.00
LCFF - Supplemental	2,858,913	0.00
Learning Recovery	126455	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	2,858,913.00
Learning Recovery	126,455.00
Title I	325,680.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,627,627.00
2000-2999: Classified Personnel Salaries	655,596.00
3000-3999: Employee Benefits	799,482.00
4000-4999: Books And Supplies	105,000.00
5000-5999: Services And Other Operating Expenditures	71,093.00
5700-5799: Transfers Of Direct Costs	31,250.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00
5900: Communications	3,750.00
None Specified	5,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,284,139.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	653,674.00
3000-3999: Employee Benefits	LCFF - Supplemental	692,757.00
4000-4999: Books And Supplies	LCFF - Supplemental	105,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	71,093.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	31,250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	11,500.00
5900: Communications	LCFF - Supplemental	3,750.00
None Specified	LCFF - Supplemental	5,750.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	96,232.00
3000-3999: Employee Benefits	Learning Recovery	30,223.00
1000-1999: Certificated Personnel Salaries	Title I	247,256.00
2000-2999: Classified Personnel Salaries	Title I	1,922.00
3000-3999: Employee Benefits	Title I	76,502.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,664,361.00
Goal 2	881,827.00
Goal 3	409,951.00
Goal 4	354,909.00

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
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Amy Strawn (Principal)	Principal
Samantha Rischer (Secretary)	Other School Staff
Carrie Jackson (Alternate Administrator)	Other School Staff
Melissa Lawson (Instructional Coach)	Other School Staff
Amy Wallace (Parent)	Parent or Community Member
Jennifer Findley (Teacher)	Classroom Teacher
Stacy Kopschy (Teacher)	Classroom Teacher
Julie Backster (Teacher)	Classroom Teacher
Arezo Mayer (Student)	Parent or Community Member
	Parent or Community Member
Veronica Lane (Parent)	Parent or Community Member
Alyson Obadashia (Student)	Secondary Student
Trish Taneja (Student Alternate)	Secondary Student
Eveleen Lopez Patraca (Student)	Secondary Student

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Anhelina Petriuk	Parent or Community Member
Anzhella Petriuk	Parent or Community Member
Yullia Krasynyk	Parent or Community Member
Elena Astrian	Parent or Community Member
Anna Nikandrova	Parent or Community Member
Viktor Nikandrova	Parent or Community Member
Antonia Dancha	Parent or Community Member
Nahid Hamdard	Parent or Community Member
Farhad Hamdard	Parent or Community Member
Mohammad Naim	Parent or Community Member
Maria Lona	Parent or Community Member
Shakirova Nakpiza	Parent or Community Member
Iryna Scherbacova	Parent or Community Member
Yana Velyka	Other School Staff
Francisco Robles	Other School Staff
Jose Palomares	Parent or Community Member
Sahar Yousofi	Parent or Community Member
Erin Kaluza	Other School Staff
Freddy Castro	Other School Staff
Amy Strawn	Principal

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:

- a. The school's needs assessment.
- b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2025.

Attested:



Principal, Amy Strawn on 5/20/2025



SSC Chairperson, Melissa Lawson on 5/20/2025

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Chronic Absenteeism Analysis Report

Chronic (based on excused and unexcused absences):

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

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

Folsom-Cordova Unified

2024-25

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

Report Date: 6/10/2025

Cordova High

Chronic Absenteeism Analysis Report

Chronic (based on excused and unexcused absences):

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

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

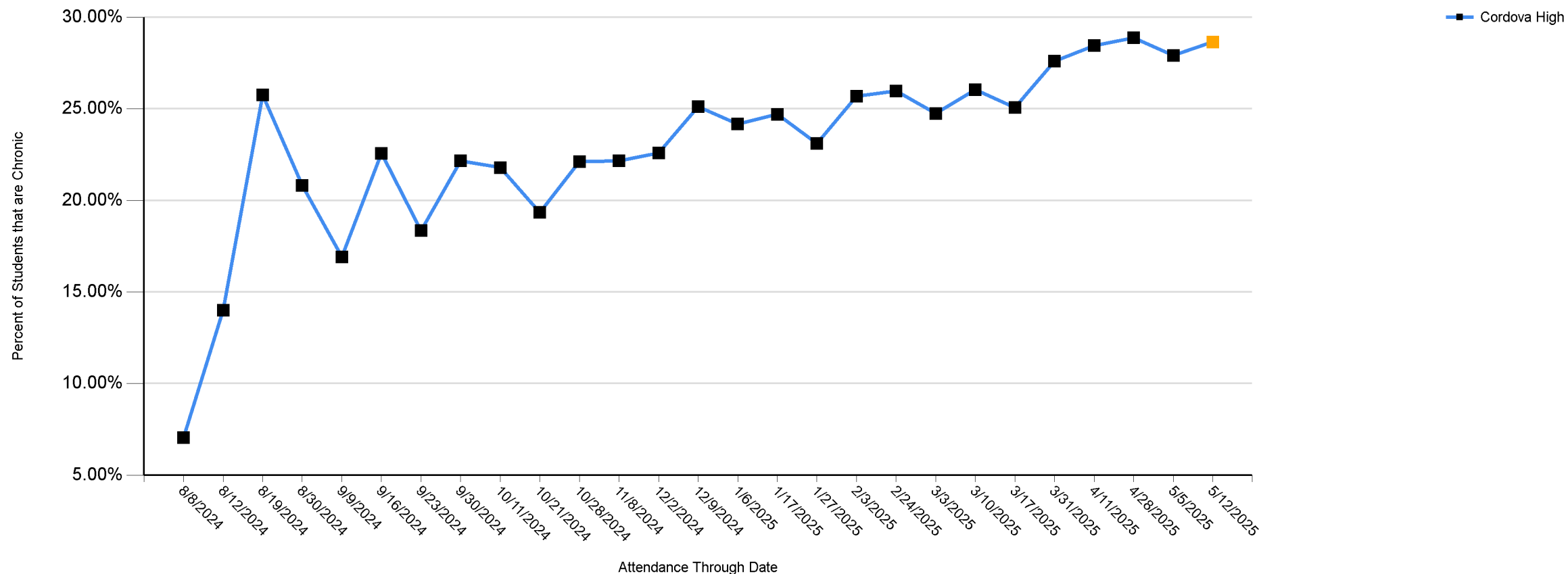
Folsom-Cordova Unified

2024-25

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

Report Date: 6/10/2025

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



Chronic Absenteeism Analysis Report

Chronic (based on excused and unexcused absences):

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

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

Folsom-Cordova Unified

2024-25

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

Report Date: 6/10/2025

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

Orange data point and table row reflect nightly uploaded data.



Cordova High School

ENGLISH LEARNER ADVISORY COMMITTEE 2024-2025

ELAC Meeting #4

March 20, 2025, Virtual

AGENDA

- | | |
|---|--------|
| 1. Welcome | 2 min. |
| 2. Introductions | 5 min. |
| 3. Call to Order | |
| 4. Single Plan For Student Achievement SPSA SY 25/26 | |
| 5. Other/Questions | 5 min. |
| 6. Adjournment | |



Cordova High School

КОНСУЛЬТАТИВНЫЙ КОМИТЕТ ПО ИЗУЧЕНИЮ АНГЛИЙСКОГО ЯЗЫКА 2024-2025 Г.

Встреча ELAC #4

20 марта 2025 г., Виртуально

ПОВЕСТКА ДНЯ

- | | |
|--|--------|
| 1. Добро пожаловать | 2 Мин. |
| 2. Введения | 5 Мин. |
| 3. Призыв к началу | |
| 4. Единый план по достижению успеваемости учащихся SPSA SY 25/26 | |
| 5. Другое/Вопросы | 5 Мин. |
| 6. Перерыв | |



Cordova High School

COMITÉ ASESOR DE LOS APRENDICES DE INGLÉS

2024-2025

Reunion ELAC #4

20 de marzo de 2025, Virtual

AGENDA

- | | |
|--|--------|
| 1. Bienvenido | 2 min. |
| 2. Introducciones | 5 min. |
| 3. Llamada al orden | |
| 4. Plan Único para el Logro Estudiantil SPSA SY 25/26 | |
| 5. Otros/Preguntas | 5 min. |
| 6. Cierre de la sesión | |

90+ total visitors

24/25 REGISTRATION

NO	NAME	PHONE	STUDENT NAME	CURRENT SCHOOL	EMAIL
1	Rocio Rangel	916 553 2950	Grady Lopez Rangel	Corcoran High School	rangelsocio@gmail.com
2	Rocio Rangel	916 553 2950	Mariana Lopez Rangel	Kull's Middle School	carvaldrosio@gmail.com
3	Wanidullah	916 691 5800	ZUHAIL MALIK ZADA	MTHS High School	
4	Mark Beaghera	916 307-2395	Raisa Beaghera	Corcoran High	real-sa-ti@mei.com
5	Reneé Rocha	916 807 9136	Coby Rocha	CORCORAN HIGH	renerochay73@gmail.com
6	Lilian Gonzalez	916 414 5543	Greydy Samayoa	Corcoran High	osariolilign762@gmail.com
7	Ama Alvarez	916 678 3245	Mai Lyn Gonzalez	MTHS Middle School	
8	Ama Alvarez	916 676 6545	ESTHIVE PEREZ	CHS	WWW.AMAALVAREZ1923@icloud.com
9	Maria Prieto	916 633 8351	Esteban Ramirez	Corcoran High School	Sacramento maria.0828@gmail.com
10					
11					
12					
13					

NO	NAME	PHONE	EMAIL	Current School	REGISTRATION AVAILABLE	Student Name
14	Blanca Ruiz	9165829637	Blancarvizi810@gmail	Registration		Mario E. Covarrubias
15	Mariana Garcia	9163083237	marigarcos@gmail.com	Cordoba		
16	Maria Guadalupe Cruz	7793489562	olam.9605cruz@gmail.com	Registration		Alexis Camacho Cruz
17	MIV ALON JALAI	219-2918821	MIVALON			
18	Miguel Ramirez	9163425349	ramiresmiguel76@gmail.com	REGISTRATION		Vianey Guadalupe Ramirez Emilia Ramirez
19	Hadia Ramrez	7138940416	mhssramrez@gmail.com	REGISTRATION cordoba		Mohammad Ramza 204
20	Maria Perez	3106438395	mperez734568@gmail.com	REGISTRATION cordoba		UTIE/ D'IGZ
21	Felicia Castillo	9167438587	castillomabelly@gmail.com			Britany Rocío Herrera Fernanda Pachua Lesly Pachua
22	Juana Martinez	9169607692	macofabry7@gmail.com			Kevin Pachua
23	Juana Martinez	9169607692	macofabry7@gmail.com			
24	Martiza Garcia	916-903-48-90	martizagarcia88@gmail.com	CLS		Edwin Rios Garcia
25	Saavedra Hassan	279-216-6195	hassan.saavedra38@gmail.com	Cordoba		STANLEY K. HARRIS
26						
27						
28						
29						
30						

NO	NAME	PHONE	EMAIL	AREA OF EXPERTISE/INTEREST	DAYS/TIMES AVAILABLE
14	David Neerasov	916 895 8398	dneerasov@gmail.com	2270 Cervantes Dr.	
15	Olga Neerasov	916 839 8068	theerasov@gmail.com	2270 Cervantes Dr.	
16					
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27					
28					
29					
30					

24/25 REGISTRATION

NO	NAME	PHONE	STUDENT NAME	CURRENT SCHOOL	EMAIL
1	Joselina Quintero	916)544-0076	Joseph Quintero	Cordova High School	joselinaquintero73113@gmail.com
2					
3	Jamela Big	8646355846	Jamela Big	Cordova High School	gumaguiv31@gmail.com
4	Everina Matik Karye Matik	916)5588319	Everina Matik	Cordova High School	amr.e.matik@gmail.com
5	GRACE MAREN D	(916)6947275	Alexa Ximena Vargas	Cordova High School	garrigdale041286@gmail.com
6	Kerry Woodhouse	(916)584-368	Ashlyn Hepler/3119	Mitchell Cordova	kabmhtyl@gmail.com
7	Adulfa Ausenco	916380-0768	Carlos Isidoro	Cordova High	AdulfaAusenco87@gmail.com
8	Miriam Espindola	(916)504-1818	Matthew Flores-Espindola	Cordova High School	GustavoFloresmrd@gmail.com
9	MARICA Stepanyan	916-890-5319	Miriam Flores-Espindola	Cordova Gardens	@outlook.com
10	Nairia Stepanyan	916 890-5319	Tigran Muradjan	Cordova High School	nairiastepanyan18@gmail.com
11	Brad Littlejohn	(916)8011819	Weston Littlejohn	Cordova High School	queenesown@sbcglobal.net
12	Brad Littlejohn	(916)8011819	Talia Littlejohn	Mills Middle School	queenesown@sbcglobal.net
13	Arissa Wallace	916-1090-7415	Chas Wallace	Albioni Middle School	primemaking@gmail.com

24/25 REGISTRATION

NO	NAME	PHONE	STUDENT NAME	CURRENT SCHOOL	EMAIL
1	Amanda Patterson	(916) 228-1144	James Stewart Jr.	Cordova High School	pattersonamanda259@gmail.com
2	Dmitri Contemir	(916) 530-0160	David Contemir	CHS	dmitry.kontemir@gmail.com
3	Dmitri Contemir	(916) 530-0160	Elvira Contemir	(APCE) ^{or} Academy of Science Education	dmitriy.kontemir@gmail.com
4	Mamiel Sediqi	279-235-0574	Nina Sediqi	CHS	mamiel.sediqi@gmail.com
5	Noor Agha	682 249 7227	Tahmina Rahimi	CHS	ferisatamahmudi@gmail.com
6	Gabriela Villalobos	(916) 753-2916	Amanda Rocha	CHS	aleiberg02@gmail.com
7	Anhelina Petruik	916-467-5250	Hydro ri'	CHS	kostenyuck@gmail.com
8			Edoro roy ch		
9	MARIA GUTHERAZ	(916) 308-1738	Yaminih & Belindag	CHS, White Rock Elem	momachavez1780@gmail.com
10	Viktoria Yang	916-715-6605	Sophia Yang	Mitchell Middle School	viktoria.yang@gmail.com
11	maria Polanco	916-837-0186	Maria Alvarez	CHS	maria.polanco305@gmail.com
12	Roobens Wolf	916 952 2224	Roobens W.	CHS	daniel.kontemir@gmail.com
13	Daniel Contemir	111111	Wendertine W	Mitchell Middle	

24/25 REGISTRATION

NO	NAME	PHONE	STUDENT NAME	CURRENT SCHOOL	EMAIL
1	NATHIDA SATHIWI	229 254 9183	Ikrahim	NERE	
2	Maria Gato Gler	2392220136	Nirola Gerson G.	CHS	
3	Ludmyla Antonova	805 68 28	Yaroslav Antonov	CHS	
4	Bryan M. Hall	916 30 01315	Keilani Contreras	CHS	
5	Alison Cortes Gerson	916 30 01315	Alison Cortes Gerson	CHS	
6	Ernia	516 338 9788	Brianna Flores	CHS / RCE	
7		916 769 2386	Mohin Sedare	CHS	
8	ANANNI PATTENAI MAYNE	(910) 420-4444	Zakari Robinson	Mather Heights.	Pattenaiannana 256 @yahoo.com
9	Natalia Huida	279 298 6136	Yelizaveta Huida	CHS	
10	Yooliya Gossopir	(916) 692-4113	Alison Cortes Gerson	CHS	
11	Iskenullah Sadi	916-450-9981	Yasmani Sadi / Zari Iskenullah Sadi	CHS	
12	Abdulkar Farhad	209 668 906	Hosna Farhad	CHS,	
13	JORGE QUERO	209 815 3074	Esisabeth Quero	BHS	

24/25 REGISTRATION

NO	NAME	PHONE	STUDENT NAME	CURRENT SCHOOL	EMAIL
1	Blanca Ruiz	916 582 9637	Elena M Tinado Ruiz	Cordova High School	Blanca Ruiz 9610@gmail
2	Gabriela Hernandez	916 495-1391	Brisa Juarez	Cordova High School	hernandezgabriela0103@gmail
3	Quinn Rose	916 562 8528	Tanner Rose	Mills Middle School	Chloe Rose @gmail.com
4	Quinn Rose	916 562 8528	Austin Rose	Cordova High School	Quinn Rose @gmail.com
5	Silvia Ruiz	(916) 968 2061	Antonio A. Alvarez	Cordova High School	Silvia Ruiz 7374@gmail
6	Roseeek Amehmmed	916 529 5783	Afsana Khatkar	Cordova High School	Khatkar-raa@yahoo
7	Nisar Ahmad khatkar	916 765 2348	Mohammad Hazaifa khatkar	Cordova High School	nisarsabeh@gmail.com
8	Saeheel Masood	916 452 0694	Said Ahmad	Cordova High School	Saeedmasood@sada379
9	Saeed Masood	916 452 0694	Masooda	Cordova High School	Saeedmasood@sada379
10	Leidy Johanna Diaz	804 759 5264	Angely Diaz	Cordova High School	lejodiaz@gmail.com
11	GRHAM TAVESAR	916 704 5716	Tisha Tanesa	Cordova High School	Savita Tanesa 22@gmail.com
12	Valerija Bilokobylko	916 524 6364	Inesa	Cordova High School	Valeriybel@gmail.com
13			Polina	Mills Middle School	

Illia
Sofia
Ivan

Bilokobylko

School on Mather

NO	NAME	PHONE	STUDENT NAME	CURRENT SCHOOL	AREA OF EXPERTISE/INTEREST	EMAIL	DAYS/TIMES AVAILABLE
14	Patricia Duke	916-698-0364	Keven Flores	Cordova High School	patricia.duke502@gmail.com		
15	"	"	Donathan Flores	Mills M.S.	"	"	
16	Lainna	916, 398-5068	Sawha.				
17			Mustafa	Cordova H.S.			
18	Ricardo Rodriguez	916 678 8432	José Rodriguez	Cordova H.S.	leha.covmeh30@gmail.com		
19							
20	Abdul	916-225-8780	MARSHAM. A	Cordova Valli	roberta.acci@gmail.com		
21	Abdul Nassir	916 925 8780	MA'NUAND.A	Mills M.S.	PAKTHA.ACCI@gmail.com		
22	Abdulnassir Alamyar	916 225 8780	MA'BADAS.A	Mills M.S.	PAKTHA.ACCI@gmail.com		
23	Abdulnassir Alamyar	916 225 8780	MUSAWER.A	Cordova Valli	PAKTHA.ACCI@gmail.com		
24	Anissa Wallace	916-690-7945	Trey Wallace	Cordova High School	PrimoPainting@gmail.com		
25	M. David Durani	703-655-7259	david.durani@gmail.com	Cordova High School	Zuhra, Sahail, Azra		
26	Mohammed Jawad Saif	916-988-1729	Sahif, Madina, Sudan	Cordova High School	Jawad Saif 1000@yahoo.com		
27	Hassan Rashed Kawawa	916-537-6278	Ab. Sebet, Wariq, Kawawa	Cordova High School	Mr. Kawawa@gmail.com		
28		N	Bibi Saifa Kawawa	Mills M.S.	N		
29		N	Mohammed, Juaid Kawawa	Cordova Meadows Elementary	N		
30	Alana Keirparian	916 402 1184	Lyraa Shekherbana	Cordova High School	N		

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



Date: 5/20/25

Time: 3:45-4:30 pm

Location: MS Teams

[Join the meeting now](#)

Meeting ID: 226 153 351 63

Passcode: iTKa3B

Dial in by phone

[+1 916-245-8582,,511163926#](#) United States,
Sacramento

[\(916\) 245-8582,,511163926#](#) United States
(Toll-free)

[Find a local number](#)

Phone conference ID: 511 163 926#

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

AGENDA

1. Call to Order - Introductions & Warm Welcome

Meeting was called to order at 3:47

Quorum established with six members in attendance Amy Strawn , Samantha Rischer, Melissa Lawson Carrie Jackson Julie Backster Amy Wallace Arezo Mahyer, Eveleen Lopez Patraca, Stacy Kopschy , Jennifer Findley , Erik Swanson

Introductions

2. [Previous Meeting Minutes - February 25, 2025](#)
February 25, 2025 Minutes approval motioned by - Stacy Kopschy second by Carrie Jackson
3. Public comment **None**
4. Unfinished Business **None**
5. New Business:
 - a. Guest Speaker - Superintendent, Erik Swanson - *introduced himself and shared about the performance and process targets that support the FCUSD mission, "empowering all students to thrive through educational excellence"*

- i. Performance targets that are most relevant to CHS - College & Career Readiness/A-G
 - b. Single Plan For Student Achievement SPSA SY 25/26
 Amy Strawn summarized the work from this year, reminding members of the Data Walk and Budget Spreadsheet/Plan
 Supplemental Budget Plan approval motioned by - Stacy Kopshy second by Carrie Jackson
 - c. Registration for SY 25-26
 - d. Community Schools Grant Update 359 applications were received and 121 were awarded (34%). Prospect Community Day School will receive \$712,500 over the next 5 years to support their Community Schools transformation. CHS was not funded, likely due to being below the state's priority of 80% UPP. CHS is 71.66% (was 75.68% last year).
 - e. FPM SY 25-26 CHS anticipates being reviewed by Federal Program Monitoring, New ELD Coordinator will be Meggis Schultz
6. Adjournment/Next Meeting – *SSC member terms are sunsetting. In July, elections will be held.*

Minutes respectfully submitted by:

Amy Strawn
 Signature

5/21/25
 Date

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

1. Summary

Meeting title	School Site Council	
Attended participants		13
Start time	5/20/25, 3:40:13 PM	
End time	5/20/25, 4:44:27 PM	
Meeting duration	1h 4m 13s	
Average attendance time	51m 29s	

2. Participants

Name	First Join	Last Leave	In-Meeting Duration
Amy Strawn	5/20/25, 3:40:16 PM	5/20/25, 4:44:27 PM	1h 4m 10s
Samantha Rischer	5/20/25, 3:40:29 PM	5/20/25, 4:44:18 PM	1h 3m 49s
arezo (Unverified)	5/20/25, 3:42:06 PM	5/20/25, 4:44:27 PM	1h 2m 20s
Melissa Lawson	5/20/25, 3:43:13 PM	5/20/25, 4:44:23 PM	1h 1m 9s
Carrie Jackson	5/20/25, 3:43:19 PM	5/20/25, 4:43:46 PM	1h 26s
Stacy Kopschy	5/20/25, 3:44:08 PM	5/20/25, 4:44:27 PM	1h 18s
Julie Backster	5/20/25, 3:44:17 PM	5/20/25, 4:44:23 PM	1h 5s
Amy Wallace	5/20/25, 3:44:57 PM	5/20/25, 4:44:27 PM	59m 29s
Eveleen (Unverified)	5/20/25, 3:46:59 PM	5/20/25, 3:59:40 PM	12m 41s
Jennifer Findley	5/20/25, 3:53:15 PM	5/20/25, 4:44:25 PM	49m 55s
Eveleen Lopez Patraca	5/20/25, 3:57:00 PM	5/20/25, 4:44:21 PM	45m 20s
Erik Swanson	5/20/25, 4:03:40 PM	5/20/25, 4:37:16 PM	33m 36s
Veronica Lane (Unverified)	5/20/25, 4:08:33 PM	5/20/25, 4:44:26 PM	35m 53s

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration
Amy Strawn	5/20/25, 3:40:16 PM	5/20/25, 4:44:27 PM	1h 4m 10s
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Jennifer Findley	5/20/25, 3:53:15 PM	5/20/25, 4:31:01 PM	37m 45s
Jennifer Findley	5/20/25, 4:32:14 PM	5/20/25, 4:44:25 PM	12m 10s
Eveleen Lopez Patraca	5/20/25, 3:57:00 PM	5/20/25, 3:58:00 PM	59s
Eveleen Lopez Patraca	5/20/25, 4:00:00 PM	5/20/25, 4:44:21 PM	44m 21s
Erik Swanson	5/20/25, 4:03:40 PM	5/20/25, 4:37:16 PM	33m 36s
Veronica Lane (Unverified)	5/20/25, 4:08:33 PM	5/20/25, 4:44:26 PM	35m 53s

Email	Participant ID (UPN)	Role
AStrawn@fcusd.org	AStrawn@fcusd.org	Organizer
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CJackson@fcusd.org	CJackson@fcusd.org	Attendee
SKopshy@fcusd.org	SKopshy@fcusd.org	Attendee
jbackster@fcusd.org	jbackster@fcusd.org	Attendee
AWallace@fcusd.org	AWallace@fcusd.org	Attendee
		Attendee
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		Attendee

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	Attendee
jfindley@fcusd.org	Attendee
jfindley@fcusd.org	Attendee
elop0070@student.fcusd.	Attendee
elop0070@student.fcusd.	Attendee
eswanson@fcusd.org	Attendee
	Attendee



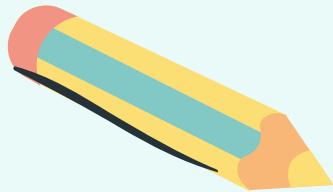
School Site Council

**Cordova High School
May 20, 2025**

AGENDA



TABLE OF CONTENTS



- 01** **Welcome Superintendent Swanson!**
- 02** **SPSA SY 25-26 Approval**
- 03** **Registration for SY 25-26**
- 04** **Community Schools Update and FPM**

In the chat

**Anything fun
happening this
summer?**



The background is light teal with various geometric shapes: a large yellow circle with a dashed outline on the left, a red 'x' symbol in the upper right, a red '+' symbol in the lower left, a red division symbol in the middle right, and several teal squares and circles of different sizes scattered throughout.

Welcome Superintendent Erik Swanson



Students First • Teammates Always

Empowering all students to thrive through educational excellence

Performance Targets

- 3rd Grade Literacy
- 5th-8th Grade Math
- College & Career Readiness/A-G
- Systemwide Connectedness



Process Targets

- Continuous Improvement
- Coaching
- PLC Process



The background is light blue with various mathematical symbols and shapes: a red plus sign in the top left, a red multiplication sign in the top center, a red division sign in the top right, a red plus sign in the bottom left, a light blue circle in the bottom center, a light blue triangle in the bottom center, and a light blue square in the bottom right. A large yellow circle with a dashed border is on the left side, partially overlapping the text.

Single Plan for Student Achievement (SPSA)



SPSA SY 25/26 Approval

[Data Walk](#)

[Supplemental Budget Plan](#)

[Budget Spreadsheet](#)

[LCAP Goals](#)

SPSA Draft Budget - to be approved by SSC

The background is light blue with various geometric shapes and mathematical symbols. There are several light blue circles, squares, and rectangles of different sizes. A large yellow circle is partially visible on the left side, with a dashed black outline. A red plus sign is in the bottom left, a red multiplication sign is in the top center, and a red division sign is on the right side.

Registration for SY 25-26

SY 25/26 Registration

- March 3 InfoSnap opened! Please login and register ASAP. Elective choices may be at risk if students are not fully registered.
 - [Tutorial video for parents](#)
 - In-Person Registration Assistance in registrar's office
 - Premier Day August 1
- Proof of residency: Only required if student is NEW to the school (incoming 9th graders or new students).
- Contact Counseling office and/or Registrar Jerry with any questions
 - [Registrar office](#)
 - 916-294-2450 ext. 810116

Day 1 - August 7 in the PAC - commitment to ensuring students are in class learning from day 1

The background is a light teal color with various geometric shapes and mathematical symbols. A large yellow circle with a dashed black outline is on the left. A red plus sign is in the bottom left, a red multiplication sign is in the top center, and a red division sign is on the right. There are also several light teal squares and circles scattered around.

Community Schools

GRADitude Walk - May 14

CHS and Kinney graduates paraded the campuses of:
Cordova Villa Elementary
Williamson Elementary
W.E. Mitchell Middle School
Mills Middle School

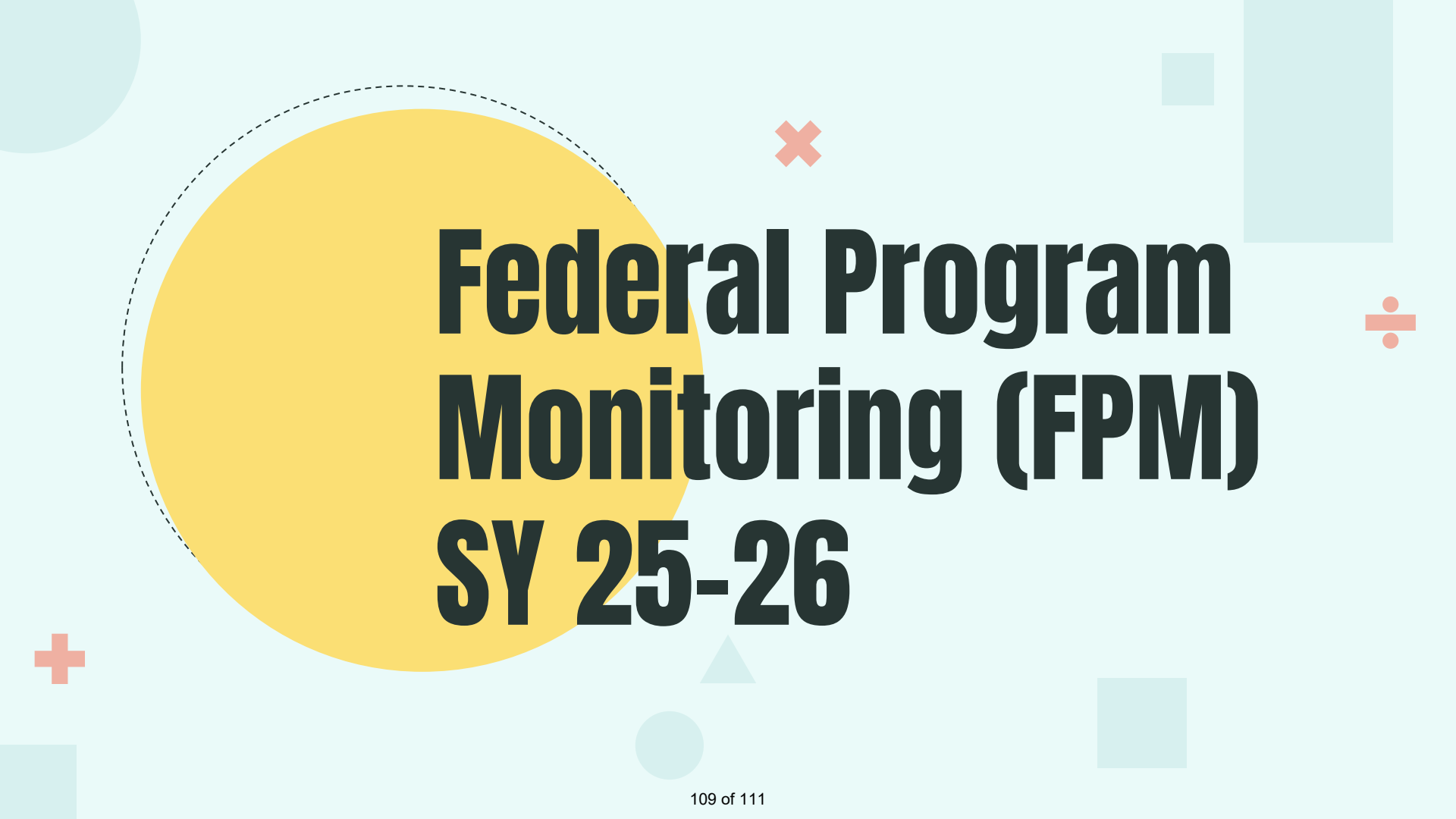


Community School Grant Update

359 applications were received and 121 were awarded (34%). Prospect Community Day School will receive \$712,500 over the next 5 years to support their Community Schools transformation.

CHS was not funded, likely due to being below the state's priority of 80% UPP. CHS is 71.66% (was 75.68% last year).



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Federal Program Monitoring (FPM) SY 25-26

Next Meeting



▶ **Late July**

Election communication will be sent - terms are 2 years and all seats will be open

August

First meeting of SY 25-26



THANKS!

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

astrawn@fcusd.org

srischer@fcusd.org



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