



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------------|-----------------------------------|---|---------------------------|
| Cordova Meadows Elementary School | 34673306033179 | May 12, 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 Meadows Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Schoolwide
- Additional Targeted Support and Improvement (ATSI) Subgroups - African American, Students with Disabilities.

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 Meadows Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Title I Schoolwide

Additional Targeted Support and Improvement (ATSI) Subgroups - African American, Students with Disabilities.

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

School Vision and Mission

Vision:

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

Mission:

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

School & Community Profile

Folsom Cordova Unified School District (FCUSD) comprises two communities located in Sacramento County along Highway 50. Folsom Cordova Unified School District enrolls preschool through adults. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners. Cordova Meadows Elementary School is an inviting campus with a garden, large trees, a beautiful field, and two colorful murals. Cordova Meadows operates on a traditional schedule, and during the 2024-2025 school year, 450 students were enrolled in preschool through fifth grade. We have a State and Federal Preschool on campus. The school's largest ethnic group is Hispanic/Latino, with 37.8% of the school population. In terms of racial subgroups, significant numbers include Asians at 12.6%, White at 17.9%, African Americans at 10.9%, Two or More Races at 18.5%, and 2.1% Pacific Islander. 43.7% of our population are English Learners, 16.4% are students with disabilities, 6.5% are considered homeless, and 88.3% of our students are socioeconomically disadvantaged. Cordova Meadows Elementary School has 40 students enrolled in the After School Education & Safety (ASES) program daily until 6:00 pm. Our partnership with ASES focuses on providing a safe and nurturing environment that supports all students' developmental, social-emotional, and physical needs in the program.

Our staff is trained in effective instructional and intervention practices, and our teachers are regularly provided with professional development to increase and improve their instructional effectiveness. Our Professional Learning Communities (PLCs) meet weekly. Funding from our Local Control Funding Formula (LCFF) and the general fund assist in improving collective teacher efficacy and provide high levels of learning for all students. Our master schedule provides for daily Tier 3 Response to Intervention (Rtl) and Tier 2 Multi-Tiered Support Systems (MTSS) in small group settings. Cordova Meadows students in 4th and 5th grade receive music instruction.

Cordova Meadows Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The strong parent and community support we receive contributes to the goal of providing an excellent educational program in a warm, caring, and safe environment. The school spends considerable time and resources establishing strong connections to the parent and family community. We do this School Site Council (SSC), English Language Advisory Committee (ELAC), English classes, parent leadership activities, family nights, and informational events for parents in response to conversations administration has been having with parents. When guidance allows, parents are recruited to be involved in every aspect of the services to our students. Some examples of opportunities for our parents to get involved are the Parent Teacher Association (PTA), supporting our Community Garden, taking our Adult English as a Second Language (ESL) classes, as well as other parent engagement opportunities. Unique characteristics about our school make it desirable for many parents to select us through the district School Choice Program. One of our unique programs at our school is a Black Student Union (BSU) that all students are able to attend. We are the only elementary school in the district that has this program on our campus. Our community stakeholders like Rotary and Cordova Church of Christ support our students with donations and the gift of time.

Creating a positive culture and climate is a focus at Cordova Meadows. In order to keep the momentum of decreasing suspension rates, Cordova Meadows has expanded our Positive Behavioral Interventions and Supports (PBIS) focus to include a focus on culture and climate. We will continue to build a positive school and classroom climate by extending existing Tier 1, Tier 2, and Tier 3 PBIS initiatives. In 2019, we received recognition from the California PBIS Coalition for successful PBIS implementation at the SILVER level. This school year we have applied for Gold in the California CPBIS Coalition. Buddy classrooms have been created to allow students to establish a sense of belonging through school-wide relationships. Social-emotional development and well-being for educators and students continue to be a priority as we move into deepening our Tier 2 and Tier 3 PBIS structures as we return to campus.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cordova Meadows utilized a variety of outreach efforts for input and feedback on the development of the Single Plan for Student Achievement (SPSA). Student achievement data, school wide SmartGoals, interventions, family engagement strategies, Positive Behavioral Interventions and Supports (PBIS), and suspensions were discussed at each meeting. The following is a list of committees and meeting dates where the SPSA, Local Accountability Plan (LCAP), and/or School Improvement Grant (SIG) were discussed:

School Site Council: 3:00 pm

-August 25, 2025

-September 22, 2025

-November 3, 2025

-January 5, 2026

-March 2, 2026

-May 11, 2026

English Language Advisory Committee (ELAC): 9:15 am

-August 28, 2025

- September 25, 2025
- November 6, 2025
- January 8, 2026
- March 5, 2026
- May 14, 2026

Family Engagement Team: 8:30 am

- August 28, 2025
- September 25, 2025
- November 6, 2025
- January 8, 2026
- March 5, 2026
- May 14, 2026

PTA Meetings:

Once a month. Will be determined by new PTA in August 2025.

District English Language Advisory Committee (DELAC):

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

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

Public meetings were held on 3/17/25 and 5/12/25 to review the SPSA.

Final adoption of the SPSA - May 12, 2025

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.

Educational Partners' feedback indicates we need continued mental health support for families and staff. We have a Climate Facilitator supported by the district to support our PBIS Team. We seek additional professional development on positive reinforcements for our staff, including our classified staff such as yard supervisors. We also continue to see an increase in our hands on behaviors. Our behaviorist and behavior support aide (BSA) will support teachers with strategies on how to support Tier 2 and 3 student behaviors in the classroom. We will utilize our MFT to create 1:1 and small group sessions to support student's social and emotional needs. Our partnership with Project Optimism will also help support our students as a mentoring program. We are working on a data collection system to see if this program is supporting our students.

Another identified need is to improve attendance. The district recently purchased a new attendance tracking program to meet the requirements of Senate Bill 98, and we need to continue our attendance initiatives with our distance learning environment. Our attendance increased this year, and we plan on continuing to work with our families to reach our 95% attendance goal. We came very close this year and hit 94.7%.

Also, Cordova Meadows has a diverse English Learner population. With this diverse population comes challenges with supporting English Language Learners and getting more parent involvement as guidance allows. We have seen an increase in our ELPAC scores after implementing our Designated ELD blocks, and we will continue to support our

English Language Learner needs with this support. We have had an influx of Newcomers on our campus, so we will build Newcomer time into our ELD blocks.

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

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

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

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.

Cordova Meadows in the orange and red in these two areas overall:

English Learner Progress
English Language Arts

However, when we dig deeper into each category we see these subgroups are in orange and red:

Chronic Absenteeism: Hispanic, African American, Homeless, Two or More Races, Students with Disabilities, White (orange)

Suspension Rate: African American, Students with Disabilities, (red) and Asian, Hispanic, Socioeconomically Disadvantaged, White (orange)

English Learner Progress: English Learner (orange)

English Language Arts: English Learners, Socioeconomically Disadvantaged, Hispanic (red), and none in the orange

Math: none in the red, English Learners, Socioeconomically Disadvantaged, Hispanic (orange)

In order to support these areas, we are investing in instructional coaches, extra intervention teachers, a behaviorist, a behavior support aide, and the mentoring program Project Optimism. We will also offer our certificated and classified staff professional development opportunities to support student's academic and behavioral needs.

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.

Our ATSI subgroup students are African American, Students with Disabilities.

We see that these come up in Chronic Absenteeism and Suspension Rates.

In order to support these areas, we are investing in instructional coaches, extra intervention teachers, a behaviorist, a behavior support aide, and the mentoring program Project Optimism. We will also offer our certificated and classified staff professional development opportunities to support student's academic and behavioral needs.

Other Needs

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

Renaissance data for both reading and math scores
PLC data for math and writing
Panorama data for social emotional
PowerSchool is used for suspension and attendance data

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 Meadows Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | % | 0% | % | 0 | 0 | |
| African American | 20.86% | 16.31% | 10.85% | 73 | 54 | 37 |
| Asian | 14.86% | 9.67% | 12.61% | 52 | 32 | 43 |
| Filipino | % | 0% | 0.29% | 0 | 0 | 1 |
| Hispanic/Latino | 34.57% | 39.88% | 37.83% | 121 | 132 | 129 |
| Pacific Islander | 2.29% | 2.42% | 2.05% | 8 | 8 | 7 |
| White | 13.71% | 16.92% | 17.89% | 48 | 56 | 61 |
| Multiple/No Response | 13.71% | 14.8% | 18.48% | 48 | 49 | 63 |
| Total Enrollment | | | | 350 | 331 | 341 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 56 | 51 | 55 |
| Grade 1 | 55 | 60 | 53 |
| Grade 2 | 56 | 57 | 69 |
| Grade 3 | 71 | 56 | 54 |
| Grade 4 | 52 | 56 | 53 |
| Grade 5 | 60 | 51 | 57 |
| Total Enrollment | 350 | 331 | 341 |

Conclusions based on this data:

1. Our African American, Hispanic, and white students continue to be our top three student populations at our site.
2. The number of our Pacific Islander students have been very consistent over the years.
3. We continue to see an increase in our number of students joining us at Cordova Meadows.

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 | 128 | 127 | 149 | 43.1% | 36.6% | 43.7% |
| Fluent English Proficient (FEP) | 27 | 22 | 16 | 5.1% | 7.7% | 4.7% |
| Reclassified Fluent English Proficient (RFEP) | | | | 3.3% | | |

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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 3 | 67 | 53 | 54 | 63 | 47 | 50 | 63 | 47 | 50 | 94.0 | 88.7 | 92.6 |
| Grade 4 | 52 | 52 | 49 | 49 | 49 | 45 | 49 | 49 | 45 | 94.2 | 94.2 | 91.8 |
| Grade 5 | 60 | 51 | 54 | 55 | 47 | 49 | 55 | 47 | 49 | 91.7 | 92.2 | 90.7 |
| All Grades | 179 | 156 | 157 | 167 | 143 | 144 | 167 | 143 | 144 | 93.3 | 91.7 | 91.7 |

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 3 | 2352. | 2370. | 2325. | 6.35 | 10.64 | 2.00 | 11.11 | 14.89 | 4.00 | 20.63 | 21.28 | 22.00 | 61.90 | 53.19 | 72.00 |
| Grade 4 | 2399. | 2381. | 2410. | 12.24 | 6.12 | 8.89 | 10.20 | 10.20 | 24.44 | 14.29 | 20.41 | 15.56 | 63.27 | 63.27 | 51.11 |
| Grade 5 | 2437. | 2425. | 2418. | 1.82 | 4.26 | 4.08 | 23.64 | 14.89 | 10.20 | 32.73 | 17.02 | 20.41 | 41.82 | 63.83 | 65.31 |
| All Grades | N/A | N/A | N/A | 6.59 | 6.99 | 4.86 | 14.97 | 13.29 | 12.50 | 22.75 | 19.58 | 19.44 | 55.69 | 60.14 | 63.19 |

| 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 3 | 6.35 | 14.89 | 6.00 | 57.14 | 51.06 | 42.00 | 36.51 | 34.04 | 52.00 |
| Grade 4 | 10.20 | 4.08 | 11.11 | 57.14 | 55.10 | 62.22 | 32.65 | 40.82 | 26.67 |
| Grade 5 | 1.82 | 6.38 | 4.08 | 69.09 | 55.32 | 53.06 | 29.09 | 38.30 | 42.86 |
| All Grades | 5.99 | 8.39 | 6.94 | 61.08 | 53.85 | 52.08 | 32.93 | 37.76 | 40.97 |

| 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 3 | 7.94 | 6.38 | 0.00 | 23.81 | 42.55 | 34.00 | 68.25 | 51.06 | 66.00 |
| Grade 4 | 10.20 | 2.04 | 11.11 | 38.78 | 32.65 | 44.44 | 51.02 | 65.31 | 44.44 |
| Grade 5 | 0.00 | 2.13 | 6.12 | 54.55 | 40.43 | 42.86 | 45.45 | 57.45 | 51.02 |
| All Grades | 5.99 | 3.50 | 5.56 | 38.32 | 38.46 | 40.28 | 55.69 | 58.04 | 54.17 |

| 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 3 | 3.17 | 4.26 | 4.00 | 73.02 | 76.60 | 62.00 | 23.81 | 19.15 | 34.00 |
| Grade 4 | 2.04 | 10.20 | 4.44 | 71.43 | 73.47 | 73.33 | 26.53 | 16.33 | 22.22 |
| Grade 5 | 12.73 | 2.13 | 10.20 | 65.45 | 72.34 | 57.14 | 21.82 | 25.53 | 32.65 |
| All Grades | 5.99 | 5.59 | 6.25 | 70.06 | 74.13 | 63.89 | 23.95 | 20.28 | 29.86 |

| 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 3 | 7.94 | 8.51 | 0.00 | 57.14 | 59.57 | 58.00 | 34.92 | 31.91 | 42.00 |
| Grade 4 | 4.08 | 6.12 | 11.11 | 61.22 | 55.10 | 57.78 | 34.69 | 38.78 | 31.11 |
| Grade 5 | 1.82 | 6.38 | 2.04 | 78.18 | 55.32 | 59.18 | 20.00 | 38.30 | 38.78 |
| All Grades | 4.79 | 6.99 | 4.17 | 65.27 | 56.64 | 58.33 | 29.94 | 36.36 | 37.50 |

Conclusions based on this data:

1. We saw an increase in our listening skills between grades 3-5. The students moved from below standard to at/near standard in this skill area.
2. 62.24% of our 3rd-5th grade students were near, at, or above grade level and 37.76% were below grade level. We continue to support with reading skills using UFLI, SIPPS, and other reading supports in the classroom and as interventions.
3. Our fourth-grade class is performing better than our 3rd and 5th grade classes. We will continue to support all students with their ELA skills.

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 3 | 67 | 53 | 54 | 66 | 50 | 54 | 66 | 50 | 54 | 98.5 | 94.3 | 100 |
| Grade 4 | 52 | 52 | 49 | 51 | 50 | 47 | 51 | 50 | 47 | 98.1 | 96.2 | 95.9 |
| Grade 5 | 60 | 51 | 54 | 59 | 51 | 54 | 59 | 51 | 54 | 98.3 | 100.0 | 100 |
| All Grades | 179 | 156 | 157 | 176 | 151 | 155 | 176 | 151 | 155 | 98.3 | 96.8 | 98.7 |

* 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 3 | 2354. | 2382. | 2328. | 4.55 | 10.00 | 1.85 | 13.64 | 12.00 | 5.56 | 19.70 | 34.00 | 12.96 | 62.12 | 44.00 | 79.63 |
| Grade 4 | 2376. | 2397. | 2424. | 0.00 | 0.00 | 10.64 | 5.88 | 16.00 | 17.02 | 21.57 | 24.00 | 29.79 | 72.55 | 60.00 | 42.55 |
| Grade 5 | 2398. | 2405. | 2414. | 0.00 | 1.96 | 3.70 | 3.39 | 0.00 | 1.85 | 20.34 | 21.57 | 25.93 | 76.27 | 76.47 | 68.52 |
| All Grades | N/A | N/A | N/A | 1.70 | 3.97 | 5.16 | 7.95 | 9.27 | 7.74 | 20.45 | 26.49 | 22.58 | 69.89 | 60.26 | 64.52 |

| 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 3 | 6.06 | 12.00 | 1.85 | 36.36 | 36.00 | 27.78 | 57.58 | 52.00 | 70.37 |
| Grade 4 | 0.00 | 2.00 | 10.64 | 33.33 | 38.00 | 42.55 | 66.67 | 60.00 | 46.81 |
| Grade 5 | 1.69 | 1.96 | 0.00 | 30.51 | 31.37 | 44.44 | 67.80 | 66.67 | 55.56 |
| All Grades | 2.84 | 5.30 | 3.87 | 33.52 | 35.10 | 38.06 | 63.64 | 59.60 | 58.06 |

| 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 3 | 6.06 | 12.00 | 1.85 | 50.00 | 56.00 | 51.85 | 43.94 | 32.00 | 46.30 |
| Grade 4 | 1.96 | 6.00 | 17.02 | 49.02 | 50.00 | 42.55 | 49.02 | 44.00 | 40.43 |
| Grade 5 | 0.00 | 1.96 | 3.70 | 42.37 | 41.18 | 53.70 | 57.63 | 56.86 | 42.59 |
| All Grades | 2.84 | 6.62 | 7.10 | 47.16 | 49.01 | 49.68 | 50.00 | 44.37 | 43.23 |

Conclusions based on this data:

1. We saw good growth on our math scores this last year. Students in grades 3rd-5th increased their scores in the Above Standards in each of the three mathematical concepts.
2. Next year we plan on working on math during our PLC time to support our math scores. We will be using the 15 Day Challenge from Maria Nielson to help support our PLC work in math next year. We hope that this support will help to continue to increase our overall math scores.
3. We will continue to bring in mathematical vocabulary during our ELD blocks of time to support math for our Emergent Bilingual Students.

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 |
| K | 1360.3 | 1413.7 | 1397.0 | 1372.2 | 1417.4 | 1411.4 | 1332.2 | 1404.8 | 1363.0 | 18 | 20 | 28 |
| 1 | 1430.3 | 1403.0 | 1414.9 | 1449.5 | 1423.3 | 1427.0 | 1410.4 | 1382.3 | 1402.3 | 19 | 23 | 21 |
| 2 | 1455.9 | 1442.9 | 1424.9 | 1461.2 | 1437.4 | 1417.9 | 1450.1 | 1447.8 | 1431.4 | 20 | 23 | 31 |
| 3 | 1487.5 | 1481.3 | 1452.9 | 1490.0 | 1471.2 | 1451.2 | 1484.5 | 1490.8 | 1454.1 | 25 | 21 | 25 |
| 4 | 1500.7 | 1491.6 | 1500.5 | 1505.4 | 1488.8 | 1504.7 | 1495.5 | 1493.8 | 1496.0 | 23 | 20 | 22 |
| 5 | 1506.0 | 1514.1 | 1508.9 | 1506.7 | 1506.3 | 1513.7 | 1504.5 | 1521.5 | 1503.5 | 26 | 24 | 21 |
| All Grades | | | | | | | | | | 131 | 131 | 148 |

| 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 |
| K | 0.00 | 15.00 | 3.57 | 33.33 | 35.00 | 17.86 | 27.78 | 35.00 | 57.14 | 38.89 | 15.00 | 21.43 | 18 | 20 | 28 |
| 1 | 0.00 | 0.00 | 0.00 | 31.58 | 21.74 | 19.05 | 47.37 | 34.78 | 47.62 | 21.05 | 43.48 | 33.33 | 19 | 23 | 21 |
| 2 | 5.00 | 0.00 | 3.23 | 55.00 | 43.48 | 32.26 | 25.00 | 34.78 | 19.35 | 15.00 | 21.74 | 45.16 | 20 | 23 | 31 |
| 3 | 16.00 | 9.52 | 4.00 | 40.00 | 33.33 | 20.00 | 28.00 | 23.81 | 36.00 | 16.00 | 33.33 | 40.00 | 25 | 21 | 25 |
| 4 | 4.35 | 15.00 | 31.82 | 65.22 | 35.00 | 13.64 | 17.39 | 25.00 | 27.27 | 13.04 | 25.00 | 27.27 | 23 | 20 | 22 |
| 5 | 30.77 | 33.33 | 23.81 | 11.54 | 25.00 | 33.33 | 19.23 | 16.67 | 4.76 | 38.46 | 25.00 | 38.10 | 26 | 24 | 21 |
| All Grades | 10.69 | 12.21 | 10.14 | 38.93 | 32.06 | 22.97 | 26.72 | 28.24 | 32.43 | 23.66 | 27.48 | 34.46 | 131 | 131 | 148 |

| 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 |
| K | 11.11 | 15.00 | 3.57 | 22.22 | 35.00 | 32.14 | 27.78 | 35.00 | 39.29 | 38.89 | 15.00 | 25.00 | 18 | 20 | 28 |
| 1 | 10.53 | 8.70 | 9.52 | 52.63 | 39.13 | 28.57 | 26.32 | 21.74 | 33.33 | 10.53 | 30.43 | 28.57 | 19 | 23 | 21 |
| 2 | 30.00 | 4.35 | 19.35 | 30.00 | 52.17 | 25.81 | 30.00 | 26.09 | 12.90 | 10.00 | 17.39 | 41.94 | 20 | 23 | 31 |
| 3 | 36.00 | 23.81 | 24.00 | 28.00 | 28.57 | 24.00 | 20.00 | 19.05 | 16.00 | 16.00 | 28.57 | 36.00 | 25 | 21 | 25 |
| 4 | 43.48 | 35.00 | 45.45 | 43.48 | 35.00 | 18.18 | 0.00 | 10.00 | 18.18 | 13.04 | 20.00 | 18.18 | 23 | 20 | 22 |
| 5 | 30.77 | 41.67 | 33.33 | 34.62 | 29.17 | 33.33 | 3.85 | 4.17 | 9.52 | 30.77 | 25.00 | 23.81 | 26 | 24 | 21 |
| All Grades | 28.24 | 21.37 | 21.62 | 35.11 | 36.64 | 27.03 | 16.79 | 19.08 | 21.62 | 19.85 | 22.90 | 29.73 | 131 | 131 | 148 |

| 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 |
| K | 0.00 | 10.00 | 3.57 | 11.11 | 20.00 | 10.71 | 33.33 | 60.00 | 57.14 | 55.56 | 10.00 | 28.57 | 18 | 20 | 28 |
| 1 | 0.00 | 0.00 | 0.00 | 10.53 | 13.04 | 14.29 | 36.84 | 26.09 | 23.81 | 52.63 | 60.87 | 61.90 | 19 | 23 | 21 |
| 2 | 0.00 | 4.35 | 3.23 | 55.00 | 30.43 | 16.13 | 25.00 | 21.74 | 32.26 | 20.00 | 43.48 | 48.39 | 20 | 23 | 31 |
| 3 | 8.00 | 9.52 | 0.00 | 16.00 | 28.57 | 8.00 | 48.00 | 28.57 | 32.00 | 28.00 | 33.33 | 60.00 | 25 | 21 | 25 |
| 4 | 4.35 | 5.00 | 9.09 | 21.74 | 25.00 | 31.82 | 47.83 | 35.00 | 18.18 | 26.09 | 35.00 | 40.91 | 23 | 20 | 22 |
| 5 | 7.69 | 20.83 | 4.76 | 19.23 | 16.67 | 33.33 | 26.92 | 29.17 | 23.81 | 46.15 | 33.33 | 38.10 | 26 | 24 | 21 |
| All Grades | 3.82 | 8.40 | 3.38 | 22.14 | 22.14 | 18.24 | 36.64 | 32.82 | 32.43 | 37.40 | 36.64 | 45.95 | 131 | 131 | 148 |

| 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 |
| K | 11.11 | 20.00 | 7.14 | 50.00 | 65.00 | 71.43 | 38.89 | 15.00 | 21.43 | 18 | 20 | 28 |
| 1 | 15.79 | 26.09 | 23.81 | 73.68 | 52.17 | 57.14 | 10.53 | 21.74 | 19.05 | 19 | 23 | 21 |
| 2 | 20.00 | 17.39 | 16.13 | 65.00 | 65.22 | 61.29 | 15.00 | 17.39 | 22.58 | 20 | 23 | 31 |
| 3 | 44.00 | 28.57 | 20.00 | 36.00 | 52.38 | 40.00 | 20.00 | 19.05 | 40.00 | 25 | 21 | 25 |
| 4 | 47.83 | 30.00 | 40.91 | 39.13 | 50.00 | 36.36 | 13.04 | 20.00 | 22.73 | 23 | 20 | 22 |
| 5 | 19.23 | 29.17 | 23.81 | 50.00 | 41.67 | 57.14 | 30.77 | 29.17 | 19.05 | 26 | 24 | 21 |
| All Grades | 27.48 | 25.19 | 20.95 | 51.15 | 54.20 | 54.73 | 21.37 | 20.61 | 24.32 | 131 | 131 | 148 |

| 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 |
| K | 5.56 | 15.00 | 10.71 | 50.00 | 65.00 | 57.14 | 44.44 | 20.00 | 32.14 | 18 | 20 | 28 |
| 1 | 5.26 | 8.70 | 4.76 | 84.21 | 47.83 | 61.90 | 10.53 | 43.48 | 33.33 | 19 | 23 | 21 |
| 2 | 40.00 | 17.39 | 25.81 | 45.00 | 60.87 | 32.26 | 15.00 | 21.74 | 41.94 | 20 | 23 | 31 |
| 3 | 56.00 | 23.81 | 20.00 | 24.00 | 42.86 | 40.00 | 20.00 | 33.33 | 40.00 | 25 | 21 | 25 |
| 4 | 56.52 | 35.00 | 50.00 | 30.43 | 45.00 | 36.36 | 13.04 | 20.00 | 13.64 | 23 | 20 | 22 |
| 5 | 57.69 | 66.67 | 42.86 | 11.54 | 8.33 | 33.33 | 30.77 | 25.00 | 23.81 | 26 | 24 | 21 |
| All Grades | 39.69 | 28.24 | 25.00 | 38.17 | 44.27 | 43.24 | 22.14 | 27.48 | 31.76 | 131 | 131 | 148 |

| 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 |
| K | 0.00 | 15.00 | 0.00 | 55.56 | 70.00 | 71.43 | 44.44 | 15.00 | 28.57 | 18 | 20 | 28 |
| 1 | 0.00 | 0.00 | 9.52 | 26.32 | 30.43 | 23.81 | 73.68 | 69.57 | 66.67 | 19 | 23 | 21 |
| 2 | 10.00 | 4.35 | 3.23 | 65.00 | 52.17 | 58.06 | 25.00 | 43.48 | 38.71 | 20 | 23 | 31 |
| 3 | 8.00 | 9.52 | 0.00 | 44.00 | 52.38 | 20.00 | 48.00 | 38.10 | 80.00 | 25 | 21 | 25 |
| 4 | 0.00 | 0.00 | 4.55 | 65.22 | 60.00 | 54.55 | 34.78 | 40.00 | 40.91 | 23 | 20 | 22 |
| 5 | 7.69 | 16.67 | 14.29 | 46.15 | 54.17 | 38.10 | 46.15 | 29.17 | 47.62 | 26 | 24 | 21 |
| All Grades | 4.58 | 7.63 | 4.73 | 50.38 | 52.67 | 45.95 | 45.04 | 39.69 | 49.32 | 131 | 131 | 148 |

| 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 |
| K | 11.11 | 20.00 | 10.71 | 44.44 | 55.00 | 42.86 | 44.44 | 25.00 | 46.43 | 18 | 20 | 28 |
| 1 | 5.26 | 0.00 | 0.00 | 52.63 | 56.52 | 52.38 | 42.11 | 43.48 | 47.62 | 19 | 23 | 21 |
| 2 | 10.00 | 21.74 | 9.68 | 70.00 | 39.13 | 35.48 | 20.00 | 39.13 | 54.84 | 20 | 23 | 31 |
| 3 | 8.00 | 23.81 | 0.00 | 76.00 | 42.86 | 60.00 | 16.00 | 33.33 | 40.00 | 25 | 21 | 25 |
| 4 | 8.70 | 5.00 | 13.64 | 69.57 | 55.00 | 54.55 | 21.74 | 40.00 | 31.82 | 23 | 20 | 22 |
| 5 | 19.23 | 25.00 | 9.52 | 42.31 | 45.83 | 52.38 | 38.46 | 29.17 | 38.10 | 26 | 24 | 21 |
| All Grades | 10.69 | 16.03 | 7.43 | 59.54 | 48.85 | 48.65 | 29.77 | 35.11 | 43.92 | 131 | 131 | 148 |

Conclusions based on this data:

- Overall, we are very excited about our overall ELPAC scores. We continue to see our students move from Level 1 and 2's to Level 3 and 4's. Our Level 1's and Beginners still seem to be higher in some areas, and we believe that is due to the number of newcomers we receive each year.
- This year we continue to see our written ELPAC scores increasing. We have been working hard with our whole school on increasing writing skills during our PLC time.

-
-
3. This year we worked hard at supporting our speaking scores during our ELD block of time. We hope to see an increase in our scores.

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 |
| 341 | 88.3% | 43.7% | 0.6% |
| Total Number of Students enrolled in Cordova Meadows Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 149 | 43.7% |
| Foster Youth | 2 | 0.6% |
| Homeless | 22 | 6.5% |
| Socioeconomically Disadvantaged | 301 | 88.3% |
| Students with Disabilities | 56 | 16.4% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 37 | 10.9% |
| American Indian | 0 | 0.0% |
| Asian | 43 | 12.6% |
| Filipino | 1 | 0.3% |
| Hispanic | 129 | 37.8% |
| Two or More Races | 63 | 18.5% |
| Pacific Islander | 7 | 2.1% |
| White | 61 | 17.9% |

Conclusions based on this data:

- 70% of our student population is African American, Hispanic, or Two or More Races. We have continued to work on our equity work with our staff to help understand a large portion of our population. We continue to bring in literature

that represents these populations to our school library, classroom library, and focus on black and brown historical figures during our weekly school wide assemblies. We also strive to bring more staff on our campus that represents our school wide population.

2. We welcomed two more classrooms for students with disabilities on to our campus. This increased our overall population for students with disabilities. We worked hard this year to support inclusion, mainstreaming, and reverse mainstreaming to give our students with disabilities many opportunities to be with their general education peers.
3. Almost 88% of our students qualify for socioeconomically disadvantaged. We will continue work to support these families and students with our Community School grant money. About 7% of our students are homeless youth as well. Our Community School Facilitator is instrumental in finding outside resources to support these family's needs.

School and Student Performance Data

Overall Performance

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.”



2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--------------------------------------|
| English Language Arts Red | Chronic Absenteeism Yellow | Suspension Rate Orange |
| Mathematics Orange | | |
| English Learner Progress Orange | | |

Conclusions based on this data:

1. Our suspension rate increased from last year. We will continue to support our students and teachers with behavior support strategies with the behaviorist we are hiring through the Community School Grant. Our PBIS Adjunct Team is growing and planning on how to support Tier 1, and 2 behavior supports across the school. We plan on implementing PD with our staff on how to identify when students are triggered and need support on going back to baseline.

2. We will continue to find ways with our PBIS team to support our African American and students with disabilities.
3. Our Chronic Absenteeism continues to come down. None of our students are in the red anymore. Our African American and students with disabilities continue to be in the orange in their chronic absenteeism. This is something our Community School Facilitator continues to support Cordova Meadows in bringing down.

School and Student Performance Data

Academic Performance English Language Arts

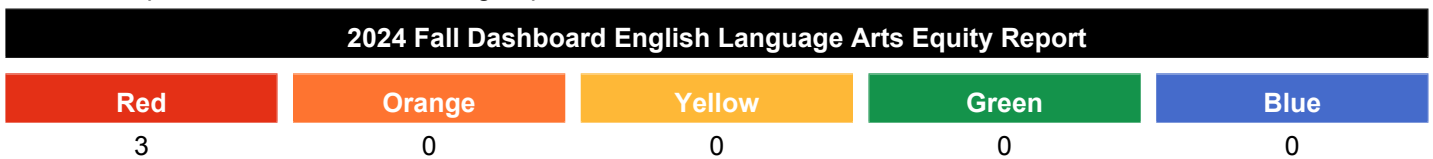
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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>Red</p> <p>79.4 points below standard</p> <p>Declined 6.7 points</p> <p>145 Students</p> | <p>English Learners</p> <p>Red</p> <p>89.1 points below standard</p> <p>Declined 16.9 points</p> <p>69 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Homeless</p> <p>No Performance Color</p> <p>106.5 points below standard</p> <p>11 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>81.8 points below standard</p> <p>Declined 4.2 points</p> <p>129 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p> <p> No Performance Color</p> <p>123.8 points below standard</p> <p>Declined 11.9 points</p> <p>36 Students</p> | <p>African American</p> <p> No Performance Color</p> <p>103.9 points below standard</p> <p>Increased 13.3 points</p> <p>14 Students</p> | <p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p> <p> No Performance Color</p> <p>76.3 points below standard</p> <p>Declined 6.5 points</p> <p>20 Students</p> | <p>Filipino</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Hispanic</p> <p> Red</p> <p>76.8 points below standard</p> <p>Maintained 1.8 points</p> <p>62 Students</p> |
| <p>Two or More Races</p> <p> No Performance Color</p> <p>86.3 points below standard</p> <p>Declined 56.8 points</p> <p>19 Students</p> | <p>Pacific Islander</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> | <p>White</p> <p> No Performance Color</p> <p>62.0 points below standard</p> <p>Declined 5.6 points</p> <p>24 Students</p> |

Conclusions based on this data:

1. We continue to work with our African American, Hispanic, and Socioeconomically Disadvantaged students so that we can also see increases in their scores.
2. Our English Language students declined in their scores. We will continue to support them during their ELD block that we have in our school schedule.
3. Our Socioeconomically Disadvantaged students also continue to struggle. We hope that support from our Community School Grant will support the families in that subgroup. We will continue to reach out to district supports like our Homeless Services, Care Solace, and MFT to bridge those resources the families need.

School and Student Performance Data

Academic Performance Mathematics

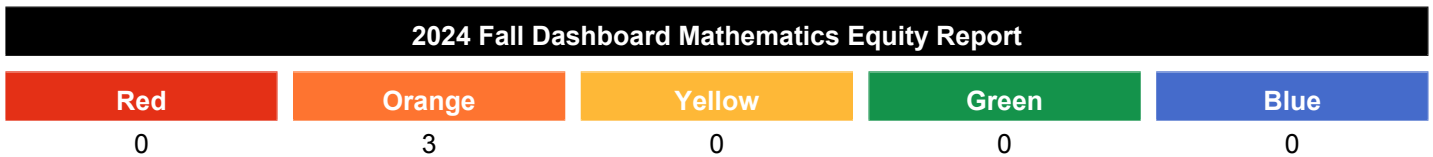
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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>Orange</p> <p>86.8 points below standard</p> <p>Declined 6.7 points</p> <p>152 Students</p> | <p>English Learners</p>  <p>Orange</p> <p>81.5 points below standard</p> <p>Declined 9.7 points</p> <p>76 Students</p> | <p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Homeless</p>  <p>No Performance Color</p> <p>125.3 points below standard</p> <p>12 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>88.5 points below standard</p> <p>Declined 5.3 points</p> <p>136 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>124.3 points below standard</p> <p>Declined 3.0 points</p> <p>37 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>114.4 points below standard</p> <p>Increased 10.7 points</p> <p>14 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>69.9 points below standard</p> <p>Increased 4.5 points</p> <p>23 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Hispanic</p>  <p>Orange</p> <p>86.2 points below standard</p> <p>Declined 7.4 points</p> <p>63 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>109.4 points below standard</p> <p>Declined 55.1 points</p> <p>22 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>58.0 points below standard</p> <p>Increased 8.4 points</p> <p>24 Students</p> |

Conclusions based on this data:

1. We noticed that the students in our subgroups identified as Title I and ATSI (African Americans) increased this year.
2. Our Instructional Coaches will be focusing on coaching cycles with grade levels during their math blocks. The Instructional Coaches will work with a grade level to talk over data that she collects during observations and how they can model teaching practices that will support them in their own classroom.
3. Our master schedule next year has grade levels working on their Tier 2 WIN Math time. This will help support our math scores.

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.

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|--|--|
| English Learner Progress  Orange 41.9% making progress. Number Students: 93 Students | Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student |

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 |
| 22.6% | 32.3% | 0% | 41.9% |

Conclusions based on this data:

1. We continue to see about 41% of our EL students progressed one level or better on the ELPAC score. We attribute this to our new Designated ELD block schedule.
2. We saw a decrease in the number of students who dropped a level on the ELPAC score.
3. We will continue to have our Instructional Coaches and ELD Intervention Teacher work with teachers on ELD strategies in their own classrooms.

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.

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

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

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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 | | |
|---|------------------|---------------------------------|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p>Yellow</p> <p>19.2% Chronically Absent</p> <p>Declined 12</p> <p>365 Students</p> | <p>English Learners</p> <p>Green</p> <p>7.4% Chronically Absent</p> <p>Declined 11.1</p> <p>163 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Homeless</p> <p>Orange</p> <p>22.9% Chronically Absent</p> <p>Declined 23.5</p> <p>35 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>17.9% Chronically Absent</p> <p>Declined 13.9</p> <p>324 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>21.4% Chronically Absent</p> <p>Declined 14.9</p> <p>70 Students</p> | <p>African American</p>  <p>Orange</p> <p>33.3% Chronically Absent</p> <p>Declined 6.7</p> <p>39 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>Green</p> <p>4.5% Chronically Absent</p> <p>Declined 3.8</p> <p>44 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Hispanic</p>  <p>Orange</p> <p>21% Chronically Absent</p> <p>Declined 17.8</p> <p>138 Students</p> |
| <p>Two or More Races</p>  <p>Orange</p> <p>25% Chronically Absent</p> <p>Declined 0.5</p> <p>64 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> | <p>White</p>  <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined 9.6</p> <p>72 Students</p> |

Conclusions based on this data:

1. We saw a lot of our subgroups decrease in their chronic absenteeism.
2. We will use our Community School Facilitator to support our Homeless attendance.
3. We will work on a Tier 3 Attendance Team that will focus on our students who missed 25 or more school days through phone calls, home visits, and SART/SARB meetings. We will use our MFT and Care Solace to support families with social emotional and mental health needs. We will utilize our Community School Facilitator to support our families and increase attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

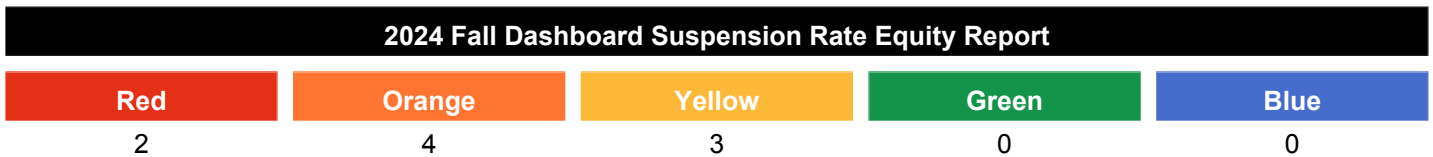
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>382 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0.2%</p> <p>172 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Homeless</p> <p>Yellow</p> <p>5.3% suspended at least one day</p> <p>Declined 1.9%</p> <p>38 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>337 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Red</p> <p>10% suspended at least one day</p> <p>Increased 2.5%</p> <p>70 Students</p> | <p>African American</p>  <p>Red</p> <p>9.8% suspended at least one day</p> <p>Increased 1.8%</p> <p>41 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2%</p> <p>45 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Hispanic</p>  <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 1.5%</p> <p>145 Students</p> |
| <p>Two or More Races</p>  <p>Yellow</p> <p>4.5% suspended at least one day</p> <p>Declined 4.4%</p> <p>66 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p> | <p>White</p>  <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>76 Students</p> |

Conclusions based on this data:

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

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.

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

1.01- Increase PD opportunities for the PLC process. Utilize our intervention team to support with Tier 2 and 3 academic needs. We are reducing class sizes in several grades to help increase academic scores. We are also adding BIA and paraeducator time in our general education settings to support smaller groups during What I Need (WIN) time.

1.02-Support with ELD blocks of time in our school wide schedule. PD opportunities to support EL students.

1.03- Adding General Education Paraeducators to our Kindergarten classrooms to support small groups.

1.04- Working with our attendance and community school team to increase attendance rates at Cordova Meadows.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

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

Identified Need

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

1.01- Grade level PLC time.

1.02- Increasing our EL listening, speaking, reading, and writing skills.

1.03- Increasing our Kindergartener's academic skills.

1.04- Increasing attendance

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 | 2024 CAASPP results | Increase by 5% |
| Renaissance | Fall 2024 Diagnostic results | Increase by 5% |
| ELPAC | ELPAC 2024 results | Increase by 5% |
| Panorama | Spring 2024 SEL data | Increase by 5% |
| DIBELS | Beginning of Year Dibbles Assessment | Increase by 5% |
| Attendance | End of Year 2023 Attendance Rates | Increase to 95% |

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 | Instructional coaches play a crucial role in ensuring reading success by providing targeted support and expertise to teachers, which directly impacts student outcomes. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 89,496 Title I 1000-1999: Certificated Personnel Salaries Academic Support Coach to support early identification of deficits and facilitate Every Student by Name 22,479 Title I 3000-3999: Employee Benefits Benefits for Instructional Coach 20,440 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 5,032 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach |
| 1.2 | Intervention teachers support teachers to look at data on essential standards to create small groups for targeted interventions in math, reading, and Designated ELD. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 62,262 Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher 27,287 Title I 3000-3999: Employee Benefits Intervention Teacher 74,272 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 16,532 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher 109090 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teacher 28717 LCFF - Supplemental 3000-3999: Employee Benefits Intervention Teacher |

| | | | |
|------|---|--|--|
| 1.3 | Assistant Principals support coaching for teachers and classified staff on academic and behavior supports. She supports our Community School goals to bring in more community resources and families on to our campus to improve student achievement. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 111,068 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 35,696 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal |
| 1.4 | Class size reduction helps our school support smaller groups of students so that we can increase academic, social emotional, and attendance needs. We have seen growth in their DIBELS and Renaissance data. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 66,799 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries class size reduction teacher 14,882 LCFF - Supplemental 3000-3999: Employee Benefits class size reduction teacher |
| 1.6 | Bilingual Aides support our students with academic needs in reading and math. They support small groups during Tier 2 ELA and Math blocks. They communicate and build relationships with our families to ensure that all families feel welcome and supported on our campus. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 70,633 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 27,423 LCFF - Supplemental 3000-3999: Employee Benefits BIA |
| 1.11 | General Education Paraeducators help support small group instruction during targeted Tier 2 and 3 ELA and Math blocks to increase academic scores. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 17,554 LCFF - Supplemental 2000-2999: Classified Personnel Salaries General Education Paraeducators 6,880 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducators |

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.

Overall, our Instructional Coach, intervention team, and PD has supported our PLC implementation at Cordova Meadows. These supports have helped increase our staff's understanding of the PLC process and how to collect data in math and writing. Our PD opportunities at Solution Tree and 15 Day Challenge have also supported our grade level PLC's.

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

There are no differences.

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

There are no changes.

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.

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

2.01- Increase student attendance to 95%

2.02 Continue to offer after school clubs (Art Club, BSU, Student Council, and Garden Club) to encourage students to see school as a positive place to go.

2.03- Utilize our Instructional Coaches to support teachers and classified with Responsive Classroom strategies. Ensure that we are supporting our general education and special education classrooms.

2.04- Increase student realia with assemblies and field trips. Increase input from all parent subgroups.

2.05- Continue to utilize the partnerships in the community that we have for family support (City of Rancho Cordova, Church of Christ, Blessings in a Backpack, and Assistance League of Sacramento).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism .

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsions rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

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

2.01- Use positive incentives to encourage attendance. Work with our Community Charter Facilitator to support better attendance.

2.02-Encourage staff to run after school clubs for our students.

2.03- Engagement in the classroom and new teachers to our staff.

2.04- Investigate ways to bring in assembly programs and field trips for our students.

2.04- Gain input from our Parent Advocacy group that is tied to our BSU. Continue to increase our parent participation in ELAC and SSC with support from our Parent Coordinator and Community School Facilitator.

2.05- Utilize Community Schools Facilitator to find ways to get support from our community groups to meet our family needs.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|-------------------------|------------------|
| Attendance Rate | 95% | 95% |
| Suspension Rate | 45 suspensions | 30 suspensions |
| Community Partnership Events | 2 events | 3 events |

| | | |
|---------------|----------|-----------|
| Family Survey | 1 survey | 2 surveys |
| Family Events | 1 event | 2 events |

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 | We have an elementary school clerk who supports our attendance needs at our school. She builds relationships with our families and staff to see the best ways to encourage students to be at school every day. They support our SART and SARBs in order to make plans on how to increase students' attendance at school. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 10,185 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk 3,968 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk |
| 2.2 | Our health assistant supports our students when they come in to take medication, get hurt on the playground, and are not feeling well at school. She works at building relationships with our families to support them with medical needs on campus. This helps with our three Special Education classes on site. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 5,084 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 1,987 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant |
| 2.3 | Parent coordinators support our families and students with PTA after school events, volunteers on our campus, and organizing other family events for our students and families. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 8,777 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 3,423 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator |
| 2.4 | We will have yard duties at our site to support before and after school and during our recess and lunch recess blocks of time. They monitor student safety while also building relationships with them. This year we implemented structured recess in which a yard duty monitors a different game each day to engage students on the playground. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 17,758 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard Duty 6,936 LCFF - Supplemental 3000-3999: Employee Benefits Yard Duty |
| 2.5 | UC Davis PC Care: This is an in-home parent behavioral instruction program. Project Optimism: This is a youth mentoring, social skills development, and family engagement program that will be provided by diverse college age youth. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students | 48,400 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures POMS 22,100 California Community Schools |

| | | | |
|------|--|--|--|
| | | with Disabilities at Cordova Meadows. | 5800: Professional/Consulting Services And Operating Expenditures POMS |
| 2.6 | We want our students to have opportunities to gain background knowledge by going on field trips and having assemblies come on campus. We also plan on having family events in the evenings that the whole family can benefit from. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 20,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Field Trips/Assemblies/Family Nights |
| 2.7 | Community School Facilitator will be used to build our school and community engagement. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 79,422 California Community Schools 2000-2999: Classified Personnel Salaries Community Schools Facilitator 31,827 California Community Schools 3000-3999: Employee Benefits Community Schools Facilitator |
| 2.8 | We are sharing this position with another school in the district. The behaviorists will support in our general education classrooms to give Tier 2 and 3 behavior support strategies. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 51,698 California Community Schools 2000-2999: Classified Personnel Salaries Behaviorist 28,075 California Community Schools 3000-3999: Employee Benefits Behaviorist 450 California Community Schools 5000-5999: Services And Other Operating Expenditures mileage |
| 2.10 | | | |

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.

We will utilize our support staff and Community School Facilitator to increase our student's attendance at school. We will also continue to use our community partnerships to support our family needs. Our Behaviorist, MFT, and Behavior Support Aide (BSA) will support decreasing our suspension rates by giving Tier 2 and 3 student behavior supports.

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

There are no major differences.

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

No changes at this 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 3

Title and Description of School Goal

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

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

3.01- Support teachers with our equity work and SEL trainings this year. We will continue to monitor academic and behavior data while looking at each of our subgroups.

3.02- Provide grade level time for PLC and RtI at staff meetings. Teams will support each other on the PLC process and suggestions on deaffented instruction for the Tier 2 and 3 students they bring up to the RtI team. Intervention teachers, Instructional coaches, principals, and Assistant Principals will also support during these meetings. We will use time after school to meet with teachers for ESNB three to four times a year.

3.03- Utilize one of our intervention teachers to support our ELD designated center time. The team built 40-minute blocks for each teacher to give academic support to the different leveled EL groups. Give blocks of time to work with our Newcomer students during the day.

3.04- Increase our STEM activities in the classroom and after school programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

3.01- Panorama data showing subgroups are not all at the same SEL level.

3.02- Support new Cordova Meadows teachers with the PLC process and Responsive Classroom.

3.03- Find vocabulary materials for our Newcomer and ELPAC Level 1-2 EL students. Utilize district purchased materials like Rosetta Stone.

3.04- Research STEM activities for at school and our student clubs (BSU, Art Club, Student Council, Garden Club). Find STEM and science focused field trips for our whole school assemblies or evening parent events.

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 |
|-----------------------------|---|--|
| Professional Development | School Improvement Grant Professional Development | Maintain professional development opportunities |
| EL Instructional Strategies | Integrated and designated ELD within curriculum | Professional development opportunities for integrated and designated ELD within curriculum |

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 | We will utilize our funds to pay for substitute teachers as a way for our classroom teachers to participate in release time to observe good teaching practices. We will also pay teachers to participate in our ECBN meetings after school to look at student data for their PLT teams. We will use money to pay for teacher substitutes so that Grade Level PLT teams can meet with Instructional Coach to work on academic and behavioral engagement and instructional strategies. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 16,384 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher release time, ECBN, Subs for Grade Level PLT 2,487 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher release time, ECBN, Subs for Grade Level PLT 4,159 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher release time, ECBN, Subs for Grade Level PLT 7,600 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher release time, ECBN, Subs for Grade Level PLT 2,853 LCFF - Supplemental 3000-3999: Employee Benefits Teacher release time, ECBN, Subs for Grade Level PLT |
| 3.2 | We will utilize our funds to encourage staff to attend conferences to learn academic and behavioral strategies to support student learning. We will also have after school professional development opportunities for staff on campus. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 45,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences, PD |
| 3.10 | | | |

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.

Teachers will gain instructional and behavioral professional development from conferences and the Instructional Coaches. These professional development opportunities will support teachers to engage the students to meet our academic goals.

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 at this time.

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

There are no changes at this 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 4

Title and Description of School Goal

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

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

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

4.02 - Maintain schools in good repair.

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

Identified Need

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

4.01 Support first five-year teachers at Cordova Meadows.

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

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

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 |
|-------------------------------|-----------------------------|------------------|
| Credential Audit | 100% appropriately assigned | Maintain 100% |
| Facilities Audit | 100% in good repair | Maintain 100% |
| Instructional Materials Audit | 100% compliance | Maintain 100% |

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 | Purchase books for classroom libraries that inspire students to read. Focus will be placed on | This strategy will support all students, especially | 10,000 LCFF - Supplemental |

| | | | |
|------|--|--|--|
| | purchasing books that focus on our diverse student and family population. | students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 4000-4999: Books And Supplies Books other than textbooks |
| 4.2 | We will purchase school, and classroom supplies to support academic needs in the classroom. We will purchase PBIS incentives to encourage positive behaviors for our students. It will support our PBIS Tier 1 work for overall good school behavior. We will also purchase supplies to encourage our students who have Tier 2 or 3 behavior needs with reward systems so that they can access academic supports. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 40,000 LCFF - Supplemental 4000-4999: Books And Supplies supplies, PBIS incentives |
| 4.3 | We will purchase any technology needs to support our Tier 2 and 3 academic needs in the classroom. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 5,000 LCFF - Supplemental 4000-4999: Books And Supplies |
| 4.4 | We will purchase software and licensing to support our Tier 2 and 3 academic needs for small group. We will also purchase an outdoor sound system to support outdoor assemblies and promotions. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures software and licensing |
| 4.5 | We will purchase postage for mail needs including positive messages on postcards to families helping to build family and school connection. | This strategy will support all students, especially students in our subgroups identified as Title I and ATSI. This is specifically true for those that identify as African American and Students with Disabilities at Cordova Meadows. | 1,000 LCFF - Supplemental 5900: Communications postage |
| 4.11 | | | |

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.

We will use the supplies, technology, and books for classroom libraries to support our student needs in the classrooms.

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 at this time.

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

No changes at this 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 5

Title and Description of School Goal

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

We will use the following equity multiplier funds to support these goals for the 2025-2026 school year.
We will use the following equity multiplier funds to support these goals for the 2025-2026 school year.

- 5.01 - Chronic Absenteeism will improve by 10%
- 5.04 - SBAC ELA Distance from Met will improve by 10 scale score points
- 5.06 - SBAC Math Distance from Met will improve by 10 scale score points
- 5.07 - Suspension rate will improve by 5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity Multiplier: By 2027 at each of the four (4) schools (Cordova Gardens Elementary (CGE), Cordova Meadows Elementary (CME), Kinney High School (KHS), and Prospect Community Day School (PCDS) each Very Low performing student group on the 2024 California School Dashboard, the

- 5.01 - Chronic Absenteeism will improve by 10% (CGE, CME)
- 5.02 - English Learner progress rate will improve by 10% (CGE)
- 5.03 - Graduation rate will improve by 10 percent (KHS, PCDS)
- 5.04 - SBAC ELA Distance from Met will improve by 10 scale score points (CGE, CME, KHS, PCDS)
- 5.06 - SBAC Math Distance from Met will improve by 10 scale score points (CGE, CME, KHS, PCDS)
- 5.07 - Suspension rate will improve by 5% (CGE, CME, KHS, PCDS)

Identified Need

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

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

- Chronic Absenteeism Indicator: (CME) - Hispanic
- Academic Indicators ELA SBAC Distance from Met: (CME) ALL, English Learners, Socioeconomically Disadvantaged students, Hispanic
- Suspension Indicator: (CME) - Students with Disabilities, African American, and Two or more races

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| PowerSchool, Attention 2 Attendance | Chronic Absenteeism Indicator: Hispanic | Chronic Absenteeism will improve by 10% |
| CAASPP, Oral Reading Fluency, Renaissance for ELA, ELPAC | Academic Indicators ELA SBAC Distance from Met: ALL, English | SBAC ELA Distance from Met will improve by 10 scale score points |

| | | |
|------------------------------|---|---|
| | Learners, Socioeconomically Disadvantaged students, Hispanic | |
| CAASPP, Renaissance for Math | Academic Indicators Math SBAC Distance from Met | SBAC Math Distance from Met will improve by 10 scale score points |
| PowerSchool | Suspension Indicator: Students with Disabilities, African American, and Two or more races | Suspension rate will improve by 5% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|---|---|
| 5.1 | Class size reduction helps our school support smaller groups of students so that we can increase academic, social emotional, and attendance needs. We have seen growth in their DIBELS and Renaissance data. | <p>Our Instructional Coach will support these ATSI students while supporting our general education and special education teachers. They will support in our ELD blocks of time, Tier 2 and 3 reading supports, and using community circles to support our student's social and emotional needs.</p> <ul style="list-style-type: none"> Academic Indicators ELA SBAC Distance From Met: <p>ALL English Learners Socioeconomically Disadvantaged Students Hispanic</p> <ul style="list-style-type: none"> Suspension Indicator: Students with Disabilities African American | <p>123,889 Equity Multiplier 1000-1999: Certificated Personnel Salaries class size reduction teacher 30,590 Equity Multiplier 3000-3999: Employee Benefits class size reduction teacher 61,406 Equity Multiplier 1000-1999: Certificated Personnel Salaries class size reduction teacher 13,692 Equity Multiplier 3000-3999: Employee Benefits class size reduction teacher</p> |
| 5.6 | General Education Paraeducators help support small group instruction during targeted Tier 2 and 3 ELA and Math blocks to increase academic scores. | <p>Our Instructional Coach will support these ATSI students while supporting our general education and special education teachers. They will support in our ELD blocks of time, Tier 2 and 3 reading supports, and using</p> | <p>34,288 Equity Multiplier 2000-2999: Classified Personnel Salaries General Education Paraeducators 13,450 Equity Multiplier 3000-3999: Employee Benefits</p> |

| | | | |
|-----|---|---|---|
| | | <p>community circles to support our students' social and emotional needs.</p> <ul style="list-style-type: none"> Academic Indicators ELA SBAC Distance From Met: <p>ALL English Learners Socioeconomically Disadvantaged Students Hispanic</p> <ul style="list-style-type: none"> Suspension Indicator: Students with Disabilities African American | General Education Paraeducators |
| 5.7 | A behavior support aide supports our Tier 3 behavior students with their social emotional needs in order to get them to baseline to access academics. | <p>Our Instructional Coach will support these ATSI students while supporting our general education and special education teachers. They will support in our ELD blocks of time, Tier 2 and 3 reading supports, and using community circles to support our students' social and emotional needs.</p> <ul style="list-style-type: none"> Academic Indicators ELA SBAC Distance From Met: <p>ALL English Learners Socioeconomically Disadvantaged Students Hispanic</p> <ul style="list-style-type: none"> Suspension Indicator: Students with Disabilities African American | 29,084 Equity Multiplier 2000-2999: Classified Personnel Salaries Behavior Support Aide 11,278 Equity Multiplier 3000-3999: Employee Benefits Behavior Support Aide |

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.

We will utilize our general education aides to support our Tier 2 academic needs in ELA and math while paying particular attention to our ATSI students.

We will utilize our behavior support aide to support our students with Tier 2 and 3 behavior needs so that those students will be able to access their academic needs. We will target our resources to our ATSI students.

Class size reduction will support the teacher to work with small group instruction focusing on Tier 2 and 3 academics in ELA and math. The teacher will focus on ATSI students.

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

None at this time.

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

None at this time.

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 | \$1,603,792.00 |
| 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 | \$201,524.00 |

Subtotal of additional federal funds included for this school: \$201,524.00

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

| State or Local Programs | Allocation (\$) |
|------------------------------|-----------------|
| | |
| California Community Schools | \$213,572.00 |
| Equity Multiplier | \$317,677.00 |
| LCFF - Supplemental | \$780,215.00 |
| Learning Recovery | \$90,804.00 |

Subtotal of state or local funds included for this school: \$1,402,268.00

Total of federal, state, and/or local funds for this school: \$1,603,792.00

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 | 201,524 | 0.00 |
| LCFF - Supplemental | 780,214 | -1.00 |
| Learning Recovery | 90,804 | 0.00 |
| Equity Multiplier | 317,677 | 0.00 |
| California Community Schools | 213,572 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------|------------|
| California Community Schools | 213,572.00 |
| Equity Multiplier | 317,677.00 |
| LCFF - Supplemental | 780,215.00 |
| Learning Recovery | 90,804.00 |
| Title I | 201,524.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 749,352.00 |
| 2000-2999: Classified Personnel Salaries | 324,483.00 |
| 3000-3999: Employee Benefits | 333,007.00 |
| 4000-4999: Books And Supplies | 55,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 50,450.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 90,500.00 |
| 5900: Communications | 1,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|------------------------------|------------|
| 2000-2999: Classified Personnel Salaries | California Community Schools | 131,120.00 |
| 3000-3999: Employee Benefits | California Community Schools | 59,902.00 |
| 5000-5999: Services And Other Operating Expenditures | California Community Schools | 450.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | California Community Schools | 22,100.00 |
| 1000-1999: Certificated Personnel Salaries | Equity Multiplier | 185,295.00 |
| 2000-2999: Classified Personnel Salaries | Equity Multiplier | 63,372.00 |
| 3000-3999: Employee Benefits | Equity Multiplier | 69,010.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 338,027.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 129,991.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 137,797.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 55,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 50,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 68,400.00 |
| 5900: Communications | LCFF - Supplemental | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | Learning Recovery | 74,272.00 |
| 3000-3999: Employee Benefits | Learning Recovery | 16,532.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 151,758.00 |
| 3000-3999: Employee Benefits | Title I | 49,766.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 806,542.00 |
| Goal 2 | 340,090.00 |
| Goal 3 | 78,483.00 |

Goal 4

61,000.00

Goal 5

317,677.00

School Site Council Membership

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

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

| Name of Members | Role |
|------------------------|----------------------------|
| Amber Fontaine | Principal |
| Kayla Harris-Alternate | Other School Staff |
| Tracy Davis | Classroom Teacher |
| Kimberly Bland | Parent or Community Member |
| Tocher Kuykendall | Classroom Teacher |
| Lesley Dentone | Parent or Community Member |
| Crecenciana Jimenez | Parent or Community Member |
| Maria Lopez | Parent or Community Member |
| Miriam Barrera | Parent or Community Member |
| Veronica Pesavento | Other School Staff |
| Joey Lombardi | Classroom Teacher |

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

English Learner Advisory Committee (ELAC)

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

| Name of ELAC Members | Role |
|----------------------|----------------------------|
| Amber Fontaine | Principal |
| Tracy Davis | Classroom Teacher |
| Jazmin Quinonez | Parent or Community Member |
| Andrea Rodriguez | Principal |
| Kayla Harris | Other School Staff |
| Crecenciana Jimenez | Parent or Community Member |

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

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

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2025.

Attested:



Principal, Amber Fontaine on 5/12/25

SSC Chairperson, Kimberly Bland on 5/12/25

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

Cordova Meadows Elementary

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

NOTICE OF SITE COUNCIL MEETING

OPEN TO THE PUBLIC

**May 12, 2025
5:00 pm School Library/Cub Corner**

- 1. Welcome Activity**
- 2. SPSA Review and Approval**
- 3. Good of the Order**

SNACKS WILL BE PROVIDED!!!

Escuela Primaria Cordova Meadows

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

AVISO DE REUNIÓN DEL CONSEJO DEL SSC

ABIERTO AL PÚBLICO

12 de Mayo, 2025
5:00 pm School Library

1. **Actividad de bienvenida**
2. **Revisión y aprobación de SPSA**
3. **Bien de la Orden, Preguntas y respuestas**

SE PROPORCIONARÁN BOCADILLOS!!

Cordova Meadows Elementary

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

NOTICE OF ELAC MEETING

OPEN TO THE PUBLIC

**May 12, 2025
4:30 pm School Library**

1. Welcome Activity
2. Summer Activities
3. Community Schools update
4. Input on family events 24/25
5. PBIS Update
6. Good of the Order

SNACKS WILL BE PROVIDED!!!

Escuela Primaria Cordova Meadows

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

AVISO DE REUNIÓN DEL CONSEJO DEL ELAC

ABIERTO AL PÚBLICO

12 de Mayo, 2025
4:30 pm School Library

1. Actividad de bienvenida
2. Actividades de verano
3. Actualización de las Escuelas en comunidad
4. Opiniones en evento familiares 24/25
5. Actualización de PBIS
6. Bien de la Orden, Preguntas y respuestas

SE PROPORCIONARÁN BOCADILLOS!!

Cordova Meadows Elementary

SSC Meeting

Mar 17, 2025

| | Name: Nombre | Students Name: Nombre del Estudiante | Email: Correo Electronico | Phone #: Telefono | Staff | Parent Padres |
|-----|---------------------|---|-------------------------------|----------------------|-------|------------------|
| 1. | Jazmin Quinonez | Lucia Quinonez Luis Quinonez | jazminmeza21@gmail.com | (714) 486 4152 | | ✓ |
| 2. | Shonica Resuelto | | | | ✓ | |
| 3. | Amber Fontaine | | | | ✓ | |
| 4. | Andrea Rodriguez | | | | ✓ | |
| 5. | Michelle Franklin | | | | ✓ | |
| 6. | Techee Kuykendall | | | | ✓ | |
| 7. | Kayla Harris | | | | ✓ | |
| 8. | Lorena Arriaga | Shaira Lopez Juliana Lopez | Karlynny198@gmail.com | 916-308-8278 | | ✓ |
| 9. | Itina Gombora | Itina Portas Gombora | Itina.gombora.2973@gmail.com | 718-915-7474 | | |
| 10. | Crecenciano Jimenez | Alexander Baltazar Mathew Baltazar | jimenez.crecenciano@gmail.com | 916 582 8209 | | ✓ |
| 11. | Elva-julia Ayala | oswaldo | | 916-380-151 | ✓ | ✓ |
| 12. | Tracy Davis | | | | ✓ | |
| 13. | Imberly Blair | Tea Moy | | 916-576-1616 | ✓ | ✓ |

| | Name: Nombre | STUDENTS Name: Nombre del Estudiante | Email: Correo Electronico | Phone #: Telefono | STAT | Parent Padres |
|-----|-----------------|---|------------------------------|----------------------|------|------------------|
| 14. | Joey Lombardi | | | | ✓ | |
| 15. | | | | | | |
| 16. | | | | | | |
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Cordova Meadows Elementary

ELAC Meeting

March 17, 2025

| | Name: Nombre | Students Name: Nombre del Estudiante | Email: Correo Electronico | Phone #: Telefono | Staff | Parent Padres |
|-----|-------------------|---|------------------------------|----------------------|-------|------------------|
| 1. | Jazmin Quinonez | Lucia Quinonez Luis Quinonez | jazminmeza21@gmail.com | (714) 480-4152 | | ✓ |
| 2. | Shannon Esquivel | | | | ✓ | |
| 3. | Anber Fontana | | | | ✓ | |
| 4. | Andrea Rodriguez | | | | ✓ | |
| 5. | Tobee Kuykendall | | | | ✓ | |
| 6. | Michelle Franklin | | | | ✓ | |
| 7. | Kayla Harris | | | | ✓ | |
| 8. | Lorna Arriaga | Shaira Lopez Juliana Lopez | Kaylana1980@gmail.com | 916-308-9273 | | ✓ |
| 9. | Iring Gombora | Itina Pottas Gombora | iringgombora2975@gmail.com | 718 915-7477 | | |
| 10. | Crecencia Jimenez | Alexander Baltazar Mathew Baltazar | JimenezCrecencia23@gmail.com | 916 582-3297 | | |
| 11. | Elvira Ayala | Oswaldo | | 916-380-0051 | ✓ | ✓ |
| 12. | Tray Davis | | | | ✓ | |
| 13. | Joey | Lombardi | | | ✓ | |

Cordova Meadows Elementary

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

NOTICE OF SITE COUNCIL MEETING

OPEN TO THE PUBLIC

**March 17, 2025
5:00 pm Cub Corner**

1. Welcome Activity
2. SEL Activities
3. Good of the Order

SNACKS WILL BE PROVIDED!!!

Escuela Primaria Cordova Meadows

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

AVISO DE REUNIÓN DEL CONSEJO DEL SSC

ABIERTO AL PÚBLICO

Marzo 17, 2025

4:30 pm Cub Corner

- 1. Actividad de bienvenida**
- 2. Actividades del Aprendizaje Socio Emocional**
- 3. Bien de la Orden, Preguntas y respuestas**

SE PROPORCIONARÁN BOCADILLOS!!

Cordova Meadows Elementary

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

NOTICE OF ELAC MEETING

OPEN TO THE PUBLIC

March 17, 2025
4:30 pm Cub Corner

1. Welcome Activity
2. Reclassification on the ELPAC
3. Registration support
4. Good of the Order

SNACKS WILL BE PROVIDED!!!

Escuela Primaria Cordova Meadows

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

AVISO DE REUNIÓN DEL CONSEJO DEL ELAC

ABIERTO AL PÚBLICO

Marzo 17, 2025

4:30 pm Cub Corner

1. **Actividad de bienvenida**
2. **Reclasificación de ELPAC**
3. **Ayuda para las Inscripciones**
4. **Bien de la Orden, Preguntas y respuestas**

SE PROPORCIONARÁN BOCADILLOS!!

**ELAC MEETING
AGENDA / MINUTES**

Cordova Meadows Elementary School in FCUSD

Date: March 17, 2025

Time: 4:30 pm

Location: CME Cub Corner

1. Call to Order - Introductions

Meeting was called to order at 4:30.

Members Present:

- Amber Fontaine, Principal*
- Andrea Rodriguez, Assistant Principal*
- Tracy Davis, Teacher*
- Tocher Kuykendal, Teacher*
- Joey Lombardi, Teacher*
- Veronica Pesavento, Classified*
- Kayla Harris, Classified*
- Michelle Franklin, Parent*
- NAME, Parent*

See sign in sheet for more parent names

2. Public comment- Registration nights have been helpful to get registrations done this year, important to talk about keeping hands to self (mom wants to know if there is more information about how to keep hands off body parts as well-good topic for ELAC next year) Next year-ways to teach the new math standards, how to use SF math

3. Unfinished Business- *none*

4. New Business:

- Participated in a gratitude ice breaker. Shared the number of students that were reclassified and shared this with families at the 4 B's assembly. We updated families on our new strategy on implementing the ELPAC assessments and we hope to see more students reclassified next school year. We also discussed the requirements of reclassification. We gave 11 reclassifications this year
- Talked about registration, parentsquare supports, and powerschool supports
- Local library has tutors to help you with the skills you can teach your students

5. Adjournment/Next Meeting -*Meeting adjourned at 5:00. Next meeting will be May 12, 2025 4:30 pm in the library.*

Minutes respectfully submitted by: PRINCIPAL

Signature

Date

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

**ELAC MEETING
AGENDA / MINUTES**

Cordova Meadows Elementary School in FCUSD

Date: May 12, 2025

Time: 4:30 pm

Location: CME Cub Corner

1. Call to Order - Introductions

Meeting was called to order at 4:30.

Members Present:

- Amber Fontaine, Principal*
 - Andrea Rodriguez, Assistant Principal*
 - Tracy Davis, Teacher*
 - Tocher Kuykendal, Teacher*
 - Joey Lombardi, Teacher*
 - Veronica Pesavento, Classified*
 - Kayla Harris, Classified*
 - Michelle Franklin, Parent*
 - see sign in*
- See sign in sheet for more parent names*

2. Public comment- like the fencing

3. Unfinished Business- *NA*

4. New Business: talked about summer programs and offerings for families in the community. Gave information about all the things Community Schools supported this year. Talked about the upcoming fence changes and the feel to the campus as well as the 24/25 plan for ELAC/SSC schedules next year.

5. Adjournment/Next Meeting -*Meeting adjourned at 5:00. Next meeting will be _____ 4:30 pm in the library.*

Minutes respectfully submitted by: PRINCIPAL

Amber Fontaine
Signature

5/12/25
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 ELAC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**

**SCHOOL SITE COUNCIL MEETING
AGENDA / MINUTES**

Cordova Meadows Elementary School in FCUSD

Date: March 17, 2025 Time: 5:00 pm Location: Cub Corner

1. Call to Order - Introductions

Meeting was called to order at 5:00 by Joey Lombardi and seconded by Kayla Harris.

Members Present:

x Amber Fontaine, Principal
 x Andrea Rodriguez, Assistant Principal
 x Tracy Davis, Teacher
 x Tocher Kuykendal, Teacher
 x Joey Lombardi, Teacher
 x Veronica Pesavento, Classified
 x Kayla Harris, Classified
 x Michelle Franklin, Parent
 NAME, Parent

See sign in sheet for more parent names

Quorum established with six members in attendance.

2. Previous Meeting Minutes – *Minutes Reviewed Approval of the minutes moved by Tocher Kuykendal, seconded by Kimberly Bland. Motion passed.*
3. Public comment- *See below*
4. Unfinished Business- *None*
5. New Business:
- a. SEL Day was postponed to March 18. Students will have activities to do during recess and lunch recess.
 - b. Community Schools: What would you like to learn about Community Schools?
 - i. Can we do cooking classes with the garden?
 - ii. Can we have input on what is grown in the garden?
 - c. ASES will have the summer camp at CME this year. Registration is now open. The summer program will run from June 4th-July 11.
 - d. Freedom Schools will be at Cordova Gardens. Buses to and from will be offered. They will be here on Friday, March 21, to offer priority registration to previous attendees. Students can participate in Freedom Schools in the AM and ASES in the afternoon.
 - e. Folsom Cordova Adult School: All class are free and some are offered online.
 - f. Remodel: On April 1, there will be a meeting at Mills Middle School from 5-6 PM to discuss the future remodels that will be taking place and allow for parent/community feedback.
 - g. Summer remodels: 6 foot fencing will be installed to surround the school. New playgrounds will be installed. When coming on campus, starting next year, you will go to a gate to get buzzed in. ASES room will become the TK room (The back door will not be used). ASES will be moved to where the old storage was.
 - i. Parents asked about parent drop off issues.
 - ii. There will be a new bus loop and the old bus loop will become the parent drop off area.
 - h. Parents requesting more yard supervision, especially before and after school for crosswalks.

6. Adjournment/Next Meeting –*Motion to adjourn made by Michelle Franklin, seconded by Tracy Davis Motion approved. Meeting adjourned at 5:33. Next meeting will be May 12, 2025 at 5:00 pm in the library/cub corner.*

Minutes respectfully submitted by: PRINCIPAL

Signature

Date

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

Cordova Meadows Elementary

SSC Meeting

May 12, 2025

| | Name: Nombre | Students Name: Nombre del Estudiante | Email: Correo Electronico | Phone #: Telefono | Staff | Parent Padres |
|-----|---------------------|---|--------------------------------|----------------------|-------|------------------|
| 1. | Loirena Prieta | Shaira Lopez Juliana Lopez | Karhlenny 1986 adg@mail.com | 916-308-8278 | | ✓ |
| 2. | Jamir Quinonez | Luis Lucia Quinonez | Nazhin Maza 21 @ gmail.com | 714 480 4152 | | X |
| 3. | Joey Lombardi | | | | ✓ | |
| 4. | Kayla Harris | | K Harris | | ✓ | |
| 5. | Micaela Garcia | Dylan Cruz | | 916 390 9040 | | ✓ |
| 6. | LuzDania Escoria | Ashton Escoria Arslinn Bertos | luzdanyescoria@ gmail.com | 916-515-6163 | | ✓ |
| 7. | Hadia Obaidi | Mehrsheh Hamim | Hadia.obaidi@ gmail.com | 979 1208-2811 | | ✓ |
| 8. | Leila Dolgova | Asma Asama kova Ishagim Asama kova | ldolgo@gmail.com | 916-236 3655 | | ✓ |
| 9. | Himberly Black | Tia Meyer | hblack2010 | 916 326 6616 | ✓ | ✓ |
| 10. | Veronica Pesavent D | | pesaventofr@gmail.com | | ✓ | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |

Cordova Meadows Elementary

ELAC Meeting

May 12, 2025

| Name: Nombre | Students Name: Nombre del Estudiante | Email: Correo Electronico | Phone #: Telefono | Staff | Parent Padres |
|------------------------|---|------------------------------|----------------------|-------|------------------|
| 1. Jamin Quinonez | Luis y Lucia Quinonez | jaminmeza21@gmail.com | (714) 480 4152 | | X |
| 2. Lorna Arricaga | Shaira Lopez Juliana Lopez | karylmp1986@gmail.com | 916-308-8278 | | ✓ |
| 3. Tacher Kuyken | | | | ✓ | |
| 4. Joey Lombardi | | | | ✓ | |
| 5. Kayla Harris | | Kharris | | ✓ | |
| 6. Luz Dania Escoria | Arlin Berrios Ashton Escoria | luzdanyescoria@gmail.com | 916-515-6163 | | ✓ |
| 7. Micaela Garcia | Dylan Cruz | | 916 340 9040 | | ✓ |
| 8. Elva Ayala | osvaldo | | 916-380-0051 | | |
| 9. Hadia obsidi | Mehrsheh Haramim | Hadiaobaldi12@gmail.com | 279-208-2871 | | ✓ |
| 10. Leila Doffiera | #8mq #rsawakora Thorgrim #rsawakora | 88dr1ba@gmail.com | 916-2569653 | | ✓ |
| 11. Verónica Pesamento | | vpsamento@frescobay | | ✓ | |
| 12. | | | | | |
| 13. | | | | | |