



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova Gardens Academy of Arts & Sciences	34673306033153	May 12, 2026	August 20, 2026

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

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

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

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

This plan is being used by Cordova Gardens Academy of Arts and Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Title I Schoolwide, Learning Recovery, an Equity Multiplier site, and a California Community School.

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

26-27 School Plan for Student Achievement (SPSA) approval by Site Council and English Language Acquisition Committee 5/12/26

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 Gardens Academy of Arts and Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Title I Schoolwide, Learning Recovery, an Equity Multiplier site, and a California Community School.

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

26-27 School Plan for Student Achievement (SPSA) approval by Site Council and English Language Acquisition Committee 5/12/26

The 2026-2027 Single Plan for Student Achievement (SPSA) is aligned to the district Local Control and Accountability Plan (LCAP) goals 1-5. Available data is assessed; programs are implemented to support student achievement and social emotional learning.

School Vision and Mission

For School Year 2026-2027

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

School & Community Profile

Cordova Gardens Elementary School is located just east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. Cordova Gardens has a rich heritage of community pride, family involvement, and neighborhood charm. It is affectionately referred to as "The Gardens." The campus presents an inviting landscape with beautiful, large trees and colorful murals. The newest mural, a tree full of student handprints, was added during the 2016-2017 school year. Located in Rancho Cordova, a city of over 75,000 inhabitants, Cordova Gardens is one of twenty-three elementary schools in the Folsom Cordova Unified School District (FCUSD). In addition, FCUSD includes four middle schools, three high schools, 2 alternative schools, one charter school, and one virtual academy, Innovations Academy. The district serves over 21,000 students. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners.

Cordova Gardens is home to a regular TK-5th grade education program. One preschool class is offered on campus. Preschool students and families are invited to participate in all school activities. In addition, Cordova Gardens houses the district Opportunity Program for students in grades 3-6. The Opportunity Program at Cordova Gardens is pleased to welcome general education students from all sites in FCUSD who demonstrate a need for additional support with social and school skills, in order to be successful learners. Once students gain proficiency in social skills, they return to their home schools. The student population at Cordova Gardens is culturally diverse. There are 7 different home languages represented. Students in Specialized Academic Instructional (SAI) programs are mainstreamed with typical peers as appropriate to the child and the Individual Education Plan (IEP). Our students with disabilities population are 18.8% of the total student body population. There will be 4 self-contained Special Day classes on campus. The learning center approach, with daily Multi-Tiered Systems of Support (MTSS) blocks, supports all students with targeted, specific instruction through the Response to Intervention (RtI) model. The percentage of English Language Learners (ELL) is currently 25%. In addition, 5% of English Learners have been re-designated as Fluent in English. Cordova Gardens is supported by the district with funding sources that provide two part-time bilingual instructional assistants. The teaching staff and support personnel collaborate to provide appropriate instruction and specialized learning experiences to meet

the needs of all students. Our student enrollment, reported on the California Dashboard in 2025, was 293 students. The school's largest ethnic group is Hispanic, with 40 %, followed by White, with 23%. Black or African American comprises 15%, followed by Two or more races 16.7%, and Asian, 4 %. In the 2025 school year, 79%% of our student population is socio-economically disadvantaged, with 10% homeless.

Student Group

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

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

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

Cordova Gardens has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

***Expanded Learning Programs at Cordova Gardens.

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

Educational Partner Involvement

How, when, and with whom did Cordova Gardens Academy of Arts and Sciences consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Initial 2026-2027 SPSA was shared in April and May meetings in the 2025-2026 school year. Site Council and English Language Acquisition Committee approved the 26-27 SPSA on 5/12/26. The SPSA will be revisited in the August 2026 Site Council and English Language Acquisition Committee to reflect any necessary additions.

School Plan for Student Achievement (SPSA) has been reviewed at past Site Council and English Language Advisory Committee Meetings Stakeholders will be notified within the first site council/English Language Acquisition Committee (ELAC) meeting. The SPSA for the 2026-2027 school year will be shared during the Site Council/ELAC Meeting scheduled for both May and August 2026. Updates and changes will be made accordingly as subsequent Site Council meetings are scheduled throughout the school year.

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.

Through our Community Schools design process, we have noted gaps in services and supports that we are working as a regional network of schools to address.

Site Council Meetings 2025-2026 meeting dates:

8/26/25
9/16/25
10/14/25
11/4/25
12/9/25
1/20/26
2/10/26
3/10/26
4/21/26
5/12/26

English Language Advisory Committee 2026-2026 meeting dates:

8/26/25
9/16/25
10/14/25
11/4/25
12/9/25
1/20/26
2/10/26
3/10/26
4/21/26
5/12/26

Resource Inequities

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

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

Additional resources will need to be allocated to staff training in the 2026-2027 school year to help with training related to new staff and the intervention process needed to reduce the achievement gap in subgroups and deficiencies caused by distance learning in the spring of 2020, as well as the fall of 2020 school years.

Continued resources will need to be allocated to the implementation of strategies that help reduce disproportionate rates of suspension of students in subgroups (African American, Hispanic, Economically Disadvantaged), as well as our ATSI subgroups: Two or More Races, White, and African American. Additional strategies will be employed to focus on achievement gaps within all subgroups.

Continued resources will need to be allocated to the reduction of chronic absenteeism rates, especially in ATSI subgroups: African Americans, Two or more Races, and Whites.

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

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.

For the 2025 Dashboard:

Areas of significant improvement:

*Chronic Absenteeism : Red-- subgroups in the Red are African American, Hispanic, Homeless, Two or more Races, Socioeconomically Disadvantaged, Students with disabilities. Attendance programs were implemented to improve chronic absenteeism rates. Further work will need to be undertaken to continue to work around reducing chronic absenteeism in these subgroups.

* Mathematics: Orange: --subgroups in orange are EL (red), Hispanic, Socioeconomically Disadvantaged, Students with Disabilities.

A new math curriculum innovavate will be implemented in the 26-27 school year. As a site we are providing more targeted intervention to subgroups needing math remediation.

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.

California Dashboard Academic Performance Indicators 2025:

ELA performance 2025: All students performed in the yellow band.

*One student group, students with disabilities, performed in the red band.

Math performance 2025: All students performed in the orange band.

*One student group, students with disabilities, performed in the red band.

Other Needs

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

*In Fall 2025, the following student subgroups were chronically absent (Red): African American, Hispanic, Homeless, Two or More Races, Socioeconomically disadvantaged, and Students with disabilities.

*In Fall 2025, school suspension rates were in the red for Students with disabilities. The following subgroups were in the orange for suspension: African American and Two or More Races.

Attendance programs were implemented to improve chronic absenteeism rates. Further work will need to be undertaken to continue to work on reducing chronic absenteeism in these subgroups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cordova Gardens Academy of Arts and Sciences. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	14.76%	15.02%	13.16%	40	44	35
Asian	2.95%	4.10%	5.64%	8	12	15
Filipino	%	0.34%	%		1	
Hispanic/Latino	39.85%	39.93%	39.47%	108	117	105
Pacific Islander	0.37%	0.34%	0.38%	1	1	1
White	26.94%	23.55%	23.68%	73	69	63
Multiple/No Response	15.13%	16.72%	17.67%	41	49	47
Total Enrollment				271	293	266

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	42	49	35
Grade 1	35	47	43
Grade 2	43	38	43
Grade3	53	38	30
Grade 4	37	51	41
Grade 5	40	44	49
Grade 6	2	2	1
Total Enrollment	271	293	266

Conclusions based on this data:

- California dashboard through CDE also reflects the subgroup: "Two or More Races" has seen an increase.
- 2021-2022 through 2022-2023: A return to more traditional schooling has led to an increase in enrollment. This increase, however, has yet to return to pre-pandemic levels. With an aging neighborhood population, coupled with rising housing costs, we are expecting that our enrollment numbers will remain low.
2022-2023: Enrollment at the end of the school year rose to 318, back to pre-pandemic enrollment numbers. We are hopeful that our numbers will remain high and increase going into the 2023-2024 school year.

2024-2025: We are seeing a stable student population of approximately 300 students.

3. **2025-2026: There was an increase in EL/Newcomer students.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	69	70	56	24.5%	25.5%	21.1%
Fluent English Proficient (FEP)	12	14	22	5.1%	4.4%	8.3%

Conclusions based on this data:

1. 2023-2024: There is an increase in EL students attending CGE. EL student subgroup declined in 25-26.
2. There is an increase in EL students with few students designated as Fluent English Proficient.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39	56	50	38	53	42	38	53	42	97.4	94.6	84
Grade 4	47	38	59	47	35	54	47	35	54	100.0	92.1	91.5
Grade 5	41	41	63	38	39	50	38	39	50	92.7	95.1	79.4
Grade 6	4	*	4	4	*	4	4	*	4	100.0		100
All Grades	131	136	176	127	128	150	127	128	150	96.9	94.1	85.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2367.	2362.	2391.	13.16	7.55	14.29	23.68	20.75	26.19	15.79	20.75	21.43	47.37	50.94	38.10
Grade 4	2388.	2438.	2414.	2.13	34.29	9.26	10.64	8.57	22.22	29.79	17.14	18.52	57.45	40.00	50.00
Grade 5	2444.	2449.	2468.	13.16	10.26	18.00	31.58	28.21	18.00	15.79	17.95	30.00	39.47	43.59	34.00
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	8.66	15.63	13.33	21.26	19.53	21.33	21.26	18.75	23.33	48.82	46.09	42.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.89	9.43	4.76	55.26	58.49	69.05	36.84	32.08	26.19
Grade 4	8.51	25.71	11.11	55.32	45.71	50.00	36.17	28.57	38.89
Grade 5	7.89	2.56	12.00	63.16	64.10	56.00	28.95	33.33	32.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	7.87	11.72	9.33	58.27	56.25	57.33	33.86	32.03	33.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.26	7.55	9.52	50.00	41.51	52.38	44.74	50.94	38.10
Grade 4	2.13	8.57	1.85	34.04	57.14	50.00	63.83	34.29	48.15
Grade 5	7.89	15.38	18.00	52.63	48.72	52.00	39.47	35.90	30.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	4.72	10.16	9.33	44.88	47.66	50.67	50.39	42.19	40.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.89	7.55	14.29	68.42	66.04	59.52	23.68	26.42	26.19
Grade 4	0.00	11.43	3.70	76.60	71.43	74.07	23.40	17.14	22.22
Grade 5	10.53	12.82	16.00	68.42	64.10	60.00	21.05	23.08	24.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	5.51	10.16	10.67	71.65	67.19	66.00	22.83	22.66	23.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.79	1.89	14.29	50.00	67.92	57.14	34.21	30.19	28.57
Grade 4	2.13	20.00	9.26	74.47	57.14	55.56	23.40	22.86	35.19
Grade 5	15.79	12.82	16.00	52.63	53.85	54.00	31.58	33.33	30.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	10.24	10.16	12.67	59.84	60.16	55.33	29.92	29.69	32.00

Conclusions based on this data:

- 2022-2023 ELA CAASPP: 29.92% met standards.
2023-2024 ELA CAASPP: 35.16% met standards.
2024-2025 ELA CAASPP: 34.66% met standards.
We saw a .50% reduction in students meeting standards for the 2024-2025.

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40	56	50	39	55	49	39	55	49	97.5	98.2	98
Grade 4	47	38	58	47	37	57	47	37	57	100.0	97.4	98.3
Grade 5	41	41	63	40	41	63	40	41	63	97.6	100	100
Grade 6	4	*	4	4	*	4	4	*	4	100.0		100
All Grades	132	136	175	130	134	173	130	134	173	98.5	98.5	98.9

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2377.	2350.	2354.	10.26	3.64	4.08	20.51	12.73	12.24	23.08	27.27	26.53	46.15	56.36	57.14
Grade 4	2409.	2422.	2381.	6.38	10.81	1.75	6.38	18.92	12.28	44.68	29.73	28.07	42.55	40.54	57.89
Grade 5	2431.	2436.	2434.	5.00	9.76	7.94	17.50	12.20	17.46	27.50	24.39	20.63	50.00	53.66	53.97
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11															
All Grades	N/A	N/A	N/A	6.92	7.46	4.62	13.85	14.18	13.87	33.08	26.87	24.86	46.15	51.49	56.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.95	7.27	4.08	38.46	27.27	42.86	43.59	65.45	53.06
Grade 4	8.51	13.51	5.26	48.94	43.24	36.84	42.55	43.24	57.89
Grade 5	10.00	7.32	6.35	40.00	43.90	46.03	50.00	48.78	47.62
Grade 6	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	11.54	8.96	5.20	41.54	36.57	41.04	46.92	54.48	53.76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.82	5.45	4.08	41.03	38.18	46.94	46.15	56.36	48.98
Grade 4	2.13	16.22	0.00	46.81	40.54	38.60	51.06	43.24	61.40
Grade 5	5.00	9.76	7.94	45.00	31.71	42.86	50.00	58.54	49.21
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	6.15	9.70	4.05	44.62	36.57	43.35	49.23	53.73	52.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.38	1.82	4.08	58.97	54.55	48.98	25.64	43.64	46.94
Grade 4	2.13	8.11	5.26	59.57	56.76	45.61	38.30	35.14	49.12
Grade 5	7.50	4.88	7.94	45.00	58.54	46.03	47.50	36.59	46.03
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	7.69	4.48	5.78	55.38	56.72	46.24	36.92	38.81	47.98

Conclusions based on this data:

- 2022-2023 CAASPP Math: 20.77% met standards.
2023-2024 CAASPP Math: 21.64% met standards.
2024-2025 CAASPP Math: 18.49% met standards.
We saw a 3.15% decrease in our students meeting math standards.
- Areas of focus for the school year: 5% increase in students meeting standards in Math. There will be a new math adoption in the 2026-2026 school year. Targeted MTSS will need to focus on math intervention.
 - Area of focus: Strategically use instructional coaching to target students who did not meet math standards. Investigate the need to implement more before and after-school interventions that are math based in nature.
 - Area of focus: Target change in staff meeting requirements that focus on "ESBN" (Every Student by Name/Data) professional learning communities. Use meetings to focus on Guided Language Acquisition Design (GLAD) and UDL (universal design language) instructional strategies to support students.
 - Area of focus: Focus on monitoring EL Students and provide added Math interventions for these students in the 2023-2024 school year.
 - Area of focus: Break down Math data for subgroups and provide added interventions as needed.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1370.9	1398.9	*	1386.4	1401.3	*	1334.8	1393.0	7	21	18
1	1411.0	*	*	1419.1	*	*	1402.2	*	*	15	9	10
2	1418.3	1379.2	1404.6	1435.2	1402.0	1399.2	1401.2	1355.9	1409.4	14	18	12
3	*	1438.5	1441.2	*	1431.4	1425.8	*	1445.0	1456.3	10	13	17
4	*	*	1458.1	*	*	1452.8	*	*	1462.9	10	10	14
5	*	*	1451.6	*	*	1435.1	*	*	1467.7	7	8	21
All Grades										63	79	92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	9.52	11.11	*	19.05	16.67	*	23.81	38.89	*	47.62	33.33	*	21	18
1	0.00	*	*	26.67	*	*	26.67	*	*	46.67	*	*	15	*	*
2	7.14	0.00	8.33	14.29	38.89	8.33	21.43	16.67	25.00	57.14	44.44	58.33	14	18	12
3	*	0.00	11.76	*	7.69	29.41	*	46.15	0.00	*	46.15	58.82	*	13	17
4	*	*	0.00	*	*	28.57	*	*	21.43	*	*	50.00	*	*	14
5	*	*	4.76	*	*	19.05	*	*	14.29	*	*	61.90	*	*	21
All Grades	9.52	8.86	7.61	19.05	20.25	19.57	28.57	22.78	21.74	42.86	48.10	51.09	63	79	92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	14.29	11.11	*	23.81	16.67	*	23.81	33.33	*	38.10	38.89	*	21	18
1	6.67	*	*	40.00	*	*	13.33	*	*	40.00	*	*	15	*	*
2	14.29	0.00	8.33	14.29	50.00	16.67	28.57	5.56	25.00	42.86	44.44	50.00	14	18	12
3	*	0.00	35.29	*	38.46	0.00	*	7.69	5.88	*	53.85	58.82	*	13	17
4	*	*	14.29	*	*	42.86	*	*	14.29	*	*	28.57	*	*	14
5	*	*	23.81	*	*	9.52	*	*	4.76	*	*	61.90	*	*	21
All Grades	22.22	13.92	19.57	22.22	26.58	14.13	19.05	16.46	18.48	36.51	43.04	47.83	63	79	92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		9.52	5.56		4.76	11.11		38.10	66.67		47.62	16.67		21	18
1		*	*		*	*		*	*		*	*		*	*
2		5.56	8.33		22.22	0.00		16.67	33.33		55.56	58.33		18	12
3		0.00	0.00		0.00	29.41		30.77	11.76		69.23	58.82		13	17
4		*	0.00		*	14.29		*	21.43		*	64.29		*	14
5		*	4.76		*	4.76		*	28.57		*	61.90		*	21
All Grades	1.59	5.06	3.26	15.87	8.86	10.87	33.33	26.58	34.78	49.21	59.49	51.09	63	79	92

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	9.52	0.00	*	71.43	77.78	*	19.05	22.22	*	21	18
1	20.00	*	*	46.67	*	*	33.33	*	*	15	*	*
2	21.43	11.11	8.33	50.00	55.56	41.67	28.57	33.33	50.00	14	18	12
3	*	7.69	5.88	*	46.15	35.29	*	46.15	58.82	*	13	17
4	*	*	7.14	*	*	50.00	*	*	42.86	*	*	14
5	*	*	4.76	*	*	42.86	*	*	52.38	*	*	21
All Grades	23.81	13.92	6.52	47.62	51.90	51.09	28.57	34.18	42.39	63	79	92

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	14.29	16.67	*	42.86	44.44	*	42.86	38.89	*	21	18
1	0.00	*	*	53.33	*	*	46.67	*	*	15	*	*
2	21.43	11.11	8.33	28.57	44.44	33.33	50.00	44.44	58.33	14	18	12
3	*	7.69	37.50	*	38.46	6.25	*	53.85	56.25	*	13	16
4	*	*	14.29	*	*	57.14	*	*	28.57	*	*	14
5	*	*	28.57	*	*	9.52	*	*	61.90	*	*	21
All Grades	23.81	15.19	21.98	34.92	39.24	29.67	41.27	45.57	48.35	63	79	91

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	9.52	5.56	*	42.86	77.78	*	47.62	16.67	*	21	18
1	0.00	*	*	26.67	*	*	73.33	*	*	15	*	*
2	7.14	0.00	8.33	28.57	44.44	25.00	64.29	55.56	66.67	14	18	12
3	*	0.00	0.00	*	30.77	35.29	*	69.23	64.71	*	13	17
4	*	*	0.00	*	*	21.43	*	*	78.57	*	*	14
5	*	*	4.76	*	*	23.81	*	*	71.43	*	*	21
All Grades	4.76	3.80	3.26	31.75	39.24	39.13	63.49	56.96	57.61	63	79	92

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	9.52	22.22	*	42.86	50.00	*	47.62	27.78	*	21	18
1	0.00	*	*	60.00	*	*	40.00	*	*	15	*	*
2	0.00	11.76	0.00	42.86	47.06	41.67	57.14	41.18	58.33	14	17	12
3	*	0.00	11.76	*	58.33	35.29	*	41.67	52.94	*	12	17
4	*	*	7.14	*	*	35.71	*	*	57.14	*	*	14
5	*	*	0.00	*	*	38.10	*	*	61.90	*	*	21
All Grades	7.94	5.19	7.61	49.21	46.75	42.39	42.86	48.05	50.00	63	77	92

Conclusions based on this data:

- 2026-2027 school year: Work will need to be done regarding designated ELD instruction to help move students through the ELPAC proficiency levels in each grade level.
Overall performance of students achieving level 4: we have seen a 1.25% decrease in students reaching level 4 on summative ELPAC scores.
2022-2023 9.52%
2023-2024 8.86%

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
293	78.8%	23.9%	0.0%
Total Number of Students enrolled in Cordova Gardens Academy of Arts and Sciences.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	23.9%
Foster Youth	0	0.0%
Homeless	29	9.9%
Socioeconomically Disadvantaged	231	78.8%
Students with Disabilities	55	18.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	15%
American Indian	0	0.0%
Asian	12	4.1%
Filipino	1	0.3%
Hispanic	117	39.9%
Two or More Races	49	16.7%
Pacific Islander	1	0.3%
White	69	23.5%

Conclusions based on this data:

1. Trends: increases in socioeconomically disadvantaged groups and English Language learners.

2020-2021: Total 265, socioeconomically disadvantaged 77%, English Language learners 18.9%, and Foster Youth 1.1%.

2021-2022: Total 262, socioeconomically disadvantaged 73%, English Language learners 22.5%, and Foster Youth .4%.

2022-2023: Total 274, socioeconomically disadvantaged 91.6%, English Language learners 24.5, and Foster Youth 0% (Largest subgroup Hispanic, followed by African American and Two or More Races). The total population has increased in the last three years, with a large jump in Socially Economically Disadvantaged subgroups as well as English Language Learners.

2024-2025. Total 293, a larger enrollment, and higher percentages of EL and newcomer students. District records show that Cordova Gardens had a percentage of free or reduced that exceeded 90 percent in the 2022-2023 school year. Income verification forms for the 2023-2024 school year will show that we are 90% or above with respect to free or reduced lunch. In the 2024-2025 school year, we are 79%

2025-2026: Our population will be smaller when compared to the prior year.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 2024-2025 ELA performance was .5 percent lower than the prior year.
2024-2025 Math performance was over a percent drop-in students meeting the standard, as indicated with an orange indicator.
2024-2025 Chronic Absenteeism rates were the only dashboard in the red. The school allocated considerable effort in improving our chronic absenteeism rates in the 2025-2026 school year.
2024-2025: There was considerable English Learner Progress made by our EL students.

School and Student Performance Data

Academic Performance English Language Arts

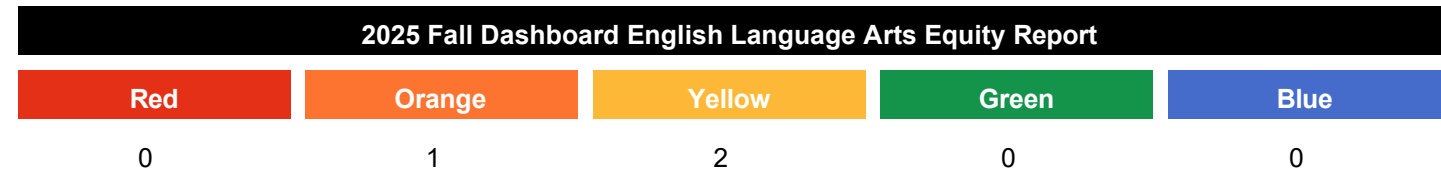
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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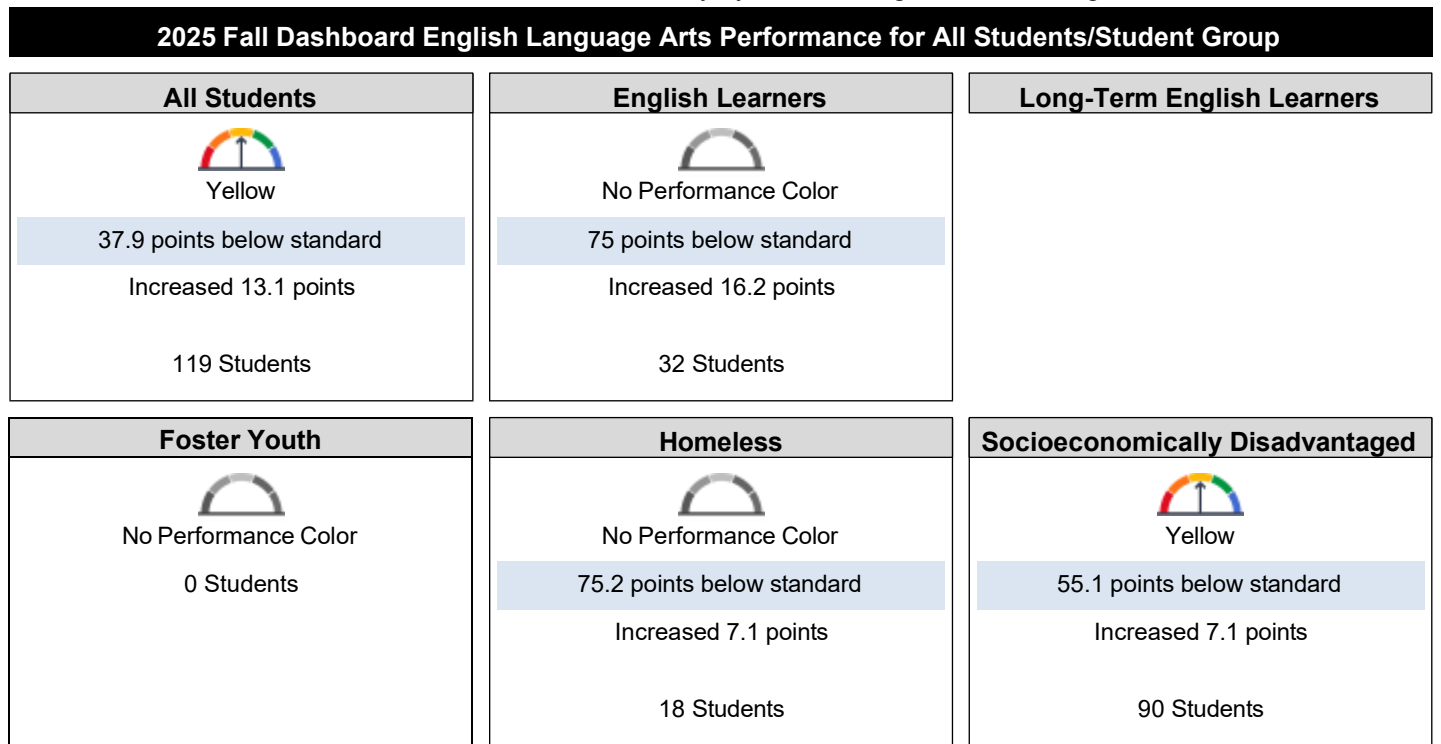
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides 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.



Students with Disabilities  Orange 132.9 points below standard Increased 24.7 points 32 Students	African American  No Performance Color 54.6 points below standard Increased 42.3 points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 49.8 points below standard Increased 4.6 points 58 Students
Two or More Races  No Performance Color 31 points below standard Increased 3.6 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 10.9 points below standard Increased 8.2 points 20 Students

Conclusions based on this data:

- 2024-2025 ELA dashboard data shows that we maintained roughly the same percentage of students meeting the ELA standard.
This data does show that there are areas of concern:
*Students with disabilities are in the orange (132.9 points below the standards).
*Socioeconomically disadvantaged are in the yellow (55 points below the standards).
*Hispanic students were in the yellow (50 points below the standard).

School and Student Performance Data

Academic Performance Mathematics

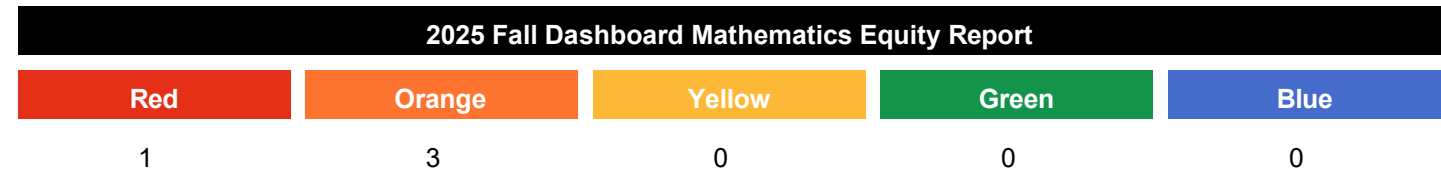
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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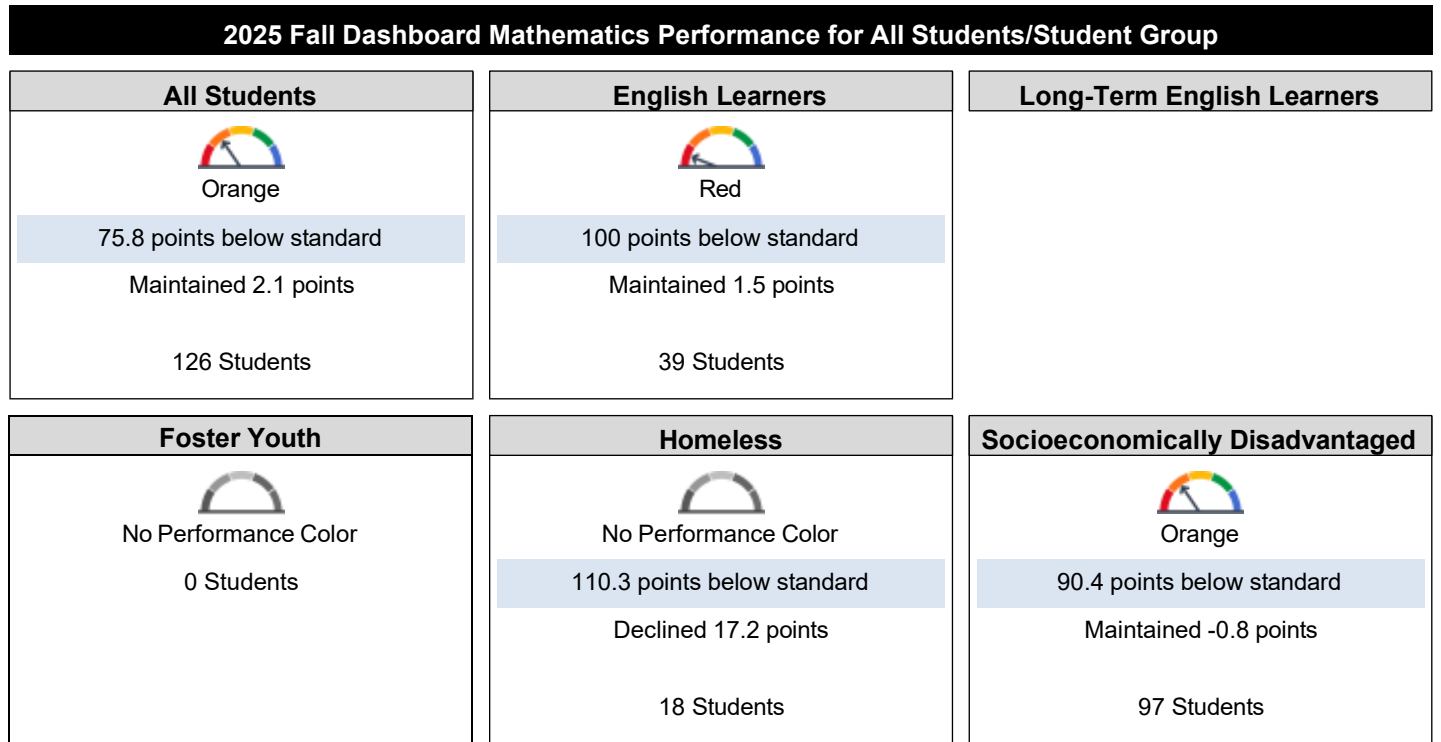
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides 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.



Students with Disabilities  Orange 167.6 points below standard Increased 7 points 32 Students	African American  No Performance Color 94 points below standard Increased 19.1 points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 88.5 points below standard Declined 3.9 points 58 Students
Two or More Races  No Performance Color 74.2 points below standard Increased 17.9 points 26 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 45 points below standard Declined 22.2 points 23 Students

Conclusions based on this data:

- Overall, Math Dashboard data shows that all students are in the orange indicator (76 points below the standard)
Areas of concern:
*EL students are in the red indicator (100 points below the standard).
*Socioeconomically Disadvantaged students are in the orange indicator (90 points below the standard).
*Homeless subgroup decreased by 17 points (110 points below the standard).
*White subgroup declined by 22 points (45 points below the standard).

School and Student Performance Data

Academic Performance Science

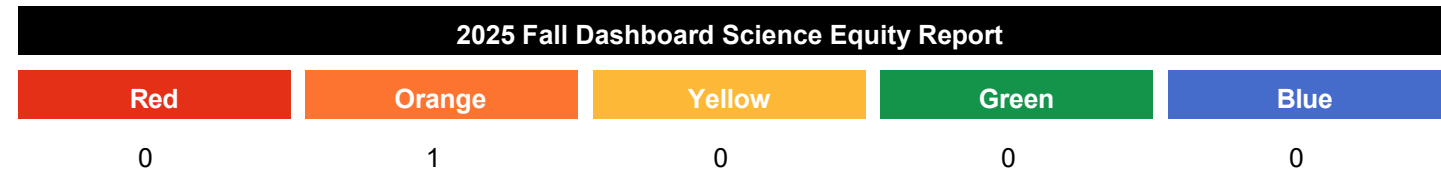
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 46.6 science points Increased 2.8 points.	English Learners  No Performance Color 37.5 science points 15 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Orange 43.3 science points Maintained 1.1 points 35 Students

Students with Disabilities  No Performance Color 28.4 science points Increased 2.6 points 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 45.6 science points Maintained 0.7 points 20 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

- 2024-2025 saw students in 5 grade performing well on the CAST test; increasing by 2.8 points, as indicated by the green dashboard indicator.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue 60.5 making progress. Number Students: 38 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.

2025 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
5.3%	34.2%	0%	60.5%

Conclusions based on this data:

1. As a site we focused on ELD in first instruction as well as targeted ELD intervention for students that have not made progress with respect to ELPAC levels. Dashboard indicators, Blue, show that we pushed our EL students (n=38) to increase by at least one ELPAC level. 60.6% of our EL students progressed at least 1 level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. ****24-25.** Increase STEAM exposure for elementary students. 2025-2026: Continued emphasis on STEAM integration of for all students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 29.5% Chronically Absent Increased 7.7 359 Students	English Learners  Orange 26.6% Chronically Absent Declined 2.8 109 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  Red 48.6% Chronically Absent Increased 8.6 37 Students	Socioeconomically Disadvantaged  Red 33.6% Chronically Absent Increased 10.9 292 Students

Students with Disabilities  Red 38.2% Chronically Absent Increased 6.8 76 Students	African American  Red 48.1% Chronically Absent Increased 23.1 52 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% Chronically Absent Declined 33.3 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 27.1% Chronically Absent Increased 8.2 129 Students
Two or More Races  Red 36.1% Chronically Absent Increased 7.2 61 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Red 24% Chronically Absent Increased 6.3 96 Students

Conclusions based on this data:

- 2024-2025 school year: CGA has a high degree of chronic absenteeism, as indicated in red with 29.5 % chronically absent.
Areas of concern:
*Our EL students are 26.5% chronically absent, although it is a decline, it is a larger group of students at 109.
*Student subgroups in the red: Homeless, Socioeconomically disadvantaged, Students with disabilities, African American, Hispanic, Two or more Races, and White.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 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. 2025-2026 N/A for CGA. Focus on STEAM exposure to keep students in K-12 school system. 2026-2027: Focus on STEAM exposure for all students

School and Student Performance Data

Conditions & Climate Suspension Rate

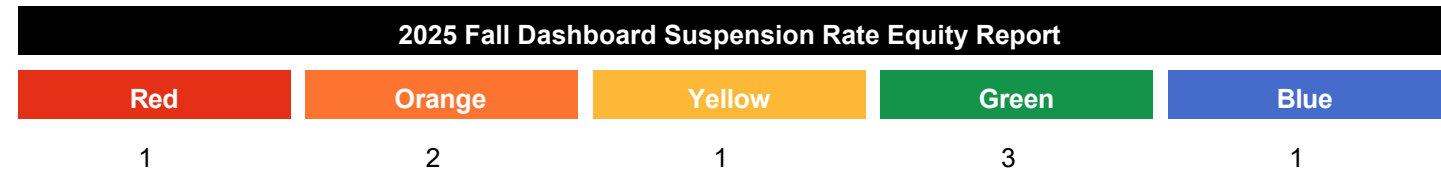
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4% suspended at least one day Declined 3.2% 378 Students	English Learners  Green 0.9% suspended at least one day Declined 2.4% 114 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  Blue 0% suspended at least one day Declined 11.1% 43 Students	Socioeconomically Disadvantaged  Yellow 4.5% suspended at least one day Declined 4.1% 310 Students

Students with Disabilities  Red 6.4% suspended at least one day Increased 0.5% 78 Students	African American  Orange 8.8% suspended at least one day Declined 3.2% 57 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 2.2% suspended at least one day Declined 2% 136 Students
Two or More Races  Orange 6.5% suspended at least one day Declined 4.2% 62 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 3% suspended at least one day Declined 4.9% 101 Students

Conclusions based on this data:

- As a site, we will need to continue to work around alternatives to suspension, more specifically, the use of other means such as restorative practices.
2024-2025 School year: Focus on reducing school suspensions, especially in African American and Two or More Races subgroups.
Areas of Concern:
*Subgroups with the highest suspension rates: Students with Disabilities (Red 6.4%), African American (Orange 8.8%), Two or more Races (Orange 6.5%).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

Ensure all students are meeting proficiency standards in ELA and Math.

Students to show a 5% increase in overall Math and ELA proficiency scores with respect to CAASPP when compared to the prior year's test data.

Percentages meeting standards on CAASPP

Prior year 24-26 ELA: 39.7% and Math: 18.48%

Expected. 25-26 ELA: 45% and Math: 23%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ CDE Dashboard	See CAASPP data for subgroups in California Dashboard data related to subgroups in this document in 2024-2025 school year.	Percentages meeting standards on CAASPP *Prior year 24-26 ELA: 39.7% and Math: 18.48% *Expected. 25-26 ELA: 45% and Math: 23% *Expected. 26-27 ELA: ____% and Math: ____%

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	Full-time Instructional Coach and Intervention Teachers to monitor relevant groups for student achievement and to be a part of the MTSS structure during the school day. The Instructional Coach will provide support for meaningful PLC work to improve student achievement. Utilize Instructional Coach and intervention to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. **Site Educators (Instructional coach, intervention teachers, opportunity teacher, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students. **Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.	All students as well as specific targeted subgroups (Additional Targeted Support and Improvement (ATSI) Subgroups: Two or More Races, White, and African American	20572 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (79% paid out of Title 1): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help to progress monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 5103 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (paid out of Title 1): Benefits: Instructional coach teacher support, before, during and after school intervention programs implemented by teachers.

			Intervention support through the hiring of part-time intervention teachers. 28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 Favro Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support) Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 6976 LCFF - Supplemental 3000-3999: Employee Benefits Intervention teacher Favro 1.0 benefits (30.78% Paid out of Title I): Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by
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			teachers. Intervention support through the hiring of intervention teachers. 23401 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher MTSS Specialist 1.0 (Full-time paid out of 2023-2024 learning loss): Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support) Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 5201 Learning Recovery 3000-3999: Employee Benefits Intervention teacher MTSS specialist benefits (Full-time paid out of 2023-2024 learning loss):
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			Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers. 9515 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 2360 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (21.42% paid out of District LCFF supplemental)
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			Benefits: Instructional coach teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of part time intervention teachers None Specified None Specified None Specified None Specified 28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher Opportunity teacher uses linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. 8761 LCFF - Supplemental 3000-3999: Employee Benefits Opportunity Program Teacher Benefits Benefits: Opportunity teacher uses linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. LCFF - Supplemental
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			1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3000-3999: Employee Benefits 7579 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Two 3-hour elementary general para educators (.375) to support classrooms. (site funded LCFF supplemental) Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push-in and pull-out support, the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 4669 LCFF - Supplemental 3000-3999: Employee Benefits Two 3-hour elementary general para educators (.375) to support classrooms. 15791 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aid, paid by district LCFF supplemental funding and site supplemental funding
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			Through collaboration with the site instructional coach, teachers, and intervention team, and also push-in and pull-out support, the Bilingual Instructional Aids (BIA) will support the increase in student achievement through appropriate small group instruction and intervention in the classroom. BIA will work to improve the overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families; provide translation as needed. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 6016 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Aid, paid by district LCFF supplemental funding. Benefits 25696 California Community Schools 2000-2999: Classified Personnel Salaries Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 12851 California Community Schools 3000-3999: Employee Benefits Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of
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			student achievement and subsequent academic and social emotional support provided to students and families. 18188 California Community Schools 2000-2999: Classified Personnel Salaries Restorative specialist: **Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 9755 California Community Schools 3000-3999: Employee Benefits Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.
1.2	Teachers' release days to support the progress monitoring of students. The teacher provided interventions before and after school to support social, emotional, and academic learning. Utilize Instructional Coach and intervention to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Release days for teachers to support professional development. Professional development to target first instruction, STEAM, and EL support. Teachers' release days to support PLC, Intervention, Math, social emotional, and ELA work. Utilize instructional coaches and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration.	All	3750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Expenditures are related to Release days supporting student progress monitoring. Every Student by Name meeting, Professional development for the staff, Conference attendance Goals: ELA (1) assessments (1,000); ELA (3) writing (2,000); ELA (6) observes writing lessons (1,000); ELA (10) ESN and PLC (2000); ELD (1) (350); math (5) PLC (500); designee release 827 LCFF - Supplemental 3000-3999: Employee Benefits Benefits release days None Specified

	Teachers provide before and/or after-school intervention to increase students meeting standards in ELA and Math.		None Specified
1.4	Supplies to support (STEAM, ELA, & Math) instruction and PBIS. Supplies to also support subgroups of students that are underperforming. Supplies to also target EL students specifically.	All	2954 LCFF - Supplemental 4000-4999: Books And Supplies Expenditures related to: STEAM instruction ELA and Math instruction (ELA and Math supplemental supplies) ELA presentations home school ELA kinder materials ELA Family Literacy Night, ELD/GLAD supplies, Math family night, student planners, PBIS supplies (Eagle store, raffle, and attendance incentives supplies) School Assemblies 750 LCFF - Supplemental 4000-4999: Books And Supplies Technology costs: School operations to support staff and students. Computer Technology, Radios, technology to support student growth on standardized testing.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

The major differences will be how data is monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2026-2027 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process. Due to budgetary constraints we reduced total general paras supporting school site from 4 to 2. Staff indicated that general para's were not entirely effective in the general setting.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. Provide interventions that lead to increases in student connectedness and feelings of success.
Increase levels of engagement and connectedness with students and education partners.

*Collaborate with restorative practice and community school teams to track metrics and implement strategies for reducing suspension rates

*Work with restorative behavior/community school staff to monitor student engagement.

*Work with the Attendance committee, Community Schools, and parents to improve overall chronic attendance rates.

*Partner with education groups to increase and monitor community engagement (survey parent groups and education partners)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

2.01 - Increase student attendance rates and reduce chronic absenteeism.

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

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

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

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

Identified Need

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

Engagement and Intervention needs due to deficiencies created from the distance learning environment. Students will require additional social emotional learning interventions.

ATSI subgroups (Two or more races, African American, and White) will need to be monitored for engagement, attendance, and social emotional needs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Heathy kids survey, parent survey feelings of connectedness	Established beginning of school year	Expected growth of 3 percent
Attendance rates	Measure attendance rates reassessed at the end of year. Incorporate monthly data review of attendance rates.	Reduce the number of unexcused events by 5 %. Reduce the number of NOC (No contact) marks by 5%
Site Created Engagement Surveys	Baseline at the beginning of the year.	Increase in family engagement.
Panorama surveys	Baseline survey September 2nd administration Jan/Feb 25	5% increase in student levels of engagement and connectedness.
Site Suspension data	Baseline suspension rates	Reduce site suspension by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	An instructional coach is utilized to support students needing academic intervention. The instructional coach or other site staff will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. The instructional coach will coordinate with the intervention team to monitor the EL population and provide needed targeted intervention. The instructional coach will also be the program monitor for Title I as well as our EL population. Utilize the instructional coach and intervention to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies.	All students as well as specifically targeted subgroups (Additional Targeted Support and Improvement (ATSI) Subgroups - Two or More Races)	20572 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (78.58% paid out of Title 1): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. 5103 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (78% paid out of Title 1): Benefits: Instructional coach teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. 28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention teacher Favro 1.0

			Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. 6976 LCFF - Supplemental 3000-3999: Employee Benefits Intervention teacher 1.0 benefits Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers. 23401 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full-time paid out of learning loss): Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic
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			achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help to progress monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. 5201 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits (Full-time paid out of 2023-2024 learning loss): Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers. 9515 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff
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			member will help monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. 2360 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (19.51% paid out of District LCFF supplemental) Benefits: Instructional coach teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. None Specified None Specified None Specified None Specified
2.2	Teacher release days to support PLC, Intervention, Math, social emotional, and ELA work. Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration. Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.	All	3750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers will require subs for release days to aid in work related to PLCs, ELA, and Math work. Teachers will be meeting in Every Child By Name meetings as well as PLCs to work on improving student achievement and first instruction. Teachers will conduct before and after-school Math and ELA interventions to increase student achievement. After school intervention program will address math, ELA, and social emotional learning.

			827 LCFF - Supplemental 3000-3999: Employee Benefits Teachers will conduct before and after school Math and ELA intervention to increase student achievement. After school intervention program will address math, ELA, and social emotional learning.
2.4	**Purchase supplies/technology to support in-person classroom instruction; to target ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Radios to support staff and students. **Purchase Items to support Community Schools Facilitator and Restorative Specialist in role. (Computers, Technology, Mileage reimbursement for traveling to families, and planning Family engagement activities.)	All	2955 LCFF - Supplemental 4000-4999: Books And Supplies Equipment/supply purchasing to facilitate ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Assemblies to support STEAM activities. 750 LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment purchasing to facilitate ELA, Math, and STEAM based instruction. Supplies to support ELA/Math, instruction, PBIS, and STEAM based instruction. Support for EL students. Assemblies to support STEAM activities. 0 California Community Schools 4000-4999: Books And Supplies Technology: computers and other devices needed to increase parent engagement and connectedness 1000 California Community Schools 5000-5999: Services And Other Operating Expenditures \$Employee mileage traveling to families etc. 9024 California Community Schools 5800: Professional/Consulting Services And Operating Expenditures

			Funding to support family engagement and expanded learning opportunities for students and families.
2.5	Additional support staff to support implementation of LCAP goal 2. **Site Educators (Instructional coach, intervention teachers, opportunity teacher, general paraeducators, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students. **Community Schools Facilitator and Restorative Specialist collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.	All	28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher Opportunity teacher uses linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. 8761 LCFF - Supplemental 3000-3999: Employee Benefits Opportunity Program Teacher Opportunity teacher uses linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. None Specified None Specified None Specified None Specified 7579 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Two 3-hour elementary general para educators (.375)

		to support classrooms. (site funded LCFF supplemental) Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push-in and pull-out support, the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 4669 LCFF - Supplemental 3000-3999: Employee Benefits General Paraeducator benefits 25696 California Community Schools 2000-2999: Classified Personnel Salaries Community Schools Facilitator and Restorative Specialists collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 12851 California Community Schools 3000-3999: Employee Benefits Community Schools Facilitator benefits 18188
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			California Community Schools 2000-2999: Classified Personnel Salaries Restorative Specialist collaborates with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 9755 California Community Schools 3000-3999: Employee Benefits Restorative Specialist benefits
2.6	Additional staffing to support implementation of LCAP goal 2 and goallets. Increased student engagement and socialization: 1. Special Friends Program (SFP): will provide added counseling and social emotion learning intervention. Additional counseling support for students. 2. Assist Recess will provide structured play, recess with character, and a socialization curriculum to support increased student engagement/connectedness. **Use classified positions (attendance clerk Parent coordinator, Bilingual Aides, Health assistant to support implementation of LCAP goal 2 goal lets listed (2.01-2.05) to increase family engagement and connectedness	All	3500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Positive Pathways Social Emotional learning support Special Friends Additional counseling intervention programs. 9871 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator .25 FTE 6082 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator benefits 11562 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 school clerk. 5054 LCFF - Supplemental 2000-2999: Classified Personnel Salaries \$school Clerk Benefits 15791 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Aides(DO) (34.5 hrs. per week) (.75 position with a timesheet option of 4.5 hrs. per week) Through collaboration with the site instructional coach, teachers, and intervention team, and also push-in and pull-out support, the Bilingual

			Instructional Aids (BIA) will support the increase in student achievement through appropriate small group instruction and intervention in the classroom. BIA will work to improve the overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families; provide translation as needed. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 6017 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Aides benefits 5045 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .125 Health Asst. (paid out of district LCFF supplemental funding) The primary responsibility of this position at the elementary school level will be assisting the Nurse by providing first aid and administering medication. An important additional responsibility is to communicate with the school nurse, staff, and parents, ask questions, make suggestions, work as a team member, and keep the nurse informed. 2091 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant Benefits
2.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

The major differences will be how data is monitored to support student subgroups. The instructional coach as well as intervention teachers will be used to facilitate the professional learning committee (PLC) emphasis in the 2026-2027 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process. In the 2024-2025 school year, the Community Schools Facilitator in conjunction with our climate committee will be using surveys to gauge community engagement. Due to budgetary constraints we reduced total general paras supporting school site from 4 to 2. Staff indicated that general para's were not entirely effective in the general setting.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

Provide professional growth opportunities focusing on instructional strategies that support quality first instruction and intervention for all students, especially underperforming subgroups.

*Provide PD related to STEAM and Project Based Learning

*Provide PD related to PLC collaboration, quality first instruction, and interventions.

*Provide PD targeted to supporting EL students. Monitor EL's academic progress.

*Work with after school programs to increase the quality of extended learning opportunities.

*Provide professional development to support the adoption and implementation of the new curriculum

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

The need to provide professional development around first instruction and PLC coaching work will also be important to help remediate learning losses due to the pandemic.

Annual Measurable Outcomes

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

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

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 Support for Staff and Students Utilize Instructional Coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) and Universal Design by Learning (UDL) strategies. **Site Educators (Instructional coach, intervention teachers, opportunity teacher, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.	All students as well as specifically targeted subgroups (Additional Targeted Support and Improvement (ATSI) Subgroups - Two or More Races, White, and African American	20572 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (80.49 paid out of Title 1): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. 5103 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (80.49 paid out of Title 1): Benefits: Instructional coach teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. 28806 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries Intervention teacher Favro 1.0 Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. 6976 LCFF - Supplemental 3000-3999: Employee Benefits Intervention teacher 1.0 benefits Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers. 23401 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full-time paid out of 2023-2024 learning loss): Intervention teacher, before, during, and after school intervention programs
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		implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. 5201 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits (Full-time paid out of 2023-2024 learning loss): Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers. 9515 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. The instructional coach will
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			coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. Foster an engaged and positive learning environment for students and families. 2360 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (21.42% paid out of District LCFF supplemental) Benefits: Instructional coach teacher support, before, during and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. None Specified None Specified None Specified None Specified
3.2	Release days for teachers to support professional development. Professional development to target first instruction, STEAM, and EL support. Teacher release days to support PLC, Intervention, Math, social emotional, and ELA work. Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration.	All	3750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers will require subs for release days to aid in work related to PLC's, ELA, and Math work. Teachers will be meeting in Every Child by Name meetings as well as PLCs to work on improving student achievement and first instruction. Teachers will conduct before and after school Math and ELA interventions to increase

	Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.		student achievement. After school intervention program will address math, ELA, and social emotional learning. **Expenditures related to release days supporting every student by name, meetings, PD, conferences, attendance Goals, ELA assessments, and writing. Release days for observing writing lessons. Release days for Every Student by Name collaboration in PLCs. Release time related to Glad training. Release time for professional development related to PLCs. Release time for professional development related to significant disproportionality and equity. 827 LCFF - Supplemental 3000-3999: Employee Benefits
3.3	Supplies to support (STEAM, ELA, and Math) instruction and PBIS (Positive Behavior Intervention and Supports).	All	2955 LCFF - Supplemental 4000-4999: Books And Supplies Expenditures related to: STEAM instruction School assemblies ELA and Math instruction (ELA and Math supplemental supplies) ELA presentations home school ELA kinder materials ELA Family Literacy Night, ELD/GLAD supplies, Math family night, student planners, PBIS supplies (Eagle store, raffle, and attendance incentives supplies) 750 LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment to support STEAM integration in the classroom
3.4	STEAM Conferences, PD conferences (ELA, Math, Intervention) SCOE workshops, Additional school visits related to school focus, steam and all subgroups of students.	ALL	10000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development (PD): conferences training ELA, MATH, STEAM,

			Interventions. Sub costs related to having teachers visit other classrooms for professional growth opportunities. 3000 California Community Schools 5000-5999: Services And Other Operating Expenditures PD
3.5	Additional Staff to support school goals: 1. Students will participate in targeted interventions during the day. 2. Staff development releases time for collaboration to analyze student outcomes and enrich the core curriculum to support all students in equal access to the core curriculum. 3. Materials to supplement the core program in support of meeting Common Core Standards 4. STEAM/Project Based Learning (PBL) focused PD for the 2024-2025 school year. The intervention team and academic coach will be charged with providing PD for the 2024-2025 school year. 5. The site will also focus on PLC coaching and PD for the 24-25 school year. 6. Students in extended after school programs (ASES or after-school tutorial): Academic Coach or other site staff will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. 7. Instructional coach and Intervention staff will monitor EL students as well as provide targeted interventions for them. Utilize Instructional Coach and intervention to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. ***General paraeducators ***Opportunity Teacher ****Assistant Principal		28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher Opportunity teacher uses linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. 8761 LCFF - Supplemental 3000-3999: Employee Benefits Opportunity Teacher Benefits None Specified None Specified None Specified None Specified 7579 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Two 3-hour elementary general para educators (.375) to support classrooms. (site funded LCFF supplemental) Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push-in and pull-out support,

			the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 4669 LCFF - Supplemental 3000-3999: Employee Benefits General paraeducators benefits
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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.

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

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

The major differences will be how data is monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2026-2027 school year. Additional expenditures will be devoted towards teaming, instructional coaching, and the PLC process. Due to budgetary constraints we reduced total general paras supporting school site from 4 to 2. Staff indicated that general para's were not entirely effective in the general setting.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

All students, including English Learners, must have access to curriculum that is aligned to the state standards. Maintain appropriate assignment of fully credentialed teachers, teaching state aligned curriculum. Provide appropriate schoolwide intervention systems to support student learning. Provide all students a safe, healthy, and positive school environment, where they have access to appropriately credentialed teachers and state aligned curriculum. All students, including English Learners, must have access to a curriculum that is aligned to the state standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
 4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
 4.02 - Maintain schools in good repair.
 4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

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

Remediate learning loss Targeted ATSI subgroups (two or more races) and EL subgroup.
 2025-2026 school year: focus on students not meeting standards in ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA preliminary data	2025-2026: Baseline will be proficiency on CAASPP for ELA and Math	increase by 5%
CAASPP Math preliminary data	2025-2026: Baseline will be proficiency on CAASPP for ELA and Math	Increase by 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	(Staffing) Strategy/Activity pertaining to Instructional Coach, Intervention teachers, and Opportunity teacher **Utilize Instructional Coach/support/intervention teachers to support access to grade level curriculum. The instructional coach, intervention teacher, or other site staff will also coordinate with extended learning programs (After School Education & Safety) (ASES) to extend learning beyond the school bell. This staff member will help	All students as well as specifically targeted subgroups (Additional Targeted Support and Improvement (ATSI) Subgroups - Two or More Races, White, and African American	20574 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (78.58% paid out of Title 1): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers.

	monitor all students, including ASES students in collaboration with the ASES staff. **Utilize Instructional Coach and intervention teachers/support staff to monitor EL subgroup, collaborate with staff to provide targeted intervention for EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies as well as Universal Design by Learning (UDL) **Site Educators (Instructional coach, intervention teachers, opportunity teacher, and assistant principal) use instructional strategies (linguistic and culturally based) and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.	Intervention support through the hiring of part-time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. 5105 Title I 3000-3999: Employee Benefits Instructional Coach Benefits (80.49 paid out of Title 1): Benefits: Instructional coach teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. 28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention teacher Favro1.0 Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple
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			Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall percentages of students meeting standards in ELA and Math. 6979 LCFF - Supplemental 3000-3999: Employee Benefits Intervention teacher Favro 1.0 benefits Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers. 23404 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher 1.0 (Full-time paid out of 23-24 learning loss): Intervention teacher, before, during, and after school intervention programs implemented by teachers. Intervention supports students before and after school to improve academic achievement in ELA and Math. The intervention teacher will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through the site intervention MTSS program (Multiple Tiered Systems of Support Site Intervention the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems. Intervention teachers will work to improve overall
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			percentages of students meeting standards in ELA and Math. 5202 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits (Full-time paid out of 23-24 learning loss): Benefits: Intervention teacher support, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of intervention teachers. 9515 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (21.42% paid out of District LCFF supplemental): Instructional Coach teacher, before, during, and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. The instructional coach will coordinate with extended learning programs (ASES) to extend learning beyond the school bell. This staff member will help monitor ASES students in collaboration with the ASES staff. Through instructional coaching and involvement with site intervention, the instructional coach will support the increase in student achievement through appropriate school-wide intervention systems in which instruction is provided by highly qualified teachers. 2361 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits (21.42% paid out of District LCFF supplemental) Benefits: Instructional coach teacher support, before,
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			during and after school intervention programs implemented by teachers. Intervention support through the hiring of part-time intervention teachers. None Specified None Specified None Specified None Specified 28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunity Program Teacher Opportunity teacher uses linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students, specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 8763 LCFF - Supplemental 3000-3999: Employee Benefits Opportunity Program Teacher Benefits Benefits: Opportunity teacher uses linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students,
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		specifically those students who come from other comprehensive elementary and middle school sites needing behavioral and academic support. LCFF - Supplemental 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3000-3999: Employee Benefits 7577 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Two 3-hour elementary general para educators (.375) to support classrooms. (Site funded LCFF supplemental) Through the site intervention MTSS program (Multiple Tiered Systems of Support), collaboration with the site instructional coach and intervention team, and also push-in and pull-out support, the Elementary general para educators will support the increase in student achievement through appropriate small group instruction and intervention. Elementary general para educators will help to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 4671 LCFF - Supplemental 3000-3999: Employee Benefits TWO 3-hour elementary general para educators (.375) to support classrooms.
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			15792 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aid, paid by LCFF supplemental funding. Through collaboration with the site instructional coach, teachers, and intervention team, and also push-in and pull-out support, the Bilingual Instructional Aids (BIA) will support the increase in student achievement through appropriate small group instruction and intervention in the classroom. BIA will work to improve overall percentages of students meeting standards in ELA and Math. Foster an engaged and positive learning environment for students and families; provide translation as needed. Assessment results will be utilized to monitor student subgroup success. Program monitoring of academic programs to ensure students and specific subgroups are meeting standards in ELA and Math. 6017 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Aid, paid by district LCFF supplemental funding. Benefits
4.2	Provide teacher subs to facilitate release time related to Every Student by Name Meetings throughout the year to create intervention groups in ELA and Math. Teacher release days to support PLC, Intervention, Math, social emotional learning, STEAM implementation, and ELA work. Utilize Instructional coach and intervention teachers to monitor the EL subgroup, collaborate with staff to provide targeted intervention for the EL subgroup, and work on first instruction with regard to Guided Language Acquisition Design (GLAD) strategies. Provide substitutes so that teachers can plan around essential standards, STEAM implementation, and collaboration.	All	3750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teachers are hired to facilitate Every Student by Name Meetings throughout the year. The teaching staff is able to meet during these PLC meetings to facilitate improvement in student achievement. Substitute teachers are hired to facilitate site PD, essential standards work, STEAM

	Teachers provide before and/or after school intervention to increase students meeting standards in ELA and Math.		implementation, and collaboration. 829 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
4.3	Additional support staff to support the implementation of LCAP goal 2. **Community Schools Facilitator and Restorative Specialists collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families.	All	25698 California Community Schools 2000-2999: Classified Personnel Salaries Community Schools Facilitator and Restorative Specialists collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 12853 California Community Schools 3000-3999: Employee Benefits community school's facilitator benefits 18189 California Community Schools 2000-2999: Classified Personnel Salaries Restorative Specialists collaborate with instructional leaders to support the monitoring of student achievement and subsequent academic and social emotional support provided to students and families. 9756 California Community Schools 3000-3999: Employee Benefits Restorative Specialist benefits
4.4	Supplies to support Science Technology Engineering Arts Mathematics (STEAM) implementation, ELA/Math, Sci, social studies instruction, and Positive Behavioral Intervention and Supports (PBIS). Support STEAM outdoor field trips.	All	2955 LCFF - Supplemental 4000-4999: Books And Supplies Supplies related to: STEAM (Science, Technology, Engineering, Arts, Mathematics ELA supplies presentations and Accelerated Reader supplies. Home school kinder materials

			ELA Family Literacy Night ELD GLAD supplies Supplemental Math supplies Family math night Kinder parent training and materials SSC/ELAC committee supplies Student planners. Engagement rewards: Eagle Store and raffle Attendance incentives Technology upkeep and replacement. Technology supplies (including devices) to support instruction. Assemblies 750 LCFF - Supplemental 4000-4999: Books And Supplies Technology and Equipment to support instruction and STEAM initiative. 10000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Transportation costs related to STEAM enrichment-based field trips
4.8	Additional support staff to support the implementation of LCAP goal 4.	All	34370 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 Behavioral support Assistant to support Staff and Students 15,555 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BSA 12100 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .39 Yard duty to support students and staff and implementation of LCAP goal 4 4471 LCFF - Supplemental 3000-3999: Employee Benefits Benefits yard duty None Specified None Specified

			None Specified None Specified
			None Specified None Specified
			None Specified None Specified
			None Specified None Specified
			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

The major differences will be how data is monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2026-2027 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

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

School goal: Equity Multiplier: By 2027 at Cordova Gardens Elementary (CGE) each Very Low performing student group on the 2024 California School Dashboard, the school site will address the achievement gap and opportunity gaps for all students, especially ATSI subgroups (Subgroups - African American, White, and Two or More Races)

*Increase movement for all subgroups toward level 3 meeting the standard. Ensure no declines in these groups.

Monitor the progress of subgroups for student progress.

Increase subgroup academic performance for all grade levels on CAASPP by 5% in ELA and Math in the 2024-2025 school year.

*Reduce the number of unexcused events by 5%

*Reduce the number of NOC (No contact) marks by 5%

*Reduction in suspension rates by 5%

*Increase movement of EL learner progress students by 10%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity Multiplier: By 2027 at (Cordova Gardens Elementary (CGE), each Very Low performing student group on the 2023 California School Dashboard, the school site will address the achievement gap and opportunity gaps for all students, especially ATSI subgroups (Additional Targeted Support and Improvement (ATSI) Subgroups - Two or More Races)

5.01 - Chronic Absenteeism will improve by 10%

5.02 - English Learner progress rate will improve by 10%

5.04 - SBAC ELA Distance From Met will improve by 10 scale score points

5.06 - SBAC Math Distance From Met will improve by 10 scale score points

5.07 - Suspension rate will improve by 5%

Identified Need

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/CDE dashboard	See CAASPP data for subgroups in California Dashboard data related to subgroups in this document.	Increase movement for all subgroups toward level 3 meeting the standard. Ensure no declines in these groups. Monitor the progress of subgroups for student progress. Increase subgroup academic performance for all grade levels on CAASPP by 5% in ELA and Math.
Site monitored attendance rates	Attendance data collected by month /trimester/year	Reduce the number of unexcused events by 5% Reduce the number of NOC (No contact) marks by 5%
Suspension Rates (site data)	School Suspension data by subgroups	Reduction in suspension rates by 5%, reduce suspensions by subgroups.
ELPAC scores summative vs initial	initial ELPAC compared to summative data	Increase movement of EL learner progress students by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Additional support staff to support implementation of LCAP goal 5 and goal 6 **Additional SEL support provided by school social worker. **Additional attendance support provided by school clerk Staff will support the following goal: The school site will address the achievement gap and opportunity gaps for all students, especially ATSI subgroups (Additional Targeted Support and Improvement (ATSI) Subgroups - Two or More Races) School goal: Equity Multiplier: By 2027 at Cordova Gardens Elementary (CGE) each Very Low performing student group on the 2024 California School Dashboard, the school site will address the achievement gap and opportunity gaps for all students, especially ATSI subgroups (Subgroups - African American, White, and Two or More Races) *Increase movement for all subgroups toward level 3 meeting the standard. Ensure no declines in these groups. Monitor the progress of subgroups for student progress. Increase subgroup academic performance for all grade levels on CAASPP by 5% in ELA and Math in the 2024-2025 school year. *Reduce the number of unexcused events by 5% *Reduce the number of NOC (No contact) marks by 5% *Reduction in suspension rates by 5% *Increase movement of EL learner progress students by 10%	ALL	86114 Equity Multiplier 1000-1999: Certificated Personnel Salaries \$Intervention Teacher Sarah Damarion Labbe 37035 Equity Multiplier 3000-3999: Employee Benefits \$Intervention teacher SL benefits. 13647 Equity Multiplier 2000-2999: Classified Personnel Salaries \$.3125 Additional attendance clerk hours Amanda Calderon 5201 Equity Multiplier 3000-3999: Employee Benefits \$Benefits for attendance clerk Amanda Calderon 8440 Equity Multiplier 7000-7439: Other Outgo LEA approved 5.35% costs None Specified None Specified None Specified None Specified

			None Specified None Specified
5.2		All	
5.3			

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.

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

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

To focus on gaps in achievement: Data will be monitored to support student subgroups. The instructional coach will be used to facilitate the professional learning committee (PLC) emphasis in the 2026-2027 school year. Additional expenditures will be devoted towards teaming, instructional coaching and the PLC process. The biggest change to what we funded for 26-27 was the addition of an intervention teacher over three years to support interventions for all students, including ATSI groups. We also allocated attendance clerk time to focus on chronic absenteeism.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,198,201.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$102,704.00

Subtotal of additional federal funds included for this school: \$102,704.00

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

State or Local Programs	Allocation (\$)
California Community Schools	\$212,500.00
Equity Multiplier	\$150,437.00
LCFF - Supplemental	\$618,148.00
Learning Recovery	\$114,412.00

Subtotal of state or local funds included for this school: \$1,095,497.00

Total of federal, state, and/or local funds for this school: \$1,198,201.00

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	102,704	0.00
LCFF - Supplemental	618,148	0.00
California Community Schools	212,500	0.00
Learning Recovery	114,412	0.00
Equity Multiplier	150,437	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	212,500.00
Equity Multiplier	150,437.00
LCFF - Supplemental	618,148.00
Learning Recovery	114,412.00
Title I	102,704.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	545,519.00
2000-2999: Classified Personnel Salaries	300,992.00
3000-3999: Employee Benefits	291,907.00
4000-4999: Books And Supplies	14,819.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5700-5799: Transfers Of Direct Costs	13,500.00
5800: Professional/Consulting Services And Operating Expenditures	9,024.00
7000-7439: Other Outgo	8,440.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	California Community Schools	131,655.00
3000-3999: Employee Benefits	California Community Schools	67,821.00
4000-4999: Books And Supplies	California Community Schools	0.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	9,024.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	86,114.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	13,647.00
3000-3999: Employee Benefits	Equity Multiplier	42,236.00
7000-7439: Other Outgo	Equity Multiplier	8,440.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	283,508.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	155,690.00
3000-3999: Employee Benefits	LCFF - Supplemental	140,631.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,819.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	13,500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	93,607.00
3000-3999: Employee Benefits	Learning Recovery	20,805.00
1000-1999: Certificated Personnel Salaries	Title I	82,290.00
3000-3999: Employee Benefits	Title I	20,414.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	248,327.00
Goal 2	301,558.00

Goal 3
Goal 4
Goal 5

173,031.00
324,848.00
150,437.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
John Bliss	Principal
Michelle Favro-Farrugia	Classroom Teacher
Christine Suleiman	Classroom Teacher
Jesus Rodriguez	Classroom Teacher
Brandeen Adams	Other School Staff
Maria Sotelo Cazerres	Parent or Community Member
Joseph Schultz	Parent or Community Member
Maria Garcia Espinoza	Parent or Community Member
Erika Garcia-Santos	Parent or Community Member
Blanca Lopez	Parent or Community Member
Alexa Trotter	Other School Staff
Juan Soriano	Other School Staff

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

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
1. JOHN BLISS	Principal
2. BRANDI ADAMS	Other School Staff
3. Jesus Rodriquez	Classroom Teacher
4. CHRISTINE SULEIMAN	Classroom Teacher
5. MICHELLE FAVRO-FARRUGGIA	Classroom Teacher
Maria Garcia Espinoza	Parent or Community Member
Blanca Lopez	Parent or Community Member
Maria Sotelo Cazeres	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

See Attachment

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12 2026.

Attested:

John P. Bliss

Principal, John P. Bliss on 5/12/2026

Brandeen Adams

SSC Chairperson, Brandeen Adams on 5/12/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

SSC and ELAC meeting Attendance 5/12/2026

Please sign next to your name below. Thank you.

Name

Signature

SSC/ ELAC Members
John Bliss, Principal
Michelle Favro-Farruggia, Teacher
Jesus Rodriguez Cossyleon , Teacher
Christina Suleiman, Teacher
Alexa Trotter, Community Schools Facilitator
Brandeen Adams, Secretary Chairperson

John Bliss

Michelle Favro-Farruggia

Jesus Rodriguez Cossyleon

Christina Suleiman

Brandeen Adams

Elbereth Stewart, SSC Parent
Courage Ebhonu, SSC Parent
Alicia Garcia, SSC Parent
Joseph Schultz, SSC Parent
Cedrick Villasenor, SSC Parent
Irina Maksiuta, SSC Parent

absent

absent

absent

Joseph Schultz

absent

absent

Raquel Munguia, BIA Interpreter
Emily Caceres, BIA Interpreter
Jeremiah Williams, Restorative Specialist

absent

Emily Caceres

absent

Erika Garcia-Santos
Juan Soriano
Maria Garcia Espinoza
Blanca Lopez
Maria Sotelo Cazares

Chair

Erika Garcia-Santos

Juan Soriano

Maria Garcia Espinoza

Blanca Lopez

Maria Sotelo Cazares



Cordova Gardens Academy of Arts & Sciences
2400 Dawes Street, Rancho Cordova, CA 95670
(916) 294-9115 Fax (916) 294-2475
John Bliss, Principal

English Learner Advisory Committee

Date: May 12,, 2026

Starting Time: 2:58 PM

Location: Cordova Gardens-Room 5

End Time: 3:53 PM

Minutes: 55 minutes

English Learner Advisory Committee Members

Roll Call: Members in attendance highlighted yellow

John Bliss, Principal

Michelle Favro-Farruggia, Teacher

Jesus Rodriguez Cosseyleon, Teacher

Christina Suleiman, Teacher

Alexa Trotter, Community Schools

Facilitator

Brandeen Adams, Secretary

Chairperson (Parent Coordinator)

Emily Caceres, BIA (Interpreter)

Raquel Munguia, BIA (Interpreter)

Jeremiah Williams, Restorative

Specialist

Elbereth Stewart, Parent

Courage Ebhonu, Parent

Alicia Garcia, Parent

Joseph Schultz, Parent

Cedrick Villasenor, Parent

Irina Maksuita, Parent

Maria Cristina Sotelo, Parent

Maria Garcia Espinoza, Parent

Blanca Lopez, Parent

Juan Soriano, Parent

Erika Santos-Garcia, Parent

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

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

- Roll call for Attendance
- Website, Parent Square, updates: [Cordova Gardens Academy / Homepage](#)
 - Week at a Glance(Updated every Sunday)

26/27 SY SPSA: Single Plan for Student Achievement Summary Update (50 minutes)

- Showed how the Summary of SPSA funding is broken down into Funding Colored Groups of Title 103,500, Site supplemental 170,000, Learning Recovery 136,000, Equity Multiplier split in 3 years-430,000 divided into 160,000 yr., District supplemental covers people 411,786, and Community Schools Budgeting 212,500. Showing a deficit of 50,000 short in total budget for 26/27 SY (5%)-taken from Title 1 (20,000) and Site Supplemental (30,000)
 - Went over Spending Summary by color with Goals 1-5 to reach the Target Subgroups-Demographics
 - Goal 1: 5% increase in Math and ELA (mostly District written)
 - Goal 2: Parent engagement monitoring. What does that look like? Community School connection
 - Goal 3: Professional Development and List of PBL/STEAM to target EL subgroups support
 - Goal 4: Credentialed Teachers, EL students access to all state standard curriculum, Intervention systems for support
 - Goal 5: Address the achievement gap

CGA SPSA Goals

26/27 Goals 1-5 and Pots of money spent on per SPSA Budget

- Discussed goals with collaboration from the ELAC Members
- District is requiring 5% achievement improvement in Math and ELA
- We had a drop of 5% in ELA and a 1% drop in Math
- Explained Funding Allocation Summary of SPSA and showed members the color coated spreadsheet explaining exactly where each of the pots of money is broken down in the 26/27 SPSA.
- Showed how the difference is made in 25/26 SPSA and the 26/27 SPSA funding. Total of 6 pots of money to break down and how each one is affected by the Goals written.
- Some examples of changes by pots of money are: BIA's are paid extra from the budget; teacher PD training; field trips; no extra day for social worker; Soccer program provided by Community Schools funding; PBL Supplies; Pathways(Special Friends program); 4 Gen Ed paras. down to 2 Gen. Ed. paras, etc.....

Mr. Bliss gave all members time to view, ask questions, and comment on the SPSA Budget Plan with the Goals 1-5 written

*****Ms. Trotter asked if there were copies of the SPSA for ELAC members to take home to review if needed. Mr. Bliss explained that if there is anyone who would like to come and review the SPSA and any other ELAC member documents that they are always available through Brandeen Adams, secretary. She is always available in the library to help. All documents are also brought to all the ELAC meetings located in the folders.*****

Mr. Bliss motioned to all members to tentatively approve the SPSA for the 26/27 School Year as written, once all attachments have been made.

Motion to Approve: John Bliss

Second: Erika Santos-Garcia

Third: Alexa Trotter

All in Favor: 12 yes 0 no

Motion passed

Community Schools -Family Partnership Team-Alexa Trotter

- Community Schools did not present any updates

Other: Concerns Parking Lot (4 minutes)

- ELAC members will meet and review the SPSA and the School Safety Plan for the 26/27 SY
- Explanation of what an English Learner Advisory Committee is and members' roles will be discussed at the August meeting.

Next SSC meeting: TBD-August

Next ELAC meeting: TBD-August

Motion to Adjournment 3:53 pm

Made By: John Bliss

English Learner Advisory Committee Meeting for Cordova Gardens Academy 5/12/26

3:00 PM to 3:30 PM for more information please
email Mr. Bliss at jbliss@fcusd.org



we are A
Community



Cordova Gardens Academy of Arts & Sciences
2400 Dawes Street, Rancho Cordova, CA 95670
(916) 294-9115 Fax (916) 294-2475
John Bliss, Principal

SCHOOL SITE COUNCIL

Date: May 12,, 2026

Starting Time: 2:58 PM

Location: Cordova Gardens-Room 5

End Time: 3:53 PM

Minutes: 55 minutes

School Site Council Members

Roll Call: Members in attendance highlighted yellow

John Bliss, Principal

Michelle Favro-Farruggia, Teacher

Jesus Rodriguez Cosseyleon, Teacher

Christina Suleiman, Teacher

Alexa Trotter, Community Schools

Facilitator

Brandeen Adams, Secretary

Chairperson (Parent Coordinator)

Emily Caceres, BIA (Interpreter)

Raquel Munguia, BIA (Interpreter)

Jeremiah Williams, Restorative

Specialist

Elbereth Stewart, Parent

Courage Ebhonu, Parent

Alicia Garcia, Parent

Joseph Schultz, Parent

Cedrick Villasenor, Parent

Irina Maksuita, Parent

Maria Cristina Sotelo, Parent

Maria Garcia Espinoza, Parent

Blanca Lopez, Parent

Juan Soriano, Parent

Erika Santos-Garcia, Parent

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

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

- Roll call for Attendance
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**Mr. Bliss gave all members time to view, ask questions, and comment on the
SPSA Budget Plan with the Goals 1-5 written**

*****Ms. Trotter asked if there were copies of the SPSA for SSC members to take home to review if needed. Mr. Bliss explained that if there is anyone who would like to come and review the SPSA and any other SSC member documents that they are always available through Brandeen Adams, secretary. She is always available in the library to help. All documents are also brought to all the SSC meetings located in the folders.*****

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Motion to Approve: John Bliss

Second: Erika Santos-Garcia

Third: Alexa Trotter

All in Favor: 12 yes 0 no

Motion passed

Community Schools -Family Partnership Team-Alexa Trotter

- Community Schools did not present any updates

Other: Concerns Parking Lot (4 minutes)

- SSC members will meet and review the SPSA and the School Safety Plan for the 26/27 SY
- Explanation of what a School Site Council is and members' roles will be discussed at the August meeting.

Next SSC meeting: TBD-August

Next ELAC meeting: TBD-August

Motion to Adjournment 3:53 pm

Made By: John Bliss

School Site Council Meeting for Cordova Gardens Academy

5/12/26

3:00 PM to 3:30 PM

For more information please email Mr. Bliss at
jbliss@fcusd.org



we are A
COMMUNITY



Cordova Gardens Academy of Arts & Sciences
2400 Dawes Street, Rancho Cordova, CA 95670
(916) 294-9115 Fax (916) 294-2475
Principal John Bliss

Site Council Meeting Tuesday 5.12.26
3 to 3:30 PM
Room 5

Agenda:

- **Introductions**
 - Roll Call for attendance.
 - Introductions: SSC/ELAC members
 - Website, updates: Cordova
- **Principal's Update: Mr. Bliss**
- **SPSA: Single Plan for Student Achievement**
 - Continued Discussion of the Goals 1-5 for the SPSA Budget for the 26/27 SY from Goal Planning Workshop and from April meeting updates
 - Show the entire SPSA to all SSC members to review
 - Vote to possibly approve the SPSA Budget Goals 1-5 for the 26/27 SY
- **Community Schools Update: Alexa Trotter**
 - See slide for important updates
- **Other: Concerns Parking lot**
 - Next meeting for SSC and ELAC: **TBD**
- **SSC Agenda (members of SSC and ELAC stay for both meetings)**
 - **SSC and ELAC members are present for both meetings held on the same day.**
 - **All members participate in both meetings.**



Cordova Gardens Academy of Arts & Sciences
2400 Dawes Street, Rancho Cordova, CA 95670
(916) 294-9115 Fax (916) 294-2475
Principal John Bliss

English Language Advisory Committee Meeting Tuesday 5.12.26
3 to 3:30 PM
Room 5

Agenda:

- **Introductions**
 - Roll Call for attendance.
 - Introductions: SSC/ELAC members
 - Website, updates: Cordova
- **Principal's Update: Mr. Bliss**
- **SPSA: Single Plan for Student Achievement**
 - Continued Discussion of the Goals 1-5 for the SPSA Budget for the 26/27 SY from Goal Planning Workshop and from April meeting updates
 - Show the entire SPSA to all SSC members to review
 - Vote to possibly approve the SPSA Budget Goals 1-5 for the 26/27 SY
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 - See slide for important updates
- **Other: Concerns Parking lot**
 - Next meeting for SSC and ELAC: **TBD**
- **SSC Agenda (members of SSC and ELAC stay for both meetings)**
 - SSC and ELAC members are present for both meetings held on the same day.
 - All members participate in both meetings.

SSC and ELAC meeting Attendance 5/12/2026

Please sign next to your name below. Thank you.

Name

Signature

SSC/ ELAC Members

John Bliss, Principal
Michelle Favro-Farruggia, Teacher
Jesus Rodriguez Cossyleon , Teacher
Christina Suleiman, Teacher
Alexa Trotter, Community Schools Facilitator
Brandeen Adams, Secretary Chairperson

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[Signature]

Elbereth Stewart, SSC Parent
Courage Ebhonu, SSC Parent
Alicia Garcia, SSC Parent
Joseph Schultz, SSC Parent
Cedrick Villasenor, SSC Parent
Irina Maksiuta, SSC Parent

absent
absent
absent
Joseph Schultz
absent
absent

Raquel Munguia, BIA Interpreter
Emily Caceres, BIA Interpreter
Jeremiah Williams, Restorative Specialist

absent
Emily Caceres
absent

Erika Garcia-Santos
Juan Soriano
Maria Garcia Espinoza - ELAC
Blanca Lopez - ELAC
Maria Sotelo Cazerres - ELAC

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