



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova Villa Elementary School	34673306033187	May 20, 2025	August 14, 2025

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

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

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

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

This plan is being used by Cordova Villa 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 - White

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 Villa 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 - White

We will follow all Every Student Succeeds Act (ESSA) requirements and be aligned with the Folsom Cordova Unified School District (FCUSD) Local Control and Accountability Plan (LCAP).

School Vision and Mission

Vision: Our vision at Cordova Villa Elementary School is to ensure all students learn at high levels.

Mission:

In partnership with families and community organizations, Cordova Villa Elementary will inspire students to achieve the highest standards of intellectual and personal development through comprehensive programs within a caring, respectful, and inclusive environment.

School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,000 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls preschool through adulthood. There are twenty-one elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, an adult school, and a virtual academy.

Cordova Villa Elementary School continues as a Community School for the 2025-2026 school year and is located in the community of Rancho Cordova. Cordova Villa is on a traditional schedule from August through May. At the end of the 2024-2025 school year, there were a total of 440 students enrolled on Census Day. The following racial/ethnic groups comprise the student population: 14.8% African American, 0.2% Native American, 8.4% Asian, 0.5% Filipino, 46.1% Latino, 1.1% Pacific Islander, 9.5% White, and 19.3% reporting two or more races. CVE is a Title 1 school, with a 91.8% poverty rate, 8.4% Homeless, and 32% ELD and Foster Youth is 1.1%. Our students speak many different languages including Spanish, Farsi, Pashto, Dari, Russian and Ukrainian, and some Indian dialects. We have 4 special education programs including moderate to severe, and medically fragile K-5 and preschool. RSP and speech services are offered to students requiring support. We have a state preschool with both morning and afternoon classes. We also host the After School Education and Safety (ASES) program with approximately 70 students enrolled.

Cordova Villa is a community school, and we work with parents as partners in their children's education. We continue to find creative ways to involve our parents through school events such as field trips, drama productions, a chili cook-off, English Learner Advisory Committee (ELAC), and the School Site Council. Teachers regularly communicate home and support families not only in academics but with social emotional needs as well. With a focus on the California Common Core State Standards, we hold high expectations for students and provide additional supports throughout the school day to meet the needs of each individual student.

As a Positive Behavioral Interventions and Supports (PBIS) school, we focus on structures and supports that promote positive behavior management in and out of the classroom, teaching and reinforcing behavior expectations to help prevent problem behaviors from interfering in student learning. We support our students' social and emotional needs through classroom structures and lessons designed for emotional regulation and have a designated school social worker

and school psychologist on site. In addition, for 2025-2026, we are offering more opportunities for family engagement: adding a PTA, holding Family Literacy Nights, Coffee Chats about how to navigate the school system, partnering up with the County for resources to offer our families who need more community support.

Educational Partner Involvement

How, when, and with whom did Cordova Villa 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

Throughout the year Cordova Villa involves our school community, including parents, staff, and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership Team (bi-monthly)

Site Council (monitors throughout the year)

SSC Meeting Dates:

August 28, 2024

November 13, 2024

February 25, 2025

May 20, 2025

*SPSA Approval May 20, 2025

English Learner Advisory Committee (ELAC)

August 28, 2024

November 13, 2024

February 25, 2025

May 20, 2025

Consultations with the Director of Categorical Programs (ongoing)

Community surveys for feedback regarding family engagement events such as Literacy Nights

Title I Budget development and monitoring (ongoing)

Staff meetings (monthly)

Guiding Coalition meetings

Coffee Chats

Conversations with families, students, and staff- ongoing

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include River City Christian Church, Assistance League of Sacramento, Intel PC Pals, Micron, Walmart, Target, WinCo, Dignity Health, Kaiser, Grocery Outlet, Rancho Cordova Rotary Club, and Huhtamaki Corporation. Through our Community Schools design process, we have noted gaps in caregiver services and supports that we are working as a regional network of schools to address.

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.

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, Black, White students, and students of two or more races. Although we have multiple areas of improvement academically, our Additional Targeted Support and Improvement (ATSI): White. The Community Schools effort brings 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. In the 2025-2026 school year, we will continue to have

community partnerships in order to improve outcomes for all populations, and more specifically our African American, Homeless, Foster, Two or more races, and White students.

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.

As a school, our priority is to improve all outcomes for our students. Efforts are underway such as attendance campaigns, professional development for academics and restorative practices are ongoing for our staff.

New data 2023-2024

Number of students tested: 179

ELA: 59.5 points below standard

Increased 19.2 points

Number of students tested: 179

Math: 73.8 points below standard

Increased 15.1 points

Number of students tested: 92

ELD: 33.7% making progress

Declined 10.2%

Suspension Rate

1.8% suspended at least one day

Declined 3.6%

Total # of students: 546

Chronic Absenteeism

23.84%

Improved from 27.01%

5 Suspensions but 2 subgroups, including Hispanic/Latino and AA

We have reduced our Chronic Absenteeism rate in all areas, except the Homeless, so that remains a focus.

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.

As a school, our priority is to improve all outcomes for our students. Efforts are underway such as attendance campaigns, professional development for academics and restorative practices are ongoing for our staff.

In Chronic Absenteeism, our White subgroup is red.

ELA is yellow for all students.

Math is in yellow and is also a focus.

ELD is red and continues to be a focus.

Subgroups that continue to be a focus are:

ELD- Hispanic is in orange

ELA - Socioeconomically disadvantaged - yellow

Math - EL, Socioeconomically disadvantaged, Hispanic in yellow

Other Needs

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

Due to some of our social emotional challenges with our students, it has become evident that behavioral support and other support staff are helping. Continuing those services is crucial to improving our school climate. There is a full-time behaviorist, and for the 2025-2026 school year, because of the need and success of the current program, we are adding another behavior support person.

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 Villa 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	%	0.45%	0.23%	0	2	1
African American	16.48%	14.51%	14.77%	73	65	65
Asian	9.03%	8.71%	8.41%	40	39	37
Filipino	0.45%	0.89%	0.45%	2	4	2
Hispanic/Latino	46.28%	45.31%	46.14%	205	203	203
Pacific Islander	2.26%	1.56%	1.14%	10	7	5
White	9.71%	12.28%	9.55%	43	55	42
Multiple/No Response	15.80%	16.29%	19.32%	70	73	85
Total Enrollment				443	448	440

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	102	82	76
Grade 1	71	89	62
Grade 2	61	77	83
Grade3	67	65	74
Grade 4	66	67	56
Grade 5	76	68	66
Total Enrollment	443	448	440

Conclusions based on this data:

1. Enrollment at Cordova Villa fluctuates due to mobility and transiency. Our starting enrollment last year was lower than in previous years. While our ending enrollment hovers in the mid-500s as we typically enroll approximately 100 students throughout the year.
2. Our African American and Hispanic/Latino populations continue to be our highest student groups.
3. Our kindergarten and TK enrollment has maintained for the 2025-2026 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	125	146	141	29.6%	28.2%	32.0%
Fluent English Proficient (FEP)	30	19	24	8.0%	6.8%	5.5%
Reclassified Fluent English Proficient (RFEP)				7.5%		

Conclusions based on this data:

1. Our population of English Learners has remained about 1/3 of our student population for 3 years.
2. Although students are not reclassifying at a higher rate, in most grades they are progressing to the next proficiency level according to the ELPAC results.
3. The goal of targeted ELD instruction, built into our bell schedule, is to support the efforts of increasing English language fluency with our multilingual students. For the 2025-2026 school year, there will be an additional Intervention Teacher designated for ELD support to serve students.

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	66	77	64	59	72	64	59	72	95.5	89.4	93.5
Grade 4	60	67	65	57	65	59	57	65	59	95.0	97.0	90.8
Grade 5	69	68	68	67	63	64	67	63	64	97.1	92.6	94.1
All Grades	196	201	210	188	187	195	188	187	195	95.9	93.0	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2371.	2355.	2374.	10.94	11.86	16.67	17.19	10.17	4.17	18.75	23.73	26.39	53.13	54.24	52.78
Grade 4	2404.	2394.	2395.	3.51	7.69	10.17	14.04	13.85	11.86	35.09	20.00	15.25	47.37	58.46	62.71
Grade 5	2467.	2417.	2442.	14.93	3.17	10.94	25.37	14.29	14.06	17.91	20.63	23.44	41.79	61.90	51.56
All Grades	N/A	N/A	N/A	10.11	7.49	12.82	19.15	12.83	9.74	23.40	21.39	22.05	47.34	58.29	55.38

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	14.06	6.78	15.28	56.25	49.15	52.78	29.69	44.07	31.94
Grade 4	1.75	9.23	11.86	66.67	58.46	55.93	31.58	32.31	32.20
Grade 5	13.43	6.35	10.94	59.70	61.90	60.94	26.87	31.75	28.13
All Grades	10.11	7.49	12.82	60.64	56.68	56.41	29.26	35.83	30.77

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	6.25	5.08	11.11	51.56	42.37	43.06	42.19	52.54	45.83
Grade 4	1.75	6.15	5.08	47.37	36.92	40.68	50.88	56.92	54.24
Grade 5	10.45	1.59	6.25	50.75	47.62	43.75	38.81	50.79	50.00
All Grades	6.38	4.28	7.69	50.00	42.25	42.56	43.62	53.48	49.74

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	4.69	6.78	6.94	67.19	72.88	70.83	28.13	20.34	22.22
Grade 4	7.02	9.23	5.08	68.42	67.69	69.49	24.56	23.08	25.42
Grade 5	10.45	9.52	7.81	73.13	73.02	70.31	16.42	17.46	21.88
All Grades	7.45	8.56	6.67	69.68	71.12	70.26	22.87	20.32	23.08

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	6.25	1.69	11.11	54.69	59.32	55.56	39.06	38.98	33.33
Grade 4	3.51	4.62	3.39	66.67	58.46	61.02	29.82	36.92	35.59
Grade 5	10.45	3.17	10.94	65.67	53.97	60.94	23.88	42.86	28.13
All Grades	6.91	3.21	8.72	62.23	57.22	58.97	30.85	39.57	32.31

Conclusions based on this data:

1. Across the board our scores have declined in all areas. An intervention teacher will continue to specifically support reading/ELA foundational growth.
2. Writing is an area of concern across the board.
3. Achievement in grades 3 and 5 has continued to improve as fewer students are performing in the "standard not met" category. The overall data shows that more support is needed in grade 4 with students that are not close to achieving standards.

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	66	77	67	66	76	67	66	76	100.0	100.0	98.7
Grade 4	60	67	65	59	66	65	59	66	65	98.3	98.5	100
Grade 5	69	68	68	68	68	67	68	68	67	98.6	100.0	98.5
All Grades	196	201	210	194	200	208	194	200	208	99.0	99.5	99

* 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	2379.	2375.	2386.	5.97	6.06	10.53	14.93	15.15	17.11	25.37	24.24	27.63	53.73	54.55	44.74
Grade 4	2393.	2393.	2397.	3.39	3.03	1.54	11.86	6.06	12.31	28.81	27.27	33.85	55.93	63.64	52.31
Grade 5	2434.	2399.	2415.	4.41	0.00	2.99	8.82	4.41	7.46	26.47	25.00	19.40	60.29	70.59	70.15
All Grades	N/A	N/A	N/A	4.64	3.00	5.29	11.86	8.50	12.50	26.80	25.50	26.92	56.70	63.00	55.29

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	5.97	7.58	15.79	38.81	43.94	40.79	55.22	48.48	43.42
Grade 4	1.69	3.03	3.08	32.20	25.76	40.00	66.10	71.21	56.92
Grade 5	2.94	0.00	1.49	45.59	39.71	34.33	51.47	60.29	64.18
All Grades	3.61	3.50	7.21	39.18	36.50	38.46	57.22	60.00	54.33

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	8.96	9.09	9.21	62.69	48.48	55.26	28.36	42.42	35.53
Grade 4	6.78	4.55	6.15	44.07	46.97	46.15	49.15	48.48	47.69
Grade 5	4.41	1.47	1.49	50.00	50.00	49.25	45.59	48.53	49.25
All Grades	6.70	5.00	5.77	52.58	48.50	50.48	40.72	46.50	43.75

Conclusions based on this data:

1. Overall data indicates that math is a huge area of need; over 50% of students are performing below standard in each category.
2. Targeted support will be from the intervention team, with one teacher focused on math, and the other focused on reading instruction.
3. The data for Problem Solving & Modeling indicates students need more instruction and practice in that area.

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	1417.7	1379.4	1379.9	1427.0	1396.5	1391.8	1396.0	1339.3	1352.0	31	30	40
1	1435.3	1429.7	1410.9	1451.2	1444.3	1422.4	1419.0	1414.6	1398.9	18	29	25
2	1465.7	1439.4	1440.5	1457.0	1444.1	1448.3	1473.6	1434.2	1432.5	14	20	28
3	1474.4	1462.7	1459.5	1471.2	1464.9	1458.1	1477.2	1460.0	1460.3	20	21	21
4	1493.0	1488.3	1458.9	1488.3	1483.9	1454.4	1497.1	1492.1	1462.7	27	18	21
5	1524.8	1505.4	1494.2	1522.2	1504.5	1499.9	1526.9	1505.9	1488.0	16	29	20
All Grades										126	147	155

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	9.68	0.00	2.50	35.48	20.00	25.00	41.94	56.67	37.50	12.90	23.33	35.00	31	30	40
1	11.11	6.90	0.00	27.78	20.69	24.00	44.44	41.38	48.00	16.67	31.03	28.00	18	29	25
2	7.14	15.00	0.00	50.00	35.00	39.29	28.57	15.00	21.43	14.29	35.00	39.29	14	20	28
3	10.00	4.76	4.76	35.00	14.29	28.57	35.00	57.14	28.57	20.00	23.81	38.10	20	21	21
4	11.11	11.11	4.76	40.74	38.89	23.81	22.22	33.33	28.57	25.93	16.67	42.86	27	18	21
5	12.50	20.69	5.00	37.50	17.24	30.00	43.75	37.93	45.00	6.25	24.14	20.00	16	29	20
All Grades	10.32	9.52	2.58	37.30	23.13	28.39	35.71	41.50	34.84	16.67	25.85	34.19	126	147	155

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	9.68	3.33	7.50	32.26	30.00	27.50	48.39	43.33	32.50	9.68	23.33	32.50	31	30	40
1	27.78	10.34	12.00	27.78	34.48	32.00	38.89	41.38	40.00	5.56	13.79	16.00	18	29	25
2	21.43	30.00	3.57	28.57	25.00	57.14	28.57	20.00	14.29	21.43	25.00	25.00	14	20	28
3	20.00	14.29	19.05	40.00	42.86	33.33	20.00	23.81	9.52	20.00	19.05	38.10	20	21	21
4	29.63	44.44	14.29	37.04	22.22	42.86	14.81	16.67	4.76	18.52	16.67	38.10	27	18	21
5	37.50	37.93	30.00	43.75	34.48	40.00	12.50	10.34	15.00	6.25	17.24	15.00	16	29	20
All Grades	23.02	21.77	12.90	34.92	31.97	38.06	28.57	27.21	21.29	13.49	19.05	27.74	126	147	155

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	6.45	0.00	2.50	19.35	10.00	15.00	54.84	43.33	30.00	19.35	46.67	52.50	31	30	40
1	5.56	3.45	4.00	22.22	17.24	4.00	27.78	41.38	48.00	44.44	37.93	44.00	18	29	25
2	7.14	10.00	3.57	42.86	20.00	25.00	21.43	30.00	25.00	28.57	40.00	46.43	14	20	28
3	0.00	0.00	4.76	25.00	4.76	4.76	40.00	33.33	33.33	35.00	61.90	57.14	20	21	21
4	3.70	5.56	0.00	22.22	11.11	9.52	33.33	50.00	19.05	40.74	33.33	71.43	27	18	21
5	6.25	6.90	0.00	25.00	13.79	5.00	50.00	41.38	55.00	18.75	37.93	40.00	16	29	20
All Grades	4.76	4.08	2.58	24.60	12.93	11.61	39.68	40.14	34.19	30.95	42.86	51.61	126	147	155

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	25.81	3.33	5.00	70.97	70.00	70.00	3.23	26.67	25.00	31	30	40
1	38.89	37.93	20.00	55.56	51.72	64.00	5.56	10.34	16.00	18	29	25
2	7.14	20.00	7.14	64.29	65.00	71.43	28.57	15.00	21.43	14	20	28
3	25.00	4.76	19.05	60.00	61.90	33.33	15.00	33.33	47.62	20	21	21
4	44.44	22.22	14.29	37.04	55.56	47.62	18.52	22.22	38.10	27	18	21
5	18.75	17.24	10.00	81.25	65.52	70.00	0.00	17.24	20.00	16	29	20
All Grades	28.57	17.69	11.61	60.32	61.90	61.29	11.11	20.41	27.10	126	147	155

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	3.23	0.00	10.00	74.19	73.33	50.00	22.58	26.67	40.00	31	30	40
1	11.11	6.90	0.00	61.11	62.07	72.00	27.78	31.03	28.00	18	29	25
2	28.57	35.00	17.86	57.14	40.00	60.71	14.29	25.00	21.43	14	20	28
3	45.00	38.10	28.57	35.00	38.10	33.33	20.00	23.81	38.10	20	21	21
4	14.81	44.44	28.57	66.67	38.89	38.10	18.52	16.67	33.33	27	18	21
5	62.50	68.97	65.00	25.00	10.34	15.00	12.50	20.69	20.00	16	29	20
All Grades	23.81	30.61	21.94	56.35	44.90	47.10	19.84	24.49	30.97	126	147	155

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	9.68	0.00	2.50	70.97	73.33	60.00	19.35	26.67	37.50	31	30	40
1	16.67	6.90	4.00	11.11	44.83	48.00	72.22	48.28	48.00	18	29	25
2	7.14	10.00	0.00	64.29	50.00	53.57	28.57	40.00	46.43	14	20	28
3	0.00	0.00	4.76	40.00	14.29	28.57	60.00	85.71	66.67	20	21	21
4	0.00	0.00	0.00	59.26	61.11	28.57	40.74	38.89	71.43	27	18	21
5	6.25	13.79	0.00	56.25	31.03	45.00	37.50	55.17	55.00	16	29	20
All Grades	6.35	5.44	1.94	52.38	46.26	46.45	41.27	48.30	51.61	126	147	155

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	16.13	10.00	17.50	48.39	33.33	32.50	35.48	56.67	50.00	31	30	40
1	11.11	6.90	4.00	66.67	55.17	68.00	22.22	37.93	28.00	18	29	25
2	7.14	15.00	17.86	85.71	45.00	50.00	7.14	40.00	32.14	14	20	28
3	10.00	4.76	0.00	75.00	66.67	61.90	15.00	28.57	38.10	20	21	21
4	7.41	16.67	4.76	70.37	55.56	52.38	22.22	27.78	42.86	27	18	21
5	18.75	10.34	5.00	62.50	62.07	60.00	18.75	27.59	35.00	16	29	20
All Grades	11.90	10.20	9.68	65.87	52.38	51.61	22.22	37.41	38.71	126	147	155

Conclusions based on this data:

1. The speaking domain has the highest overall score. We need to add academic supports to improve on the academic skills necessary for overall reading and writing.
2. Students performing at level 1 and 2 continues to increase in Overall Language.
3. The goal of targeted ELD instruction, built into our bell schedule, is to support the efforts of increasing English language fluency with our multilingual students.

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
440	91.8%	32%	1.1%
Total Number of Students enrolled in Cordova Villa 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	141	32%
Foster Youth	5	1.1%
Homeless	37	8.4%
Socioeconomically Disadvantaged	404	91.8%
Students with Disabilities	60	13.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	65	14.8%
American Indian	1	0.2%
Asian	37	8.4%
Filipino	2	0.5%
Hispanic	203	46.1%
Two or More Races	85	19.3%
Pacific Islander	5	1.1%
White	42	9.5%

Conclusions based on this data:

1. With 46.1% of our student population Hispanic and 32% English Learners, we will need on-going support with translation services to support our students and families. We also have had a recent influx of refugee families that require additional support.
2. With 91.8% of our student population socioeconomically disadvantaged, continued support in SEL and trauma informed practices will be necessary.
3. With our diverse population, including 14.8% African American, our equity work will continue to be a focus.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The team at Cordova Villa continues to support students in restorative and inclusion practices and collaborates to minimize address student suspensions.
- Achievement in math and English language arts continue to be a concern. Our work this year will focus on essential standards and quality first instruction.

3. Chronic absenteeism is a concern and our efforts this year will focus on student engagement.

School and Student Performance Data

Academic Performance English Language Arts

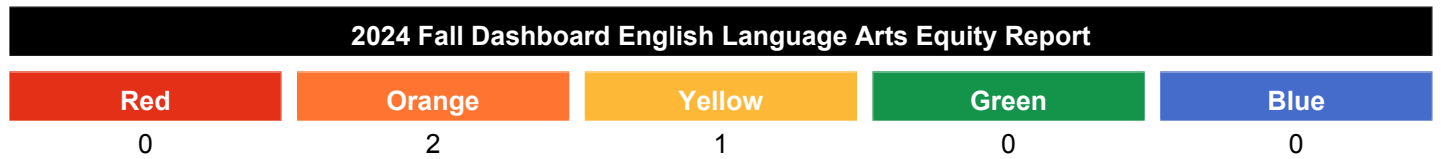
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 59.5 points below standard Increased 19.2 points 178 Students	English Learners  Orange 85.3 points below standard Increased 7.4 points 57 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 76.2 points below standard Increased 19.9 points 21 Students	Socioeconomically Disadvantaged  Yellow 64.1 points below standard Increased 16.3 points 163 Students

Students with Disabilities  No Performance Color 133.5 points below standard Increased 38.0 points 30 Students	African American  No Performance Color 64.5 points below standard Increased 36.3 points 26 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 54.7 points below standard Increased 9.5 points 18 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 70.7 points below standard Increased 13.2 points 88 Students
Two or More Races  No Performance Color 46.0 points below standard Increased 17.2 points 26 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  No Performance Color 40.1 points below standard Increased 33.5 points 16 Students

Conclusions based on this data:

1. Students with disabilities are our lowest performing student group.
2. Our English Learner achievement in ELA has declined and is performing below standard.
3. Our African American students will need support in ELA as they are performing 100 points below standard. Our equity work will need to focus on inclusive instructional practices that meet the needs of all students.

School and Student Performance Data

Academic Performance Mathematics

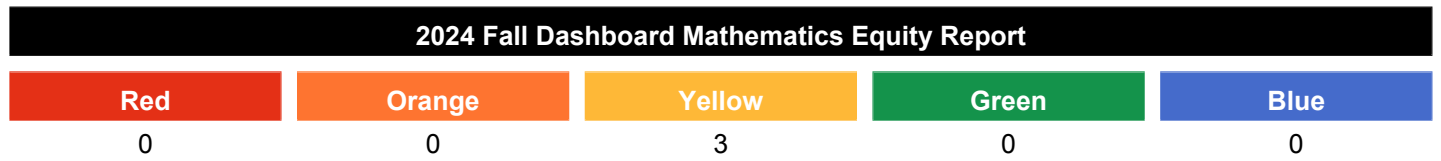
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students  Yellow 73.8 points below standard Increased 15.1 points 179 Students	English Learners  Yellow 83.1 points below standard Increased 22.0 points 60 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 58.6 points below standard Increased 9.0 points 21 Students	Socioeconomically Disadvantaged  Yellow 78.6 points below standard Increased 13.7 points 164 Students

Students with Disabilities  No Performance Color 146.9 points below standard Increased 3.9 points 28 Students	African American  No Performance Color 78.1 points below standard Increased 28.5 points 25 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 68.7 points below standard Increased 13.2 points 18 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 77.4 points below standard Increased 16.1 points 89 Students
Two or More Races  No Performance Color 79.2 points below standard Declined 3.4 points 26 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  No Performance Color 61.0 points below standard Increased 18.1 points 17 Students

Conclusions based on this data:

1. Our math scores overall show a significant need for high quality math instruction.
2. Students with disabilities are performing significantly lower than all other student groups.
3. All students will need support in math as they are performing below standard. Our equity work will need to focus on inclusive instructional practices that meet the needs of all students.

School and Student Performance Data

Academic Performance English Learner Progress

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

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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	Long-Term English Learner Progress
 Red 33.7% making progress. Number Students: 92 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.5%	46.7%	0%	32.6%

Conclusions based on this data:

- Of our EL population, only some are making progress towards proficiency.
- Some ELs either maintained or improved their overall level.
- With a substantial number of students that decreased one level, there is a need for designated ELD instructional time and an invention teacher.

School and Student Performance Data

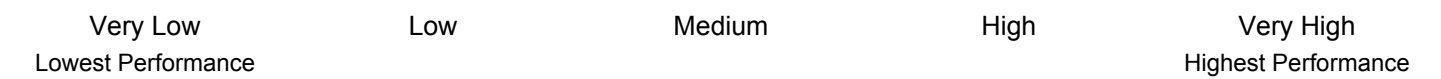
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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:

- Cordova Villa staff will begin focusing students on career and college paths available to students for preparation of their future.

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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 32% Chronically Absent Declined 6 507 Students	English Learners  Yellow 21.6% Chronically Absent Declined 4.3 167 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  Orange 50% Chronically Absent Declined 23.8 70 Students	Socioeconomically Disadvantaged  Yellow 31.9% Chronically Absent Declined 8.1 458 Students

Students with Disabilities  Orange 38.5% Chronically Absent Declined 3.4 78 Students	African American  Orange 41.3% Chronically Absent Declined 9.4 75 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 19.6% Chronically Absent Increased 3.7 46 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 26.5% Chronically Absent Declined 10.8 226 Students
Two or More Races  Orange 36.6% Chronically Absent Declined 5.5 101 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Red 39.2% Chronically Absent Increased 6.4 51 Students

Conclusions based on this data:

1. Cordova Villa is implementing initiatives and strategies to support students and families to address challenges in attending school regularly.
2. The student groups in most need of outreach is Homeless, Two or More Races, Students with Disabilities, White, and African American.
3. All but one subgroup declined in chronic absenteeism, including some significant declines.

School and Student Performance Data

Academic Engagement Graduation 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.

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

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

Conditions & Climate Suspension Rate

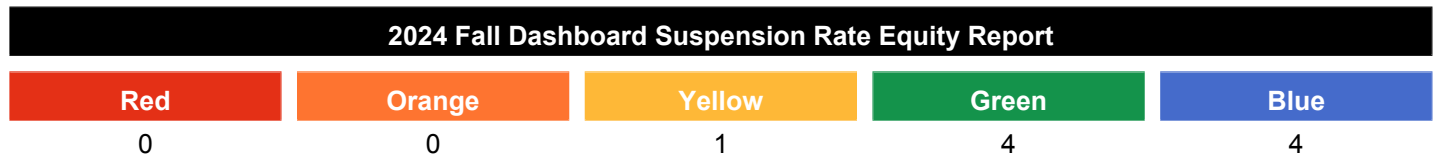
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
All Students  Green 1.8% suspended at least one day Declined 3.6% 546 Students	English Learners  Blue 0% suspended at least one day Declined 2.3% 173 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless  Green 2.6% suspended at least one day Declined 9% 76 Students	Socioeconomically Disadvantaged  Green 1.7% suspended at least one day Declined 4.2% 484 Students

Students with Disabilities  Green 1.2% suspended at least one day Declined 4% 81 Students	African American  Yellow 5.6% suspended at least one day Declined 4.3% 90 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 47 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Blue 0.8% suspended at least one day Declined 2.2% 238 Students
Two or More Races  Green 2.8% suspended at least one day Declined 7.4% 109 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Blue 0% suspended at least one day Declined 6.3% 54 Students

Conclusions based on this data:

1. Several subgroups show significant disproportionality regarding suspensions.
2. Cordova Villa continues to define and implement Positive Behavior Intervention and Support (PBIS) on a school wide basis and implement alternatives to suspension and punitive consequences, along with the addition of a Behavior Support Specialist.
3. We will continue to teach the SEL skills necessary to support students behavioral and academic needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student progress and educational outcomes will be monitored to increase and improve success.

1.01 - Utilizing the PLC process using data we will utilize our MTSS Specialist and intervention teachers to identify and support students who are not on grade level for ELA and Mathematics and ELD Intervention.

1.01 - Behavior Support staff will support behavior plans and replacement behaviors of our marginalized and underserved students who are not on grade level.

1.02 - Utilizing the PLC process using data we will utilize our MTSS specialist and intervention teachers to identify and support students who are not on grade level ELA and Mathematics.

1.03 - Utilize Bilingual Aides to push in to support designated ELL instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

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

Identified Need

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

Our most recent REN data indicates a need to continue to increase reading and math achievement.

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
Renaissance	Reading: Grades 3-5 there was consistent improvements/growth in the number of students approaching meeting or exceeding	Reading: Continuous improvement on state data (5%-10%)
Renaissance	Math: Grades 3-5 there was consistent improvements in the number of students meeting or exceeding	Math: Continuous improvement on state data (5%-10%)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Instructional Coach will work with teachers on quality tier one instruction including engagement strategies, classroom management, small group instruction, understanding the model of instruction (NASOT), and math/reading essential standards.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	22,372 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,440 Title I 3000-3999: Employee Benefits Instructional Coach Benefits 5,112 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 1,146 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits
1.2	A full-time behavior specialist will work closely with our climate/PBIS team to support schoolwide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors. The behavior specialist will also provide support and training for teachers in classroom management and behavior strategies.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	24,155 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Behavior Specialist 9,154 LCFF - Supplemental 3000-3999: Employee Benefits Behavior Specialist
1.3	0.8 full time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle. *Art Specialist is .4 and is funded through VAPA/Prop.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	14,464 Title I 1000-1999: Certificated Personnel Salaries Specialist (Art, Spanish, Science) 3,192 Title I 3000-3999: Employee Benefits Specialist (Art, Spanish, Science) Benefits
1.4	Three interventionists will provide targeted MTSS groups during the school day for reading, math intervention, and ELD.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	13,847 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 5,306 LCFF - Supplemental 3000-3999: Employee Benefits ELD Intervention Teacher 10,671

			Title I 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 4,088 Title I 3000-3999: Employee Benefits ELD Intervention Teacher 22,931 Learning Recovery 1000-1999: Certificated Personnel Salaries ELA Intervention Teacher 5,623 Learning Recovery 3000-3999: Employee Benefits ELA Intervention Teacher 27,261 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Intervention Teacher 10,163 LCFF - Supplemental 3000-3999: Employee Benefits Math Intervention Teacher
1.5	A full-time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	29,388 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 7,319 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal
1.6	Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and intervention.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,000 LCFF - Supplemental 4000-4999: Books And Supplies books for classroom, library, intervention
1.7	Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, workshops. District supplemental is funding portion of BIAs. (93%)	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	23,491 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 9,148 LCFF - Supplemental 3000-3999: Employee Benefits BIA classified benefits
1.8	Paraeducators will support inside the classroom and with interventions in all grades	All students, especially students who qualify as Title 1 or have been	2,420 LCFF - Supplemental

		identified as needing Additional Targeted Support and Improvement (ATSI): White.	2000-2999: Classified Personnel Salaries Paraeducator 913 LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator Benefits
1.9	Educational supplies for classroom use including supply money for specialist and intervention teachers providing PLT time for classroom teachers and interventions.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	7,314 LCFF - Supplemental 4000-4999: Books And Supplies Includes supply money for PLT release teachers 1,269 California Community Schools 4000-4999: Books And Supplies Includes supply money for PLT release teachers
1.10	Assemblies and Transportation across all disciplines including math, science, outdoor education, drama, STEM, for students to go on field trips and presenters to come to school.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	4,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs busses 4,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures student activity fees
1.11	Social Emotional student supports through Special Friends.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,750 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Special Friends
1.12	Student assemblies that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging/PBIS related activities	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,050 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Play care/Family events, PD, assemblies
1.13	Instructional software licensing to support academics and social emotional learning.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,667 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Instructional software/licensing
1.14	Student Support Specialist that will work on implementation of Community Schools through student and staff support and community outreach.	All students, especially students who qualify as Title 1 or have been identified as needing	26,827 California Community Schools

		Additional Targeted Support and Improvement (ATSI): White.	1000-1999: Certificated Personnel Salaries Student Support Specialist/Community Schools 8,233 California Community Schools 3000-3999: Employee Benefits Student Support Specialist/Community Schools
1.15	Professional Development for teachers and/or support staff for PLC, PBIS, SEL, academic achievement, culture, and building team to improving overall student outcomes	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,750 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development

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.

There has been discernable progress with our student progress due to our strategies to address their needs. Our teachers have had further opportunities to partake in the PLC process in order to improve student outcomes due to the time provided for them by the specialists coming in for release time. Extra staff, such as the behaviorist, have also worked with students and teachers to improve their ability to learn in class. There has also been improvement in our SEL outcomes due to activities and support provided through this funding. Preliminary state data, ELPAC data, and internal district data indicates that test scores are improving.

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

There have not been any major differences between the intended implementation or budgeted expenditures. Improvements have been made, and the budget has expanded to include several more positions to support student achievement.

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.

Adding an ELD Intervention teacher to support approximately one third of our students, and a Behavior Support Aide to help overall student outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Increase parent and student engagement and provide a safe, healthy, and positive school climate.

Cordova Villa team will:

2.01 - Increase attendance rates we have assemblies with a monthly attendance goal and provide positive incentives for Tier 1 and Tier 2 students.

2.01 - Attendance team will conduct an attendance review for families who are on the border of being identified as chronically absent or have many unverified absences.

2.03 - PBIS team will provide and train teachers on how to implement monthly PBIS focus.

2.03 - Targeted SEL lessons will be taught weekly in classrooms.

2.03 - Provide PBIS plans for students with Tier 2 or 3 behaviors. Offer and provide staff training and support.

2.03 - The PBIS Team will have a monthly PBIS focus around the with a direct instruction lesson and positive recognitions/incentives for students.

2.03 - Behavior Support Aides will provide direct instruction for positive behaviors conducive to learning and collaborating with peers.

2.04 - The Parent Coordinator will communicate with families using platforms for communication such as Parent Square. The parent Coordinator will reach out to families with a call to support our ELAC and SSC.

2.04 - Student Support Specialist will hold Family Engagement & expanded learning activities/events for families.

2.05 - School will utilize the professional learning community model to increase effective practice to provide high-quality instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

2.01 - Increase student attendance rates and reduce chronic absenteeism.

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

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

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

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.

Based on data from the California Dashboard and Attention2Attendance (A2A), absenteeism and suspension rates are an area of need. Parent/caregiver partnerships are critical to improve student attendance and engagement.

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
A2A data chronic absenteeism data.	2023-2024 is 27.2%	28% (decrease by 25%) 2024-2025 is 23.8%
A2A truancy data.	2023-2024 is 50%	42% (decrease by 25%) 2024-2025 is 47.1%
Suspension rate according to CA dashboard.	Very High for African American students; High for Two or More Races, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities; Medium for English Learners, Hispanic, and White students..	Medium to Low. Low for 2025
Panorama survey data on self-regulation	42%	52.5% (increase by 25%)

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	Our Instructional Coach will work with teachers on quality first instruction including engagement strategies, classroom management, small group instruction, the model of instruction, and math/reading essential standards.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	22,372 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,439 Title I 3000-3999: Employee Benefits Instructional Coach 5,112 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 1,145 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Coach
2.2	0.8 full time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle. *Art Specialist is .4 and is funded through VAPA/Prop.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	14,463 Title I 1000-1999: Certificated Personnel Salaries Specialist (Art, Science, Spanish) 3,192 Title I 3000-3999: Employee Benefits

			Specialist (Art, Science, Spanish)
2.3	Three interventionists will provide targeted MTSS groups during the school day for reading, math and ELD intervention.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	13,846 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD intervention Teacher 5,306 LCFF - Supplemental 3000-3999: Employee Benefits ELD intervention teacher 10,670 Title I 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 4,088 Title I 3000-3999: Employee Benefits ELD Intervention Teacher 22,930 Learning Recovery 1000-1999: Certificated Personnel Salaries ELA intervention Teacher 5,623 Learning Recovery 3000-3999: Employee Benefits ELA intervention Teacher 27,260 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Intervention Teacher 10,162 LCFF - Supplemental 3000-3999: Employee Benefits Math Intervention Teacher
2.4	A full-time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	29,388 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 7,319 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal
2.5	Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and intervention.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,000 LCFF - Supplemental 4000-4999: Books And Supplies classroom supplies

2.6	Parent coordinator to support student, family, and community engagement.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	4,839 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 1,885 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator
2.7	Extra hours for our school clerk will assist with outreach and school connectedness to families, particularly to support positive attendance.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	6,012 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk 2,337 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk
2.8	Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and parent workshops.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	23,491 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 9,148 LCFF - Supplemental 3000-3999: Employee Benefits BIA
2.9	Additional time for our health assistant to support positive attendance, parent engagement and a safe environment.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,676 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 1,100 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant
2.10	Attendance Specialist to support student, family, and community engagement.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	5,904 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Specialist 2,300 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Specialist
2.11	A paraeducator will support inside the classroom and with interventions in grades K-2.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator 913 LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator

2.12	A full-time behavior specialist will work closely with our climate/PBIS team to support schoolwide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors. The behavior specialist will also provide support and training for teachers in classroom management and behavior strategies.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	24,155 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior Specialist 9,154 LCFF - Supplemental 3000-3999: Employee Benefits Behavior Specialist
2.13	Assemblies and Transportation across all disciplines including math, science, outdoor education, drama, STEM, for students to go on field trips and presenters to come to school.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	4,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs busses 4,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures student activity fees
2.14	Social Emotional student supports through Special Friends	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,750 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Elementary interventions
2.15	Student assemblies that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging/PBIS related activities.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,050 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures assemblies
2.16	We hired a Student Support Specialist that will work on implementation of Community Schools through student and staff support and community outreach.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	26,827 California Community Schools 1000-1999: Certificated Personnel Salaries Student Support Specialist 8,232 California Community Schools 3000-3999: Employee Benefits Student Support Specialist
2.17	Postage to support community outreach and parent engagement.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	800 LCFF - Supplemental 5900: Communications postage
2.18	Educational supplies for classroom use including supply money for specialists and intervention	All students, especially students who qualify as Title 1 or have been	1,269 California Community Schools

	teachers providing PLT time for classroom teachers and interventions.	identified as needing Additional Targeted Support and Improvement (ATSI): White.	4000-4999: Books And Supplies Includes supply money for PLT release teachers 7,314 LCFF - Supplemental 4000-4999: Books And Supplies Includes supply money for PLT release teachers
2.19	Extra time for our library clerk will support SEL and PBIS by providing library access as an alternative to recess and additional safe space during the school day.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	7,631 California Community Schools 2000-2999: Classified Personnel Salaries Library Clerk 3,226 California Community Schools 3000-3999: Employee Benefits Library Clerk
2.20	UC Davis PC Care, In-home parent behavioral instruction/Project Optimism - Youth mentoring, social skills development, family engagement provided by diverse college age youth/Structured recess from Superior Sports.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	44,631 California Community Schools 5800: Professional/Consulting Services And Operating Expenditures Project Optimism/Superior Sports/UCD PC Care
2.21	Yard duties will supervise students to ensure safety outside of the classroom.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	9,909 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard Duty 3,590 LCFF - Supplemental 3000-3999: Employee Benefits Yard Duty
2.22	Professional Development for teachers and/or support staff for PLC, PBIS, SEL, academic achievement, culture, and building a team to improve overall student outcomes	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): African American, Homeless, Two or More Races, or White.	3,750 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development

Annual Review

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

Analysis

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

The extra hours and positions for our staff have allowed to bring our school community and families closer to us. Some of the new staffing has even allowed for the hiring of people fluent in various languages, allowing for translation support even when it is not stated in their job duty. Attendance has been maintained due to outreach and strengthening our connection to families, and we have been able to provide support to many in need. Through that, our school climate also has taken steps forward.

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

The only difference has been to shift one of our employee's positions from in the classroom to extra hours as a parent coordinator in order to further engage with families and provide supports. Some bilingual staff transitioned to other opportunities midyear.

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.

The above change will still support the same goal and annual outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Provide all students with high quality classroom instruction.

3.01 - School wide focus on model of instruction and its strategies to remove barriers to success, increase student interest and participation, and provide scaffolding and supports within the Tier 1 instruction.

3.01 - Teach SEL weekly to build social emotional learning skills.

3.02 - Teachers will meet during PLC to choose essential standards, and a curriculum that supports student needs, and use data to monitor the success of all students to plan for our intervention groups with our Intervention teachers that change approximately every 6 weeks.

3.03 - Instructional Coach, MTSS Specialist, and Intervention teachers will collaborate with teachers to plan instruction that focuses on strategies in integrated ELL instruction and support curriculum and implementation in designated ELL time in small groups.

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.

Reading continues to be an area of need and will continue to be a focus area. Our data also shows that math is an area of need and with our new math curriculum, professional development in math will also be a focus area.

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	All staff is offered PD through district provided professional development	All teachers will be trained in the tools that can be used with adopted programs.
EL instruction	Targeted supports by the ELD teacher	Professional development opportunities for integrated and designated ELD within the curriculum.
Behavior RtI/PBIS	Office discipline referrals	Increase teacher capacity to support a positive classroom climate through PBIS implementation.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Instructional Coach will work with teachers on quality first instruction including engagement strategies, classroom management, small group instruction, the model of instruction, and math/reading essential standards.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	22,372 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 5,439 Title I 3000-3999: Employee Benefits Certificated/classified benefits 5,112 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1,146 LCFF - Supplemental 3000-3999: Employee Benefits Certificated/classified benefits
3.2	Three intervention teachers will provide targeted MTSS groups during the school day for reading, ELD, and math intervention.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	13,847 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 5,306 LCFF - Supplemental 3000-3999: Employee Benefits ELD Intervention Teacher 10,671 Title I 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 4,088 Title I 3000-3999: Employee Benefits ELD Intervention Teacher 22,931 Learning Recovery 1000-1999: Certificated Personnel Salaries ELA Intervention Teacher 5,623 Learning Recovery 3000-3999: Employee Benefits ELA Intervention Teacher 27,261 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			Math Intervention Teacher 10,162 LCFF - Supplemental 3000-3999: Employee Benefits Math Intervention Teacher
3.3	0.8 full-time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle. *Art Specialist is .4 and is funded through VAPA/Prop.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	14,464 Title I 1000-1999: Certificated Personnel Salaries Specialists (Art/Science/Spanish) 3,192 Title I 3000-3999: Employee Benefits Specialists (Art/Science/Spanish)
3.4	A full time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	29,388 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 7,319 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal
3.6	Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and parent workshops.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	23,491 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 9,148 LCFF - Supplemental 3000-3999: Employee Benefits BIA
3.7	A full-time behavior specialist will work closely with our climate/PBIS team to support schoolwide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors. The behavior specialist will also provide support and training for teachers in classroom management and behavior strategies.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	24,155 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Behavior Specialist 9,154 LCFF - Supplemental 3000-3999: Employee Benefits Behavior Specialist
3.8	Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and intervention.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White..	3000 LCFF - Supplemental 4000-4999: Books And Supplies Books/supplies
3.9	Educational supplies for classroom use including supply money for specialists and intervention	All students, especially students who qualify as Title 1 or have been	7,314 LCFF - Supplemental

	teachers providing PLT time for classroom teachers and interventions.	identified as needing Additional Targeted Support and Improvement (ATSI): White.	4000-4999: Books And Supplies Includes supplies for PLT release teachers/specialist 1,269 California Community Schools 4000-4999: Books And Supplies Supplies
3.10	We hired a Student Support Specialist that will work on implementation of Community Schools through student and staff support and community outreach.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	26,826 California Community Schools 1000-1999: Certificated Personnel Salaries Student Support Specialist 8,232 California Community Schools 3000-3999: Employee Benefits Student Support Specialist
3.11	Professional Development/Learning for PLC work, training, or ESNB meetings.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,750 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Dev/Learning
3.12	Student assemblies and field trips that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	4,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Field trips and assemblies
3.13	Paraeducator to assist with primary grade level instructional support.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,420 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para 913 LCFF - Supplemental 3000-3999: Employee Benefits Para
3.14	Instructional software licensing to support academic and social emotional learning.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,667 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Software
3.15	Student assemblies that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging/PBIS related activities.	All students, especially students who qualify as Title 1 or have been identified as needing	3,050 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

		Additional Targeted Support and Improvement (ATSI): White.	Assemblies
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

A large push at our site has been to improve our PLC process, so the extra time provided to teachers to work on their PLTs has begun to lay the foundation to improve their instruction. This time has been provided by the three specialists coming twice a week to give pull-out time to teachers for them to meet. The behaviorist has also worked with teachers on their own practices, to create more effective and inclusive instruction for all students. Additional professional learning and staff support also has worked to improve classroom instruction.

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

Content specialists will go between our site and another site to 40/60 in order to provide more support staffing in classrooms with the extra funds. For the 2025-2026 school year, staff decided to maximize impact of discussion and ultimately improve student achievement, meeting once a week for 55 minutes as a PLT.- No difference in cost.

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.

More money will be allocated to aide hours from the specialist hours, as they will still stay two days a week at our site to provide PLT time for our teachers but will have more time for aides to work with primary grades.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that promotes college and career readiness.

Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6) At Cordova Villa, we will:

4.01 - Instructional Coach will facilitate professional development in monthly staff meetings and in a co-teaching and planning model.

4.01 - Principal will do walk throughs and evaluations for new and tenured staff on an eval cycle that will focus on supporting instructional coaching in UDL, ELL strategies, Increasing Student Engagement, and SEL.

4.01 - New Teachers will be paired with a mentor through New Teacher induction and on-site mentors

4.01 - We will hold a monthly PD in staff meetings and meet three Thursdays a month utilizing the PLC process to plan and deliver instruction that uses data for every student.

4.02 - Custodian and Principal will inspect the site daily and collaborate on the monthly school maintenance checklist.

4.03 - Teachers will provide direct model social emotional learning strategies with the Behaviorist and Social Worker, along with focusing on our character traits.

4.03 - Climate/PBIS team will meet monthly to plan for Tier 1 strategies to increase a positive learning environment.

4.03 - Tier 2 students will be identified and served with Hawk-Ademy cycles.

4.03 - Parent Coordinator and Student Support Specialist will reach out to families to increase participation in ELAC and SSC.

4.03 - School will provide instructional supplies to support the academic content in order to strengthen/ increase student engagement, check for understanding, project-based learning, anchor charts, technology supplies, and general supplies to support our students.

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.

4.1 Support first - and second year teachers who are new to Cordova Villa.

4.2 Consistent monthly campus inspections for

4.3 Support all teachers in using the core curriculum with fidelity through professional development and collaboration.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Act Audit of Instructional Materials	100% compliance	100% compliance
Facilities Audit	100% in good repair	100% in good repair
Credential Audit	100% compliance	100% compliance

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	Instructional Coach will work with teachers on quality first instruction including engagement strategies, classroom management, small group instruction, the model of instruction, and math/reading essential standards.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	22,372 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5,439 Title I 3000-3999: Employee Benefits Instructional Coach certificated/classified benefits 5,112 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 1,145 LCFF - Supplemental 3000-3999: Employee Benefits certificated/classified benefits
4.2	Three intervention teachers will provide targeted MTSS groups during the school day for reading, math and ELD intervention.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	13,846 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 5,306 LCFF - Supplemental 3000-3999: Employee Benefits ELD Intervention Teacher 10,670 Title I 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 4,088 Title I 3000-3999: Employee Benefits ELD Intervention Teacher 22,930

			Learning Recovery 1000-1999: Certificated Personnel Salaries ELA Intervention Teacher 5,622 Learning Recovery 3000-3999: Employee Benefits ELA Intervention Teacher 27,260 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Intervention Teacher 10,162 LCFF - Supplemental 3000-3999: Employee Benefits Math Intervention Teacher
4.3	0.8 full time teachers will be hired as specialists to provide focused Professional Learning Team (PLT) time to grade level teams twice a week. Our students will benefit from instruction in art, science, and Spanish, while their classroom teachers work on the PLC cycle. *Art Specialist is .4 and is funded through VAPA/Prop.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	14,463 Title I 1000-1999: Certificated Personnel Salaries Specialists (Art/Science/Spanish) 3,192 Title I 3000-3999: Employee Benefits Specialists (Art/Science/Spanish)
4.4	A full-time Assistant Principal (AP) will support schoolwide academics and behavior to provide a safe learning environment.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	29,388 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 7,319 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal Benefits
4.5	Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and parent workshops.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	23,491 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified extra help for student and parent support 9,148 LCFF - Supplemental 3000-3999: Employee Benefits Classified extra help for student and parent support
4.6	Support continued academic growth of all students by providing books and supplies specifically for the library, classrooms, and intervention.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and	3,000 LCFF - Supplemental 4000-4999: Books And Supplies Books and supplies for students.

		Improvement (ATSI): White.	
4.7	Parent coordinator to support student, family, and community engagement.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	4,839 LCFF - Supplemental 2000-2999: Classified Personnel Salaries parent coordinator 1,885 LCFF - Supplemental 3000-3999: Employee Benefits parent coordinator
4.8	Educational supplies for classroom use including supply money for specialist and intervention teachers providing PLT time for classroom teachers and interventions.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	7,314 LCFF - Supplemental 4000-4999: Books And Supplies classroom supplies 1,269 California Community Schools 4000-4999: Books And Supplies Classroom supplies
4.9	Instructional software to support academics and social emotional learning.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,666 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures online software
4.10	We hired a Student Support Specialist that will work on implementation of Community Schools through student and staff support and community outreach.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	26,827 California Community Schools 1000-1999: Certificated Personnel Salaries Student Support Specialist 8,232 California Community Schools 3000-3999: Employee Benefits Student Support Specialist
4.11	Paraeducator to assist with primary grade level instructional support	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para salary 913 LCFF - Supplemental 3000-3999: Employee Benefits Para benefits
4.12	A full-time behavior specialist will work closely with our climate/PBIS team to support school wide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors. The behavior specialist will also provide support and training for teachers in classroom management and behavior strategies.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and	24,154 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior Specialist salary 9,154 LCFF - Supplemental

		Improvement (ATSI): White.	3000-3999: Employee Benefits Behavior Specialist benefits
4.13	Yard duties will supervise students to ensure safety outside of the classroom.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	9,908 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard duty supervision 3,589 LCFF - Supplemental 3000-3999: Employee Benefits Yard duty benefits
4.14	Additional time for our health assistant to support positive attendance, parent engagement and a safe environment.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	2,675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 1,100 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant
4.15	Support continued academic growth of all students by providing professional development and after-school intervention support through certificated and/or classified staff (before and after school). In order to support family engagement, we will offer play care for after school events.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,750 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PD and conferences
4.16	Extra hours for our school clerk will assist with outreach and school connectedness to families, particularly to support positive attendance.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	6,012 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School clerk 2,338 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk
4.17	Extra time for our library clerk will support SEL and PBIS by providing library access as an alternative to recess and additional safe space during the school day.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	7,631 California Community Schools 2000-2999: Classified Personnel Salaries Library Clerk 3,225 California Community Schools 3000-3999: Employee Benefits Library Clerk
4.18	UC Davis PC Care, In-home parent behavioral instruction/Project Optimism - Youth mentoring, social skills development, family engagement provided by diverse college age youth/Structured recess from Superior Sports.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and	44,631 California Community Schools 5000-5999: Services And Other Operating Expenditures Outside community partnerships (Project

		Improvement (ATSI): White.	Optimism, Superior Sports, PC Care)
4.19	Attendance Specialist to support student, family, and community engagement.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	5,904 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Specialist 2,299 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Specialist
4.20	Student assemblies that promote a positive school climate and reinforce social emotional learning, with a focus on equity and belonging/PBIS related activities.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	3,050 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies

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.

Based on 2024-2025 data, the school needs behavioral intervention and support for overall PBIS implementation to lower the suspension rate in the ATSI subgroups. Continued funding for these positions as well as working on improving the absenteeism rate are effective. The support staff positions, and the extra hours contribute to the school climate/culture and ultimately academic success for all subgroups identified.

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

Funding will remain at a 40/60 FTE, split with Williamson for the Specialists. The impact is not seen at the CVE with regards to instruction. This time allows for extra collaboration/PLT time during the week. The funding also increased to add to intervention support after school, professional development, supplies/technology, field trips and other categories related to helping all students yet focusing on the subgroups to improve academically.

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.

Increased hours, support positions and shifting the funding to support the students are the changes located in all goals.

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.

To continue to support struggling students who are experiencing challenges.

District Goal 1: Student Achievement and Success

School Goal (s): Student Achievement and Success with targeted intervention strategies with identified subgroups

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.

Performance Goal 5: All students will graduate from high school.

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.

Academic challenges and behaviors that prevent students from achieving in and out of the classroom. Improve identified needs of California Data Dashboard, which are academic scores, attendance, and school climate.

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
Renaissance	Reading: Grades 3-5 there was consistent improvements/growth in the number of students approaching meeting or exceeding	Reading/Math: Continuous improvement on state data (5%-10%)
Behavior RtI/PBIS	Office Behavior Referrals/Suspensions	Lowered number of major behaviors

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	Provide intervention opportunities for students performing below grade-level standard in reading.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	24,576 Equity Multiplier 1000-1999: Certificated Personnel Salaries Intervention Extra Hourly 5,424 Equity Multiplier 3000-3999: Employee Benefits Intervention Extra Hourly

5.2	.7188 FTE Behavior Support Assist. will support Behaviorist with working closely with our climate/PBIS team to support school wide Tier 1 behavior expectations in addition to providing interventions for Tier 2 and 3 behaviors.	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	44,925 Equity Multiplier 2000-2999: Classified Personnel Salaries BSA Salary 32,843 Equity Multiplier 3000-3999: Employee Benefits BSA Benefits
5.3	Professional Development for teachers and/or support staff for PLC, PBIS, SEL, academic achievement, culture, and building team to improving overall student outcomes	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	23,000 Equity Multiplier 1000-1999: Certificated Personnel Salaries Subs 6105 Equity Multiplier 3000-3999: Employee Benefits Benefits 25,000 Equity Multiplier 5000-5999: Services And Other Operating Expenditures Conference, PD workshops
5.4	Indirects	All students, especially students who qualify as Title 1 or have been identified as needing Additional Targeted Support and Improvement (ATSI): White.	7,754 Equity Multiplier 7000-7439: Other Outgo Indirects

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,642,165.00
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	\$240,901.00

Subtotal of additional federal funds included for this school: \$240,901.00

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	\$256,287.00
Equity Multiplier	\$169,627.00
LCFF - Supplemental	\$861,137.00
Learning Recovery	\$114,213.00

Subtotal of state or local funds included for this school: \$1,401,264.00

Total of federal, state, and/or local funds for this school: \$1,642,165.00

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	240,901	0.00
LCFF - Supplemental	861,137	0.00
Learning Recovery	114,213	0.00
California Community Schools	256,287	0.00
Equity Multiplier	169,627	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	256,287.00
Equity Multiplier	169,627.00
LCFF - Supplemental	861,137.00
Learning Recovery	114,213.00
Title I	240,901.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	787,367.00
2000-2999: Classified Personnel Salaries	271,961.00
3000-3999: Employee Benefits	350,989.00
4000-4999: Books And Supplies	46,332.00
5000-5999: Services And Other Operating Expenditures	96,448.00
5700-5799: Transfers Of Direct Costs	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	65,014.00
5900: Communications	800.00
7000-7439: Other Outgo	7,754.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	California Community Schools	107,307.00
2000-2999: Classified Personnel Salaries	California Community Schools	15,262.00
3000-3999: Employee Benefits	California Community Schools	39,380.00
4000-4999: Books And Supplies	California Community Schools	5,076.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	44,631.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	44,631.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	47,576.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	44,925.00
3000-3999: Employee Benefits	Equity Multiplier	44,372.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	25,000.00
7000-7439: Other Outgo	Equity Multiplier	7,754.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	350,738.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	211,774.00
3000-3999: Employee Benefits	LCFF - Supplemental	193,869.00
4000-4999: Books And Supplies	LCFF - Supplemental	41,256.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	26,817.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,383.00
5900: Communications	LCFF - Supplemental	800.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	91,722.00
3000-3999: Employee Benefits	Learning Recovery	22,491.00
1000-1999: Certificated Personnel Salaries	Title I	190,024.00
3000-3999: Employee Benefits	Title I	50,877.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
325,464.00
419,627.00
317,710.00
409,737.00
169,627.00

School Site Council Membership

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

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

Name of Members	Role
Amber Carter	Principal
Leonardo Zamudio (Alternative)	Other School Staff
Dawn Calcagno	Classroom Teacher
Cassandra Reynolds	Classroom Teacher
Staci Guillen	Classroom Teacher
Sharonda Major	Parent or Community Member
Matthew Galbraith	Parent or Community Member
David Wadley	Parent or Community Member
Tashia Boudin	Parent or Community Member
Laura Pulido	Parent or Community Member
Hamidullah Huqooqmal (Alternate)	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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 Carter	Principal
Leonardo Zamudio	Other School Staff
Elisha Cortez	Other School Staff
Laura Pulido	Parent or Community Member
Tashia Baudoin	Parent or Community Member
Matthew Galbraith	Parent or Community Member
Hamid Huqooqmal	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

Other: SSC Chairperson

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

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

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

Attested:



Principal, Amber Carter on May 20, 2025

SSC Chairperson, on May 20, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.asp>

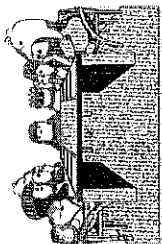
Appendix C: Select State and Federal Programs

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/>

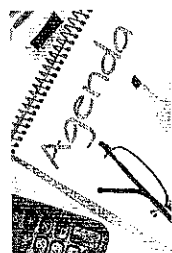
Updated by the California Department of Education, October 2023

CVE ELAC/SSC



May 21, 2025

Cordova Villa



Agenda:
SSC/ELAC Agenda May 20, 25
SSC/ELAC Minutes February 25, 2025

- Vision/Mission
- Data Review
- SPSA Approval
- Attendance Goals
- Next year SSC and ELAC Election
- Community Schools Share out

**Vision: Cordova Villa
Elementary School
commits to ensure
all students learn at
high levels.**

**Mission : In partnership with
families and community
organizations, Cordova Villa
Elementary will inspire students to
achieve the highest standards of
intellectual and personal
development through comprehensive
programs within a caring,
respectful, and inclusive
environment.**

CONGRATULATIONS to our 20 Reclassified students!!!!

What does this mean?

- Students have more options in middle school to take electives

Growth and Stretch

https://docs.google.com/spreadsheets/d/1w1MINUYh1QImYEZs7h_JwRqRLWcuB1Xo6fHDU0pIE/edit?usp=sharing

Sample: Kinder

#GAINS

CONGRATULATIONS

- Kindergarten
 - Gianni Garcia Patraza
 - Asher Toroc Pulido
 - Avlin Ramirez Fabian
- 1st Grade
 - Youdash Assow
 - Vasilisa Sukhanova
- 2nd Grade
 - William Hernandez Denis
 - Mohammad Karimnaseb
 - Pablo Mendoza Pulido
- 3rd Grade
 - Zuleika (Dunya) Huqooqmal
 - Alexander May Delao
- 4th Grade
 - Leonardo Coronado
 - Jayden Gomez Miranda
 - Solivan Ignacio
 - Sergio Lopez Montenegro
- 5th Grade
 - Mohammad Ahmadi
 - Renata Baryeh
 - Mylena Kolesnyk
 - Oleksandr Kovalchuk
 - Ahmad Wagar Onatzai
 - Bibi Fatima Yousafzai

Intervention Share out:
What trends did we see?

Intervention EOY
First tab only- Names of students are listed in all of the other grade level tabs



Positions funding from the following sources:

- Title I (Federal)
- Community Schools Grant
- LCFF (Local Control Funding Formula- State/CA)
- Equity Multiplier

Total combined funding: \$1,466,138

Other expenditures:

- Professional Development/Conferences
- Field Trips from site and Measure H
- Assemblies
- PBIS
- Interventions/Compensation for Staff- after school small groups, parent engagement such as Literacy Nights, STEM activities
- Technology
- Substitutes for PD
- Classroom Supplies
- Software licensing when applicable

HAWK
Character Traits
kindness
empathy
citizenship
teamwork
cooperation
integrity
resilience
creativity
perseverance
inspiration

PBIS School Wide Effort Survey

***Monthly Character Traits**

***Hawk Store**

***Monday Morning Message**

***NEW* Slides on SEL/behavior topics**

Funding positions (salary and benefits) combinations of different funding sources when applicable:

- Assistant Principal
- Instructional Coach
- Behavior Specialist
- Behavior Assistant
- Gen Ed Paras
- Intervention Teachers
 - Math
 - ELA
 - ELD
- Specialists- 40/60 split with williamson
 - Spanish
 - Art- funded through VAPA/Prop money
 - Science
- Parent Coordinator
- Attendance Clerk
- Library Clerk

25-26 Budget Expenditures

9-9

Allocation	District	Supplemental	Title 1	Comm Sch	Equity Mult	Total
Parent Coord .25 FTE	\$9,678					\$9,678
Attendance Spec .25 FTE		\$11,808				\$11,808
General Para .75 FTE		\$13,330			\$26,660	\$39,990
Stu Supp Spec 1.0 FTE				\$106,085		\$106,085
Health Assistant .625 FTE	\$7,571		\$30,284			\$37,855
Library Clerk .75 FTE	\$21,995			\$21,955		\$43,910
Specialists 0.8 FTE		\$70,622				\$70,622

DATE

25-26 Budget Expenditures

9-9

Allocation	District	Supplemental	Title 1	Comm Sch	Equity Mult	Total
Supplies		\$31,500*				\$31,500
Playcare/Family Events		\$4,000*				\$4,000
Special Friends		\$7,500				\$7,500
Software		\$8,000*				\$8,000
Field Trips		\$8,000*				\$8,000
Postage		\$800*				\$800
Profess Dev/Assemblies		\$7,500*				\$7,500

25-26 Budget Expenditures

9-9

Allocation	District	Supplemental	Title 1	Comm Sch	Equity Mult	Total
Behav Supp Spec 1.0 FTE		\$133,235				\$133,235
Intervention Teach 1.0 FTE	\$114,213*					\$114,213
Intervention Teach 1.0 FTE	\$149,691					\$149,691
Intervention Teach 1.0 FTE		\$135,644				\$135,644
Instruction Coach 1.0 FTE	\$25,030		\$111,245			\$136,275
Behav Supp Aide 0.7183 FTE					\$77,768	\$77,768
Biling Inst Asst 2.1625 FTE	\$122,124	\$8,432				\$130,556

DATE

25-26 Budget Expenditures

9-9

Allocation	District	Supplemental	Title 1	Comm Sch	Equity Mult	Total
PD/SPED/Classif Subs		\$10,000*				\$10,000
Conferences		\$4,297*				\$4,297
PCCare/ProjOpt/SupSport				\$68,000		\$68,000
Buses		\$4,000*				\$4,000
Intervention Time					\$30,000	\$30,000
Total		\$352,750	\$240,901	\$256,287	\$169,627	

2025-2026 Bell Schedule Draft

Includes the following:

- ELD instruction
- Intervention/WIN times
- PE
- Specialists/PLI times
- RSP
- Music

SSC/ELAC* MEETING

AGENDA / MINUTES

Cordova Villa Elementary School

Date: May 20, 2025

Time: 7:50 am

Location: Room 16

1. Call to Order - Introductions

The meeting was called to order at : 7:53 am

Members Present:

<i>Name</i>	<i>Title</i>	<i>Name</i>	<i>Title</i>
<i>Amber Carter</i>	<i>Principal</i>	<i>Di Ana Galbraith</i>	<i>Parent</i>
<i>Elisha Cortez</i>	<i>ELAC rep</i>	<i>Matt Galbraith</i>	<i>SSC Member</i>
<i>Leo Zamudio</i>	<i>Alternate (admin)</i>	<i>Linh Lam</i>	<i>School Psych</i>
<i>Stacie Guillen</i>	<i>SSC Member</i>	<i>David Wadley</i>	<i>SSC Member</i>
<i>Dawn Calcagno</i>	<i>SSC Member</i>	<i>Sharonda Major</i>	<i>Parent/Member</i>
<i>Cassandra Reynolds</i>	<i>SSC Member</i>		

Notetaker: Linh Lam

A quorum was established with 6 members in attendance.

Not fully present - voting by David Wadley and Matt Galbraith done by email after the meeting

2. Previous Meeting Minutes – Approval of Minutes from February 25, 2025

3. Unfinished Business- Federal Program Monitoring update

4. New Business:

a. Vision/Mission

- i. Vision: Cordova Villa Elementary School commits to ensure all students learn at high levels.

- ii. **Mission:**In partnership with families and community organizations, CVE will inspire students to achieve the highest standards of intellectual and personal development through comprehensive programs within a caring , respectful, and inclusive environment.
- b. 20 students reclassified from Kindergarten through 5th grade.
- c. **ELAC information-** parent trainings available from district, TBD for the upcoming school year
 - i. *TBD by Heidi and Maribel*
- d. **CVE 2025-2026 information, budget, and data**
 - i. *Intervention share out*
 - ii. *New grading rubrics for next year*
 - iii. *Staff orientation/ PD- Carter*
 - iv. *Positions funding from Title 1 (Federal), Community School Grant, LCFF, and Equity Multiplier- total \$1,466,138*
 - v. *Reach out to CVE for specific budget data*
 - vi. *Bell Schedule draft 2025-2026 school year*
- e. **SPSA approval and input for English Language Learners and the advisory committee**
- f. **Attendance - Why it's important and how it impacts your student's educational outcomes**
 - i. *We added attendance assemblies, attendance 'hot-chocolate' pop-up*
- g. **Community Schools Presentation-Elisha presents**
- **Event Feedback [Survey](#)**
 - 
- h. **PBIS School Wide Effort Survey**
 - i. **Attendance-** challenging for some families, impacts schooling, students fall behind and ultimately reduction in high school graduation rates
 - i. *weather is a major impact preventing students from coming to school.*
 - j. **Elections for the upcoming school year- nominations in the fall when we return**
 - i. *Student council?*

5. **Public comment-** PTA looking to fill in budget hole

6. Adjournment/Next Meeting – 8:33 am. Next meeting: August 26th Time: TBD

Minutes respectfully submitted by: PRINCIPAL Amber Carter

Amber Carter _____
Signature

_____ May 25, 2025 _____
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.

*SSC/ELAC members voted to merge



Cordova Villa Elementary School

SSC 5/20/2025



First/Last Name	Title/Role	Email	Phone #
LAURA POLIHO	Mom	laurapolihod@gmail.com	(916) 969-5045
Kenia Lopez	Mom	K17234973@gmail.com	(916) 308-3207
Dawn Calcagno	teacher	dcalcagno@fcusd.org	
Joseph Zaldívar		jguz217@yahoo.com	831 428 2322
Marisela Ramos		marisela_ramos33@gmail.com	279 789 2960
Beatriz Pelaez		bpela78@live.com	(530) 957-5956
Staci Guillen	teacher	Sguillen@fcusd.org	
Leonardo Zamudio	Assistant Principal	leonardo@fcusd.org	
Juana Patricia	Eher Lopez 210@hotmail.com		916 470-6253
Balbinga Chavez			213) 732 6280
Sara Montenegro	Marco Lopez		916 912 6998
Azadeh Rezvani	Parent	violetpartydesigner@gmail.com	916-707-7211
Nicolasa Patricia	Mama.		916 701 -11-60

Meeting Agenda & Notes Attached

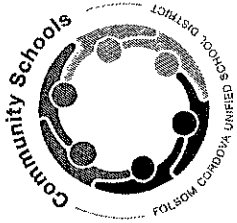
Daryna Kiseikova

Metha

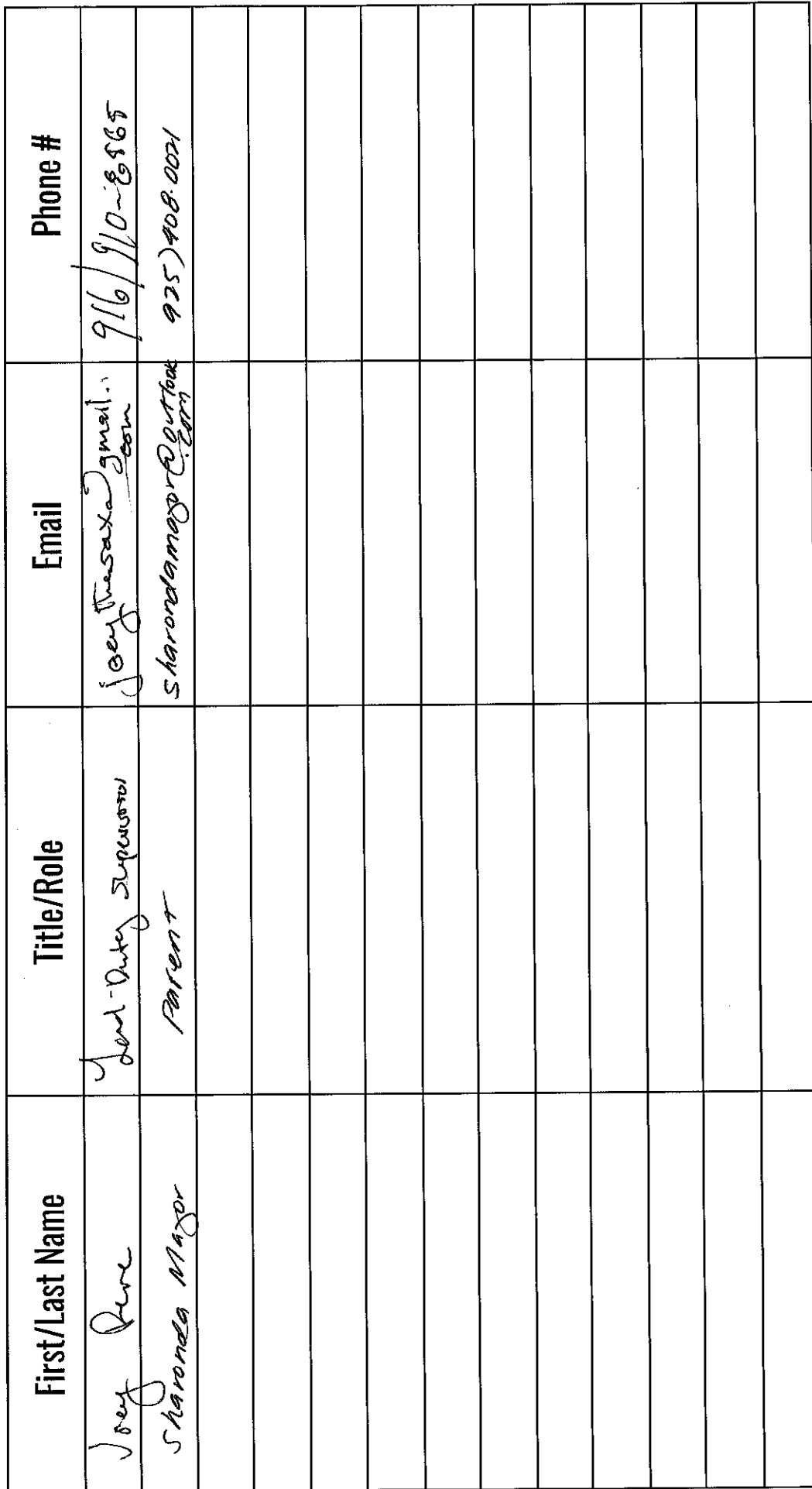
Kiseikova 916 470-7922

Cassidy yells

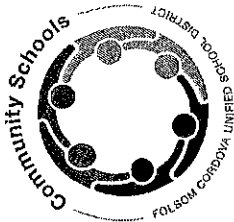
teacher



SSC 5/20/2025



Meeting Agenda & Notes Attached



Cordova Villa Elementary School

ELAC 5/20/2025



First/Last Name	Title/Role	Email	Phone #
Loren Pulido	MOM	lorapulidozamudio@gmail.com	(916) 969-5045
Kenia Lopez	MOM	K17234973@gmail.com	(916) 308-3307
Dawn Calcaagno	teacher	dcalcaagno@fcusd.org	
Margarita Ginez		cinco461@gmail.com	916 856 2230
Beatriz Pelayo		bpelayo@live.com	(530) 951-5956
Jaci Guillen	teacher	squiland@fcusd.org	
Leonardo Zamudio	Assistant Principal	lzamudio@fcusd.org	
Nicolasa Patrean	Stama		916-741-1160
Laryna Kirichova	Mother	kirichova91@gmail.com	916-470-7722
Hiedi Manoguerra	Staff	hmanoguerra@fcusd.org	
Cassandra Ids	Teacher		
Josiah Wilbur	Parent	jog2218@aiphoo.com	831 928 2322
Azadeh Rezai	Parent	violetpartydesigner@gmail.com	916-707-7211

Meeting Agenda & Notes Attached

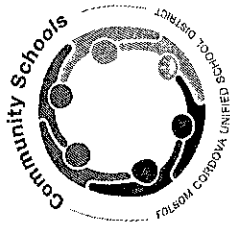
Dara Montenegro
Joy Ruez
S Karonda Major

Mamia
staff

Parent

916 912 6998
(916) 910-8565

slarandamajoroutlook 925)408-0021
slarandamajoroutlook.com



ELAC 5/20/2025

[illegible]

Meeting Agenda & Notes Attached