



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Cordova High School	34673303431533	May 19, 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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program Title I Schoolwide
--

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description	4
School Vision and Mission	4
School & Community Profile	5
Educational Partner Involvement.....	6
Resource Inequities	6
Comprehensive Needs Assessment Components.....	7
California School Dashboard (Dashboard) Indicators	7
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population	17
Overall Performance.....	19
Academic Performance	21
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1	35
Goal 2	41
Goal 3	46
Goal 4	50
Goal 5	54
Budget Summary	55
Budget Summary.....	55
Other Federal, State, and Local Funds.....	55
Budgeted Funds and Expenditures in this Plan	56
Funds Budgeted to the School by Funding Source	56
Expenditures by Funding Source.....	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source.....	56
Expenditures by Goal	57
School Site Council Membership.....	58
English Learner Advisory Committee (ELAC).....	59

Recommendations and Assurances 60

Instructions 61

Appendix A: Plan Requirements..... 68

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements..... 71

Appendix C: Select State and Federal Programs 74

Plan Description

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

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

Schoolwide Program

Title I Schoolwide

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

School Vision and Mission

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

Mission Statement: Cordova High is committed to college and career readiness for global citizens.

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

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

School-Wide Learning Outcomes:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

COURAGEOUS

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

BALANCED

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

REFLECTIVE

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

School & Community Profile

Cordova High School (CHS) is a mid-sized, comprehensive public high school located in Rancho Cordova, California, a diverse and growing community of approximately 85,000 residents. With an enrollment of about 1,900 students, CHS serves a richly varied student population that reflects the cultural and ethnic diversity of the region. The Class of 2026 included 429 seniors, and the school operates on a traditional semester calendar.

CHS is one of three comprehensive high schools within the Folsom Cordova Unified School District (FCUSD), which serves over 22,500 students across Sacramento County. The district spans a range of educational levels from preschool through adult education and is known for its commitment to equity, social-emotional learning, and Professional Learning Communities (PLC). Schools in FCUSD are located approximately 20 miles from downtown Sacramento and just over 100 miles from San Francisco.

The student body at Cordova High is composed of 38.3% Hispanic/Latino students, 26.3% White (non-Hispanic), 8.4% Black/African American, 10.8% Asian, 1.7% Native Hawaiian or Pacific Islander, 0.2% American Indian/Alaska Native, and 11.8% identifying as multiple ethnicities or not reporting. The unduplicated pupil percentage is 70.29%, indicating a significant portion of students who qualify for additional educational support.

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

As an International Baccalaureate (IB) World School, CHS offers the Diploma Programme (DP) and Career-related Programme (CP). The Middle Years Programme (MYP) is offered school-wide to all students in grades 9 and 10.

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

Despite the challenges facing many comprehensive public high schools, CHS remains committed to academic excellence and student support. Approximately 21.8% of seniors meet the entrance requirements for California's four-year universities. A dedicated team of 115 teaching faculty members and 5.5 guidance counselors works to ensure all students have access to the resources and guidance they need to succeed.

Parent and family engagement is a cornerstone of the school's culture. Parents frequently express a desire to be involved in their children's education, and the school is responding with expanded efforts to build strong connections through initiatives like School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Student Association (PTSA). Additionally, a team of educators from CHS, W.E. Mitchell Middle School, White Rock Elementary, and Education Services Center participated in the Community Engagement Initiative (CEI) aimed at strengthening parent engagement.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council Dates: 9/2/25, 10/28/26, 12/2/25, 1/13/26, 2/24/26, 5/19/26

Annual Title I Meeting: 4/28/26

English Learner Advisory Committee Dates: 8/28/25, 10/8/25, 12/3/25, 1/15/26, 4/28/26

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.

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

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

1. English Language Learners (ELL) towards their progress in obtaining English Proficiency. As evidenced by the most recent CA Dashboard data, students continue to make progress toward English language proficiency, with 41% progressing at least one full level on the ELPAC. Our ELL students are considered in the "Orange" performance category, which is lower than the state performance.

2. We continue to face challenges with disproportionality as a District in the following two areas: (1) ELL achievement in both mathematics and English Language Arts, (2) Suspension of English Leaders, Long-Term English Learners and Asian students. As such, CHS has continued to implement progressive plans for discipline with a focus on the Social-Emotional Learning (SEL) of students and increased use of restorative practices, and other means of correction. A data-driven approach is used to review disciplinary trends and identify targeted support. Last year, CHS continued to implement an advisory period and Second Step SEL curriculum with targeted lessons around the 5 Core Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies. It is important to note that according to the most

recent CA Dashboard data, the suspension rate has declined by 1.1%, which is considered to be in the "Green" performance category. CHS will continue to have a focus on supporting the following student subgroups to positively impact the climate and culture.

3. Last, our focus will continue to support the CHS mission of "college and career readiness for global citizens" as we look to increase our CHS Graduation Rate (89.4%) and our CHS College/Career Readiness (34.8% Prepared). We've partnered with the Sacramento County Office of Education (SCOE) to focus on 9th graders, as this is the "make it year" for college/career success.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

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

Students with Disabilities are in the "Red" performance category, and English Learners, Hispanic, Homeless/Unhoused, Long-term English Learners, Two or more races, and Socioeconomically Disadvantaged are in the "Orange" performance category for college/career.

In response to the indicators above, roughly 1/4 of the teaching staff participated in a 20-hour Guided Language Acquisition and Design training. Providing professional development specifically to support these subgroups will continue in 2026-2027.

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

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

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

English Learners, Long-term English Learners, Two or more races, Socioeconomically Disadvantaged and Students with Disabilities are in the "Red" performance category for mathematics.

In response to the indicators above, roughly 1/4 of the teaching staff participated in a 20-hour Guided Language Acquisition and Design training. Providing professional development specifically to support these subgroups will continue in 2026-2027. Additionally, funding will be allocated to reduce class sizes in IM 1 Foundations and 9th grade English. A 50% Counselor will continue to focus on the 8th to 9th grade transition.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.16%	0.21%	0.10%	3	4	2
African American	8.79%	8.44%	8.37%	167	164	171
Asian	8.53%	10.75%	11.89%	162	209	243
Filipino	2.21%	2.42%	2.30%	42	47	47
Hispanic/Latino	38.37%	38.32%	38.62%	729	745	789
Pacific Islander	1.79%	1.75%	1.17%	34	34	24
White	29.74%	26.34%	24.82%	565	512	507
Multiple/No Response	10.21%	11.78%	12.68%	194	229	259
Total Enrollment				1900	1944	2043

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	531	530	575
Grade 10	472	531	508
Grade 11	458	448	509
Grade 12	439	435	451
Total Enrollment	1,900	1,944	2,043

Conclusions based on this data:

1. Enrollment has increased steadily since 2023-2024.
2. The Hispanic/Latino population has increased from 38.37% in 2023-2024 to 38.62% in 2025-2026.
3. The African American population has decreased slightly from 8.79% in 2023-2024 to 8.37% in 2025-2026.

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	414	437	448	20.8%	21.8%	21.9%
Fluent English Proficient (FEP)	510	505	535	28.6%	26.8%	26.2%

Conclusions based on this data:

1. The overall number of our English Learners (448) continues to grow year-over-year at Cordova High School which further supports our investment through our Title I and supplemental funds and allocations towards English proficiency.
2. 86.5% of our English Learners maintained or increased one ELPI level as evidenced by ELPAC. This is a 13.6% increase on two years and is evidence that our focus on an instructional model has improved student outcomes.
3. The percentage of students who are Reclassifying as Fluent English Proficient (RFEP) has been a focus with 41% making progress towards English language proficiency. This is an increase of 9.8% in two years.

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 11	441	420	422	433	414	412	433	413	412	98.2	98.6	97.6
All Grades	441	420	422	433	414	412	433	413	412	98.2	98.6	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2575.	2581.	2567.	19.17	20.82	21.12	32.10	34.14	27.43	20.55	21.07	22.82	28.18	23.97	28.64
All Grades	N/A	N/A	N/A	19.17	20.82	21.12	32.10	34.14	27.43	20.55	21.07	22.82	28.18	23.97	28.64

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 11	24.02	22.52	18.69	56.81	56.90	57.77	19.17	20.58	23.54
All Grades	24.02	22.52	18.69	56.81	56.90	57.77	19.17	20.58	23.54

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 11	21.76	22.87	23.30	47.45	47.69	42.96	30.79	29.44	33.74
All Grades	21.76	22.87	23.30	47.45	47.69	42.96	30.79	29.44	33.74

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 11	15.24	13.08	13.83	67.67	74.33	71.84	17.09	12.59	14.32
All Grades	15.24	13.08	13.83	67.67	74.33	71.84	17.09	12.59	14.32

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 11	19.17	24.94	23.79	64.90	64.41	58.01	15.94	10.65	18.20
All Grades	19.17	24.94	23.79	64.90	64.41	58.01	15.94	10.65	18.20

Conclusions based on this data:

1. CHS total participation of ELA studented tested decreased to 97.6% prompting this to be a focus area in Spring 2026.
2. Based on most recent CA Dashboard data, CHS saw a decline of 10.6 points which moved to the site to the "Orange" Performance Category. In response, in 2025-2026, CHS took an intentional instructional leadership approach to provide coaching and an increase of classroom observations using a model of instruction as a guide.
3. The Instructional Coaches and ELD Program Monitor continually review student achievement data (Renaissance STAR, Common Summative and Formative scores, EL Proficiency, etc.) to provide better alignment for student placement which will positively impact student outcomes by ensuring they are accurately placed with the best chance of success and growth. In 2025-2026 CAASPP Interim Assessments were introduced.

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 11	439	421	422	430	413	409	430	412	408	97.9	98.1	96.9
All Grades	439	421	422	430	413	409	430	412	408	97.9	98.1	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2513.	2518.	2511.	5.12	6.31	4.90	12.33	12.62	14.22	22.09	18.20	16.67	60.47	62.86	64.22
All Grades	N/A	N/A	N/A	5.12	6.31	4.90	12.33	12.62	14.22	22.09	18.20	16.67	60.47	62.86	64.22

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 11	7.67	8.74	6.13	31.16	32.28	33.09	61.16	58.98	60.78
All Grades	7.67	8.74	6.13	31.16	32.28	33.09	61.16	58.98	60.78

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 11	7.44	8.01	6.13	55.12	54.85	53.92	37.44	37.14	39.95
All Grades	7.44	8.01	6.13	55.12	54.85	53.92	37.44	37.14	39.95

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 11	6.98	6.55	6.86	58.84	60.19	58.58	34.19	33.25	34.56
All Grades	6.98	6.55	6.86	58.84	60.19	58.58	34.19	33.25	34.56

Conclusions based on this data:

1. CHS total participation of Math students tested decreased to 96.9% prompting this to be a focus area in Spring 2026.
2. Based on the most available CAASPP data, 19.12% meet or exceed standard, this was a slight increase.
3. According to the CA Dashboard, multiple student subgroups are in the "Red" performance category: English Learners, Long-term English Learners, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities. Additional support is needed.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) 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
9	1507.6	1492.4	1499.2	1488.4	1468.7	1479.9	1526.2	1515.4	1518.1	108	127	110
10	1507.8	1503.4	1513.9	1492.8	1479.4	1492.7	1522.3	1526.9	1534.7	101	105	136
11	1523.4	1515.3	1519.2	1507.5	1493.3	1503.1	1538.9	1536.8	1534.8	94	97	102
12	1513.6	1537.2	1525.2	1500.0	1522.2	1508.2	1526.8	1551.9	1541.8	56	80	81
All Grades										359	409	429

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
9	3.70	2.36	5.45	31.48	25.20	27.27	23.15	31.50	20.00	41.67	40.94	47.27	108	127	110
10	9.00	7.62	11.03	28.00	24.76	27.21	26.00	18.10	19.85	37.00	49.52	41.91	100	105	136
11	7.45	10.53	10.78	26.60	28.42	21.57	31.91	17.89	21.57	34.04	43.16	46.08	94	95	102
12	10.91	12.50	14.81	20.00	33.75	27.16	27.27	22.50	19.75	41.82	31.25	38.27	55	80	81
All Grades	7.28	7.62	10.26	27.45	27.52	25.87	26.89	23.10	20.28	38.38	41.77	43.59	357	407	429

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
9	11.11	11.02	12.73	28.70	28.35	27.27	25.93	21.26	17.27	34.26	39.37	42.73	108	127	110
10	21.00	17.14	17.65	28.00	23.81	26.47	15.00	15.24	16.18	36.00	43.81	39.71	100	105	136
11	12.77	18.95	19.61	35.11	27.37	19.61	22.34	14.74	22.55	29.79	38.95	38.24	94	95	102
12	18.18	26.25	28.40	30.91	33.75	20.99	12.73	6.25	16.05	38.18	33.75	34.57	55	80	81
All Grades	15.41	17.44	18.88	30.53	28.01	24.01	19.89	15.23	17.95	34.17	39.31	39.16	357	407	429

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
9	2.78	1.57	4.55	12.04	17.32	11.82	42.59	31.50	32.73	42.59	49.61	50.91	108	127	110
10	1.00	8.57	8.09	17.00	16.19	18.38	41.00	31.43	25.74	41.00	43.81	47.79	100	105	136
11	3.19	9.47	6.86	15.96	12.63	14.71	41.49	32.63	24.51	39.36	45.26	53.92	94	95	102
12	3.64	5.00	12.35	10.91	20.00	12.35	41.82	41.25	33.33	43.64	33.75	41.98	55	80	81
All Grades	2.52	5.90	7.69	14.29	16.46	14.69	41.74	33.66	28.67	41.46	43.98	48.95	357	407	429

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
9	1.85	1.57	9.09	59.26	57.48	44.55	38.89	40.94	46.36	108	127	110
10	3.00	3.81	12.59	64.00	51.43	45.93	33.00	44.76	41.48	100	105	135
11	7.45	4.21	4.90	53.19	48.42	37.25	39.36	47.37	57.84	94	95	102
12	1.85	11.25	6.17	53.70	53.75	43.21	44.44	35.00	50.62	54	80	81
All Grades	3.65	4.67	8.64	58.15	53.07	42.99	38.20	42.26	48.36	356	407	428

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
9	46.73	31.75	33.64	22.43	28.57	20.00	30.84	39.68	46.36	107	126	110
10	46.94	35.24	44.12	18.37	22.86	16.91	34.69	41.90	38.97	98	105	136
11	44.09	41.05	40.20	32.26	21.05	27.45	23.66	37.89	32.35	93	95	102
12	45.45	52.50	51.85	21.82	16.25	16.05	32.73	31.25	32.10	55	80	81
All Grades	45.89	38.92	41.96	23.80	22.91	20.05	30.31	38.18	38.00	353	406	429

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
9	7.41	7.14	6.36	44.44	38.10	35.45	48.15	54.76	58.18	108	126	110
10	4.00	15.24	14.07	48.00	29.52	35.56	48.00	55.24	50.37	100	105	135
11	5.32	12.63	6.93	35.11	34.74	36.63	59.57	52.63	56.44	94	95	101
12	3.70	7.50	12.35	37.04	48.75	35.80	59.26	43.75	51.85	54	80	81
All Grades	5.34	10.59	10.07	41.85	37.19	35.83	52.81	52.22	54.10	356	406	427

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
9	0.93	0.00	0.91	67.59	57.48	54.55	31.48	42.52	44.55	108	127	110
10	0.00	0.95	2.94	65.00	54.29	62.50	35.00	44.76	34.56	100	105	136
11	12.77	6.32	8.82	56.38	58.95	50.98	30.85	34.74	40.20	94	95	102
12	3.64	8.75	7.41	50.91	61.25	56.79	45.45	30.00	35.80	55	80	81
All Grades	4.20	3.44	4.66	61.34	57.74	56.64	34.45	38.82	38.69	357	407	429

Conclusions based on this data:

1. 429 English Learners were assessed as we continue to realize an increase in overall EL student enrollment. This was an increase of 20 students.
2. According to the CA Dashboard, 41% of ELL students are making progress. This is an increase of 9.8% in two years.
3. The focused work we have on a model of instruction will support the needed literacy skills to endure mastery towards English proficiency.

School and Student Performance Data

Student Population

The 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
1944	70.5%	22.5%	0.4%
Total Number of Students enrolled in Cordova High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	437	22.5%
Foster Youth	7	0.4%
Homeless	90	4.6%
Socioeconomically Disadvantaged	1370	70.5%
Students with Disabilities	304	15.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	164	8.4%
American Indian	4	0.2%
Asian	209	10.8%
Filipino	47	2.4%
Hispanic	745	38.3%
Two or More Races	229	11.8%
Pacific Islander	34	1.7%
White	512	26.3%

Conclusions based on this data:

1. With over 70% of our students identified as Socioeconomically Disadvantaged, our continued efforts will be to provide high-quality instruction and tiered academic supports.

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

School and Student Performance Data

Overall Performance

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Orange		
College/Career  Orange		

Conclusions based on this data:

1. CHS saw a 1.1% decline of suspensions. According to site/local data, both out of school and class suspensions have realized impressive decreases (5% over two years). We will continue to apply a more direct and tiered focus on developing Social and Emotional Learning (SEL) Competencies that work to build self-regulation and conflict management skills for our students utilizing Second Step SEL curriculum.
2. 41% of English Learners are making progress towards English Language proficiency. This is an increase of 9.8% in two years. Zero subgroups are in the "Red" performance category. This realized growth demonstrates our commitment to student outcomes.
3. The graduation rate increased 1.9% and zero subgroups are in the "Red" performance category.

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.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 3.9 points below standard Declined 10.6 points 381 Students	English Learners  Red 92.2 points below standard Declined 14.8 points 103 Students	Long-Term English Learners  Red 83.1 points below standard Declined 7.3 points 42 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 104.7 points below standard Declined 38.9 points 22 Students	Socioeconomically Disadvantaged  Orange 18.9 points below standard Declined 3.5 points 281 Students

Students with Disabilities  Red 109.5 points below standard Declined 40.5 points 58 Students	African American  Orange 21.8 points below standard Declined 19.6 points 31 Students	American Indian  No Performance Color 0 Students
Asian  Orange 7.1 points below standard Declined 43.3 points 35 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 1 points below standard Increased 15.5 points 147 Students
Two or More Races  Orange 3.6 points below standard Declined 22.8 points 40 Students	Pacific Islander  No Performance Color 120.6 points below standard 11 Students	White  Orange 1.2 points below standard Declined 32 points 109 Students

Conclusions based on this data:

1. After seeing an increase, CHS saw a 10.6 point decline placing CHS in the "Orange" performance category.
2. Despite our significant English Learner Progress improvement, we must continue to focus on supporting our student subgroups in the "Red" performance category: English Learners, Long-term English Learners, Students with Disabilities.
3. One of our most vulnerable student subgroups, Unhoused/Homeless declined 38.9 points which is 104.7 points below standard.

School and Student Performance Data

Academic Performance Mathematics

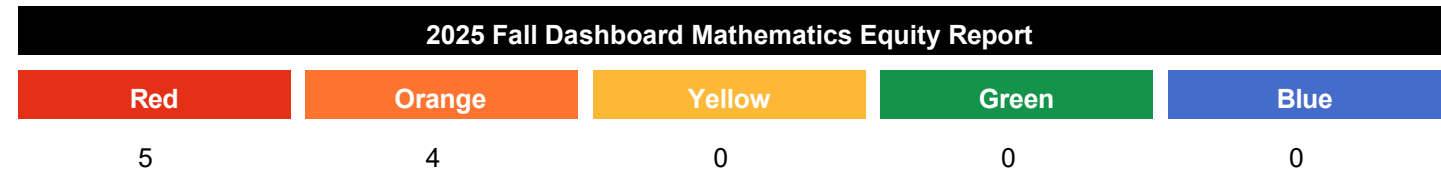
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 109.5 points below standard Declined 4.8 points 390 Students	English Learners  Red 163.5 points below standard Declined 4.2 points 115 Students	Long-Term English Learners  Red 186.1 points below standard Maintained 0.1 points 42 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 177.6 points below standard Declined 12.7 points 22 Students	Socioeconomically Disadvantaged  Red 125.7 points below standard Maintained -1.8 points 290 Students

Students with Disabilities  Red 184.3 points below standard Declined 10.2 points 58 Students	African American  Orange 136.5 points below standard Increased 6.4 points 31 Students	American Indian  No Performance Color 0 Students
Asian  Orange 103.8 points below standard Declined 51 points 41 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 117.5 points below standard Increased 22.4 points 148 Students
Two or More Races  Red 135.1 points below standard Declined 39.8 points 42 Students	Pacific Islander  No Performance Color 183.9 points below standard 11 Students	White  Orange 89.3 points below standard Declined 31.2 points 111 Students

Conclusions based on this data:

1. Math continues to be an area of growth and focus as we saw a 4.8 point decline (109.5 points below standard).
2. Despite seeing a slight improvement, we must continue to focus on supporting our student subgroups in the "Red" performance category: English Learners, Long-term English Learners, Two or more races, Socioeconomically Disadvantaged, and Students with Disabilities.
3. Two subgroups demonstrated growth: African American students increased 6.4 points (15.2 points over two years) and Hispanic students increased 22.4 points which moved them out of the "Red" performance category.

School and Student Performance Data

Academic Performance Science

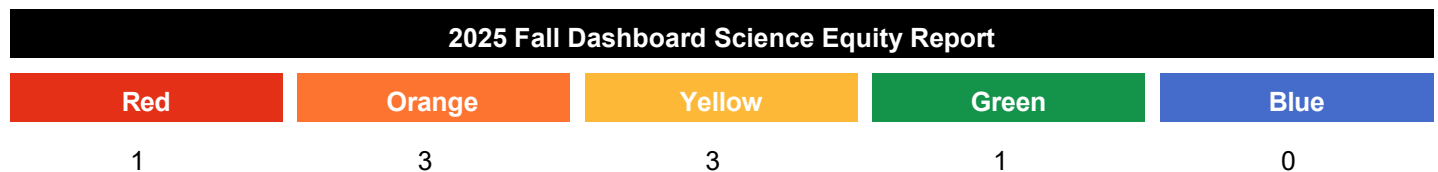
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 Yellow 48 science points Maintained 0.2 points 408 Students	English Learners Orange 35.5 science points Maintained 1.8 points 124 Students	Long-Term English Learners Red 33.7 science points Maintained 1.4 points 41 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 42.1 science points Maintained -0.7 points 22 Students	Socioeconomically Disadvantaged Orange 44.8 science points Maintained 1 points 305 Students

Students with Disabilities  Orange 39.6 science points Maintained 1.2 points 55 Students	African American  No Performance Color 47.7 science points Increased 3.3 points 29 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 45.3 science points Declined 4.5 points 43 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 47 science points Increased 4.6 points 153 Students
Two or More Races  Yellow 47 science points Declined 3.2 points 44 Students	Pacific Islander  No Performance Color 32 science points 11 Students	White  Yellow 50.6 science points Declined 4.4 points 118 Students

Conclusions based on this data:

1. Hispanic Students increased 47 points placing them in the "Green" performance category.
2. Overall science is achieving in the "Yellow" performance category, which is the same as the state.
3. One student subgroup is in "Red" performance category and that is long-term English learners.

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
 Orange	 Green
41 making progress.	48.4 making progress.
Number Students: 334 Students	Number Students: 153 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
13.5%	45.5%	0%	41%

Conclusions based on this data:

- 41% of English Learners are making progress. Intentional work has been done to provide training and professional development to teachers contributing to these outcomes.
- Based on the most recent available data, 86.5% of students progressed as least one ELPI level or maintained ELPI level.
- 48.4% of long-term English Learners are making progress placing them in the "Green" performance category.

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.

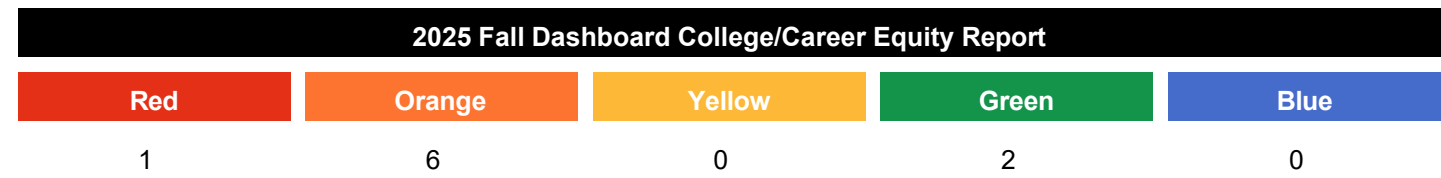
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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  Orange Prepared 34.8% Declined 2.4% 425 Students	English Learners  Orange Prepared 14.8% Maintained 0.2% 122 Students	Long-Term English Learners  Orange Prepared 12% Maintained 0.7% 50 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Orange Prepared 12.1% Maintained -1.9% 58 Students	Socioeconomically Disadvantaged  Orange Prepared 31.8% Declined 2% 337 Students

Students with Disabilities  Red Prepared 8.7% Maintained 69 Students	African American  No Performance Color Prepared 14.3% Maintained 0.5% 35 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green Prepared 45.7% Increased 3.5% 46 Students	Filipino  No Performance Color Prepared 63.6% 11 Students	Hispanic  Orange Prepared 28.4% Declined 8.6% 169 Students
Two or More Races  Orange Prepared 27.9% Declined 16.8% 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green Prepared 47.3% Increased 8.4% 112 Students

Conclusions based on this data:

1. 34.8% are "Prepared" which is a decrease of 2.4%
2. In reviewing our specific student subgroup data, Students with Disabilities were 8.7% prepared which is 10% below the state of California. This data indicates significant growth is needed to develop effective PLCs to further highlight effective instructional strategies to support.
3. The following student subgroups maintained or increased: White, Asian, Unhoused/Homeless, Students with Disabilities, African American, English Learners, and Long-term English Learners.

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.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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. Based on the most recent available data, the Chronic Absenteeism Rate for Cordova High in May 2026 was 20.46% (see attachment). 12th graders have the highest rate at 24% chronically absent.
2. We have partnered with Attention 2 Attendance (A2A) to assist in sending out consistent notices to all stakeholders to positively impact our attendance rates. 381 attendance conferences were held in 2025-2026 (174 more than the previous year)..
3. In partnering with FCUSD we are implementing Second Step SEL curriculum to help build relationships with struggling students and to better address the trauma issues which are presenting students from attending school and realizing success on a regular basis.

School and Student Performance Data

Academic Engagement Graduation Rate

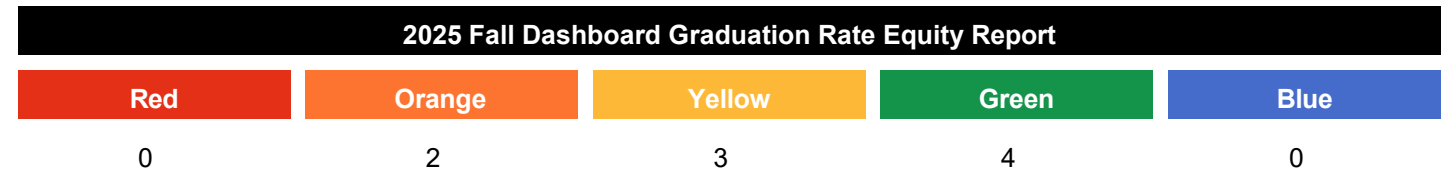
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Green 89.4% graduated Increased 1.9% 425 Students	English Learners  Yellow 83.6% graduated Maintained -0.2% 122 Students	Long-Term English Learners  Orange 90% graduated Declined 6.2% 50 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Yellow 79.3% graduated Increased 19.3% 58 Students	Socioeconomically Disadvantaged  Green 88.4% graduated Increased 1.8% 337 Students

Students with Disabilities  Yellow 79.7% graduated Increased 8.7% 69 Students	African American  No Performance Color 97.1% graduated Increased 10.9% 35 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 93.5% graduated Increased 4% 46 Students	Filipino  No Performance Color 100% graduated 11 Students	Hispanic  Green 87% graduated Increased 1.4% 169 Students
Two or More Races  Orange 81.4% graduated Declined 10.7% 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green 91.1% graduated Increased 3.6% 112 Students

Conclusions based on this data:

1. We experienced a 1.9% increase to the graduation rate. Zero student subgroups are in the "Red" performance category.
2. We graduated another cohort from our CTE Career Programme (CP) and are continuing to implement the Patient Care Pathway to our current International Baccalaureate offering at CHS which will bridge our Career and Technical Education pathways with our Diploma Programme.
3. The following student subgroups saw increases in graduation rates: Unhoused/Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Hispanic, and White.

School and Student Performance Data

Conditions & Climate Suspension Rate

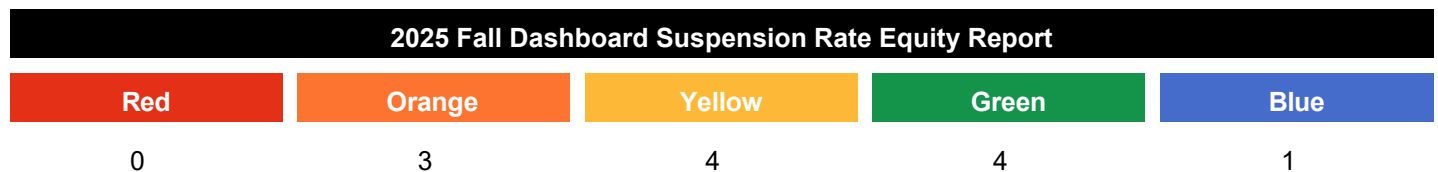
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Green 4.8% suspended at least one day Declined 1.1% 2162 Students	English Learners  Orange 6.5% suspended at least one day Increased 0.9% 526 Students	Long-Term English Learners  Orange 6.8% suspended at least one day Increased 1.6% 207 Students
Foster Youth  No Performance Color 20% suspended at least one day Maintained 0% 15 Students	Homeless  Green 5.6% suspended at least one day Declined 6.1% 144 Students	Socioeconomically Disadvantaged  Green 5.4% suspended at least one day Declined 0.8% 1560 Students

Students with Disabilities  Yellow 7.3% suspended at least one day Declined 1% 344 Students	African American  Yellow 10.5% suspended at least one day Declined 3.1% 191 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Orange 5.2% suspended at least one day Increased 0.3% 233 Students	Filipino  Yellow 2.1% suspended at least one day Maintained -0.2% 48 Students	Hispanic  Green 3.9% suspended at least one day Declined 1.4% 822 Students
Two or More Races  Yellow 7.7% suspended at least one day Declined 0.4% 261 Students	Pacific Islander  Blue 0% suspended at least one day Declined 5.4% 38 Students	White  Green 3.2% suspended at least one day Declined 0.8% 565 Students

Conclusions based on this data:

1. Overall, the suspension rate for Cordova High School is 4.8% which is a 5% decrease over 2 years.
2. The strategic use of "other means of correction" has increased which positively change student behavior and impact our recidivism rates.
3. Zero subgroups are in the "Red" performance category.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are classified as prepared according to the CA Dashboard College/Career Readiness Indicator.	34.8% Prepared according to the CA Dashboard.	Increase the percentage of students classified as Prepared by 3% per year.
CAASPP ELA	All students in the "Orange" performance category - declined by 10.6 points. English Learners, Long-term English Learners, and Students with Disabilities are in the "Red" performance category.	Move English Learners, Long-term English Learners and Students with Disabilities out of the "Red" performance category.
CAASPP Math	All students in the "Orange" performance category - declined by 4.8 points. English Learners, Long-term English Learners, Two or More Races, Socioeconomically Disadvantaged and	Move English Learners, Long-term English Learners, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities out of the "Red" performance category.

Students with Disabilities are in the "Red" performance category.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase academic and SEL support for students, administration, and teachers. (LCAP 1 & 3)	All Students, specifically English Learners, Long-term English Learners, and Students with Disabilities	22,823 Title I 1000-1999: Certificated Personnel Salaries 73.22% FTE Instructional Coach 5,637 Title I 3000-3999: Employee Benefits 73.22% FTE Instructional Coach related benefits 21,528 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE ELD Program Monitor 7,015 Title I 3000-3999: Employee Benefits 1.0 FTE ELD Program Monitor related benefits 17,505 Title I 1000-1999: Certificated Personnel Salaries 56.16% FTE Instructional Coach for mathematics 6,335 Title I 3000-3999: Employee Benefits 56.16% FTE Instructional Coach for mathematics related benefits 8,347 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 26.78% FTE Instructional Coach 2,062 LCFF - Supplemental 3000-3999: Employee Benefits 26.78% FTE Instructional Coach related benefits 54,660 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			43.84% FTE Instructional Coach for mathematics 19,782 LCFF - Supplemental 3000-3999: Employee Benefits 43.84% FTE Instructional Coach for mathematics related benefits 15,000 LCFF - Supplemental 4000-4999: Books And Supplies 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Site digital tools
1.2	Alignment and support for English Learner students in the classroom including increasing parent engagement, translations, and parent conferences. (LCAP 1, 2, 3)	English Learners and Long-term English Learners	289,659 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional instructional sections to support ELL students (3.0 FTE) 116,335 LCFF - Supplemental 3000-3999: Employee Benefits Additional instructional sections to support ELL students related benefits (3.0 FTE)
1.3	Additional sections and FTE to reduce class sizes in 9th grade English and IM 1 Foundations and IM 1 (LCAP 1 & 3)	All students, specifically English Learners, Long-term English Learners, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities	89,959 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE English Teacher 28,562 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE English Teacher related benefits 59,652 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Math Teacher 13,305 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Math Teacher related benefits

1.4	Additional counseling and support services to students (LCAP 1, 2, 3)	All students, specifically English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	79,610 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Counselor 26,816 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Counselor related benefits LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Cash for College 44,746 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1.0 FTE Secondary Clerk 34,310 LCFF - Supplemental 3000-3999: Employee Benefits 0.0 FTE Secondary Clerk related benefits
1.5	Support for Students with Disabilities (LCAP 1 & 3)	Students with Disabilities	27,613 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Special Education Program Specialist 6,132 LCFF - Supplemental 3000-3999: Employee Benefits 10 FTE Special Education Program Specialist related benefits 33,559 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 FTE Secondary Clerk 25,802 LCFF - Supplemental 3000-3999: Employee Benefits .75 FTE Secondary Clerk related benefits
1.6	Targeted school-wide intervention and SEL support	All students, specifically English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders	9,655 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE SEL Support 3,878 LCFF - Supplemental 3000-3999: Employee Benefits

			.40 FTE SEL Support related benefits 6,490 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE MTSS/Flex 1,548 LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE MTSS/Flex related benefits
1.7	Additional instructional leadership and support staff (LCAP 1,2,3,4)	All students, specifically English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders	39,038 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Assistant Principal 11,597 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal related benefits 35,896 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 FTE Secondary School Clerk 20,018 LCFF - Supplemental 3000-3999: Employee Benefits .75 FTE Secondary School Clerk related benefits 19,435 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .375 FTE Account Clerk II 10,796 LCFF - Supplemental 3000-3999: Employee Benefits .375 FTE Account Clerk II related benefits 2,000 LCFF - Supplemental 5900: Communications Postage
1.9	Additional English Language Development Support	English Learners, Long-term English Learners	229,595 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 5.6 FTE BIA 107,487 LCFF - Supplemental 3000-3999: Employee Benefits 5.6 FTE BIA related benefits

			2,780 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .0563 FTE BIA Russian 1,064 LCFF - Supplemental 3000-3999: Employee Benefits .0563 FTE BIA Russian related benefits 6,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA and Clerk Support extra time
1.10	Enhance experiential learning	All students	20,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field trips 20,652 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures AVID

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In reviewing data and previous goals, several subgroups fell within the "Red" performance category in Math and ELA. This was a decline from the previous year and shows a need of increased academic support. Planned strategies and activities for 2026-2027 will prioritize tier 1 instruction, a focus on 9th grade, faculty and staff professional development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

Instructional coaches and the math department attended subject matter specific professional development. Planned professional development for 2026-2027 will prioritize English Learners, math and ELA.

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

We plan to partake in a more robust reflection of our practices with a renewed focus on our High Reliability Schools work, Professional Learning Communities (PLC), Social Emotional Learning (SEL), and International Baccalaureate (IB). New for 2026-2027 will be a direct focus of supporting 9th graders and continued implementation of Advisory and Flextime for interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	20.49% (PowerSchool Analytics)	5% decrease
Decrease in Suspension	4.8% suspended at least one day (CA Dashboard)	1% decrease

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All Students, specifically English Learners, Long-term English Learners, and Students with Disabilities	22,823 Title I 1000-1999: Certificated Personnel Salaries 73.22% FTE Instructional Coach 5,637 Title I 3000-3999: Employee Benefits 73.22% Instructional Coach related benefits

			21,528 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE ELD Program Monitor 7,015 Title I 3000-3999: Employee Benefits 1.0 FTE ELD Program Monitor related benefits 17,505 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE Instructional Coach for Mathematics 6,335 Title I 3000-3999: Employee Benefits 1.0 FTE Instructional Coach for Mathematics related benefits 8,347 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 26.78% FTE Instructional Coach 2,061 LCFF - Supplemental 3000-3999: Employee Benefits 26.78% FTE Instructional Coach related benefits
2.2	Support for Students with Disabilities - attendance and behavioral (LCAP 2).	Students with Disabilities	27,612 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Special Education Program Specialist 6,130 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Special Education Program Specialist related benefits
2.3	Targeted school-wide intervention (LCAP 1, 2, 3)	All students, specifically English Learners, Long-term English Learners, Students with Disabilities, 9th graders	6,489 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE MTSS/Flex 1,547 LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE MTSS/Flex related benefits

			50,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Late Night Library/Tutoring/Saturday School 15,616 LCFF - Supplemental 3000-3999: Employee Benefits Late Night Library/Tutoring/Saturday School related benefits 9,655 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE SEL Support 3,878 LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE SEL Support related benefits
2.4	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	All students, specifically English Learners, Long-term English Learners, Students with Disabilities, 9th graders	39,038 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Assistant Principal 11,597 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Assistant Principal related benefits 148,716 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Assistant Principal 44,747 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Assistant Principal related benefits
2.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All students	54,565 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1.0 FTE Restorative Specialist 30,031 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Restorative Specialist related benefits
2.6	Enhance and foster extracurricular experiences for students (LCAP 2)	All students	5,756 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries Activities Director
2.7	Additional health services	All students	13,646 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant 12,014 LCFF - Supplemental 3000-3999: Employee Benefits .313 Health Assistant related benefits
2.8	Focus on attendance, school safety, and climate	All students	197,167 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 5 FTE Site Supervision 82,670 LCFF - Supplemental 3000-3999: Employee Benefits 5 FTE Site Supervision related benefits 55,844 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1.0 FTE Attendance Specialist 30,540 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Attendance Specialist related benefits LCFF - Supplemental 4000-4999: Books And Supplies site safety supplies LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Attendance communication 44,745 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1.0 FTE Secondary Clerk 34,310 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Secondary Clerk related benefits
2.9	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically English Learners, Long-term English Learners,	1,250 LCFF - Supplemental

		Students with Disabilities, 9th graders	4000-4999: Books And Supplies Technology 5,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Neptune radio license, ROTC cleaning, Site digital tools 15,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies
2.10	Increase parent engagement, communication, and attendance support (LCAP 2).	All students	2,000 LCFF - Supplemental 5900: Communications Postage & ink

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In reviewing data and previous goals, it is apparent that we are in need of increasing support in the classrooms both instructionally and with classroom management. Planned strategies for 2026-2027 will prioritize instruction, restorative practices, engagement and parent support.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	CA Dashboard - All students in the "Orange" performance category - declined by 4.8 points	Increase of 5 points
Professional Development Plan	Attendance data from PD days, recorded PD participants at conferences, and weekly/monthly site PD.	All certificated staff will be trained in MYP, RTI, and NASOT instructional model.
CAASPP ELA	CA Dashboard - All students in the "Orange" performance category - declined by 10.6 points	Increase of 5 points
English Learner Progress	CA Dashboard - 41%% making progress	Increase of 3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All students, specifically English Learners, Long-term English Learners,	22,823 Title I

		and Students with Disabilities	1000-1999: Certificated Personnel Salaries 73.22% FTE Instructional Coach 5,638 Title I 3000-3999: Employee Benefits 73.22% FTE Instructional Coach related benefits 21,529 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE ELD Program Monitor 7,016 Title I 3000-3999: Employee Benefits 1.0 FTE ELD Program Monitor related benefits 17,505 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE Instructional Coach for Mathematics 6,335 Title I 3000-3999: Employee Benefits 1.0 FTE Instructional Coach for Mathematics related benefits 5,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Site digital tools 8,347 LCFF - Supplemental 3000-3999: Employee Benefits 26.78% FTE Instructional Coach related benefits 2,062 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 26.78% FTE Instructional Coach
3.2	Support for Students with Disabilities - attendance and behavioral (LCAP 1, 3)	Students with Disabilities, All students	27,612 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Special Education Program Specialist 6,130 LCFF - Supplemental

			3000-3999: Employee Benefits 1.0 FTE Special Education Program Specialist related benefits
3.3	Targeted school-wide intervention	All students, specifically English Learners, Long-term English Learners, Students with Disabilities, and 9th graders	6,489 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE MTSS/Flex 1,546 LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE MTSS/Flex related benefits
3.4	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	All students, specifically English Learners, Long-term English Learners, and Students with Disabilities	39,038 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Assistant Principal 11,597 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Assistant Principal related benefits
3.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All Students	9,655 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE SEL Support 3,878 LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE SEL Support related benefits
3.6	College/Career Support	All students, specifically Career Technical Education (CTE) students	9,171 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries CTE Division Leader 2,024 LCFF - Supplemental 3000-3999: Employee Benefits CTE Division Leader related benefits
3.7	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	English Learners, Hispanic, Long-term English Learners, Students with Disabilities, 9th graders, All students	15,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies (PE, arts, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology

3.8	Provide high quality professional development to improve student outcomes (LCAP 1, 2, 3)	All students, specifically English Learners, Long-term English Learners, Students with Disabilities, and 9th graders	50,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 15,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development/release time for collaboration and continuous learning
3.10	Increase parent engagement, communication, and attendance support (LCAP 2)	All students	2,000 LCFF - Supplemental 5900: Communications Postage

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

English Learners are continuing to make progress which validates the allocated resources.

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

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

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

Additional supports for the CTE department as well as targeted school-wide interventions have been planned. In Spring 2026, Flex was officially adopted and approved by faculty making it a permanent part of the school culture.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Audit Instructional Materials Audit	100%	100%
CAASPP Math	CA Dashboard - All students in the "Orange" performance category - declined by 4.8 points	Increase of 5 points
CAASPP ELA	CA Dashboard - All students in the "Orange" performance category - declined by 10.6 points	Increase of 5 points
English Learner Progress	CA Dashboard - 41%% making progress	Increase of 3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase academic and SEL support for students and teachers. (LCAP 1 & 3)	All students, specifically English Learners, Long-	22,824 Title I

		term English Learners, and Students with Disabilities	1000-1999: Certificated Personnel Salaries 73.22% FTE Instructional Coach 5,638 Title I 3000-3999: Employee Benefits 73.22% FTE Instructional Coach related benefits 21,529 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE ELD Program Monitor 7,016 Title I 3000-3999: Employee Benefits 1.0 FTE ELD Program Monitor related benefits 8,347 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 26.78% FTE Instructional Coach 2,062 LCFF - Supplemental 3000-3999: Employee Benefits 26.78% FTE Instructional Coach related benefits 17,506 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE Instructional Coach for Mathematics 6,335 Title I 3000-3999: Employee Benefits 1.0 FTE Instructional Coach for Mathematics related benefits LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time for instructional support
4.2	Support for Students with Disabilities	Students with Disabilities	27,613 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Special Education Program Specialist 6,130 LCFF - Supplemental

			3000-3999: Employee Benefits 1.0 FTE Special Education Program Specialist related benefits Title I 1000-1999: Certificated Personnel Salaries Professional Development and extra time
4.3	Additional instructional leadership and administrative support (LCAP 1, 2, 3, 4)	All students, specifically English Learners, Long-term English Learners, Students with Disabilities, and 9th graders	39,038 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Assistant Principal 11,597 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Assistant Principal related benefits
4.4	Targeted school-wide intervention	All students, specifically English Learners, Long-term English Learners, Students with Disabilities, and 9th graders	6,489 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE MTSS/Flex 1,546 LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE MTSS/Flex related benefits
4.5	Holistic student support (SEL, academic, behavioral) (LCAP 1, 2, 3)	All students	9,656 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .4 FTE SEL Support 3,877 LCFF - Supplemental 3000-3999: Employee Benefits .4 FTE SEL Support related benefits
4.6	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically English Learners, Long-term English Learners, Students with Disabilities, and 9th graders	15,000 LCFF - Supplemental 4000-4999: Books And Supplies (PE, arts, JROTC, all subjects) 1,250 LCFF - Supplemental 4000-4999: Books And Supplies Technology 5,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

			Site digital tools
4.8	Increase parent engagement, communication, and attendance support (LCAP 2)	All students	2,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Postage

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Planned strategies and activities for 2026-2027 will continue to prioritize a model of instruction, supporting faculty and staff through professional development, parent engagement and support, and targeted interventions to meet the needs of our learners with high needs.

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

William's Audit resulted in 0 insufficiencies found.

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

A renewed focus on tier 1 practices will be the priority in 2026-2027.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
-------------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,168,845.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$323,380.00

Subtotal of additional federal funds included for this school: \$323,380.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$2,845,465.00

Subtotal of state or local funds included for this school: \$2,845,465.00

Total of federal, state, and/or local funds for this school: \$3,168,845.00

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	323,380	0.00
LCFF - Supplemental	2,845,465	0.00
Learning Recovery		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	2,845,465.00
Title I	323,380.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,407,894.00
2000-2999: Classified Personnel Salaries	737,978.00
3000-3999: Employee Benefits	839,321.00
4000-4999: Books And Supplies	65,000.00
5000-5999: Services And Other Operating Expenditures	55,000.00
5700-5799: Transfers Of Direct Costs	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	35,652.00
5900: Communications	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,160,466.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	737,978.00
3000-3999: Employee Benefits	LCFF - Supplemental	763,369.00
4000-4999: Books And Supplies	LCFF - Supplemental	65,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	55,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	35,652.00
5900: Communications	LCFF - Supplemental	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	247,428.00
3000-3999: Employee Benefits	Title I	75,952.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,610,933.00
Goal 2	1,040,814.00
Goal 3	296,645.00
Goal 4	220,453.00

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
- 4 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Amy Strawn (Principal)	Principal
Samantha Rischer (Secretary)	Other School Staff
Carrie Jackson (Alternate Administrator)	Other School Staff
Melissa Lawson (Instructional Coach)	Other School Staff
Amy Wallace (Parent)	Parent or Community Member
Jennifer Findley (Teacher)	Classroom Teacher
Peter Oppenheim (Teacher)	Classroom Teacher
Julie Backster (Teacher)	Classroom Teacher
Deaunna Mays (Student)	Secondary Student
Sarah Garner (Parent)	Parent or Community Member
Krista Lee (Parent)	Parent or Community Member
Aisha Ahmadi (Student)	Secondary Student
Anne Marie Caro (Teacher)	Classroom Teacher
Trish Taneja (Student Alternate)	Secondary Student
Ares Samurai Umana (Student)	Secondary Student

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Olessya Zhuk	Parent or Community Member
Anna Burian	Parent or Community Member
Zillia Mysenko	Parent or Community Member
Tatianna Mizenkova	Parent or Community Member
Nazirullah Khanjari	Parent or Community Member
Bibi gul Big	Parent or Community Member
Jorge Quero	Parent or Community Member
Nazo Tokhi	Parent or Community Member
Haroon Rasheed Kamawal	Parent or Community Member
Noor Mohammad Rasoli	Parent or Community Member
Maria Gaeta	Parent or Community Member
Erin Kaluza	Other School Staff
Meggie Schultz	Other School Staff
Amy Strawn	Principal

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 19, 2026.

Attested:



Principal, Amy Strawn on 5/19/2026



SSC Chairperson, Melissa Lawson on 5/19/2026

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 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/atخطيطwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atخطيطsummary.asp>

Appendix C: Select State and Federal Programs

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

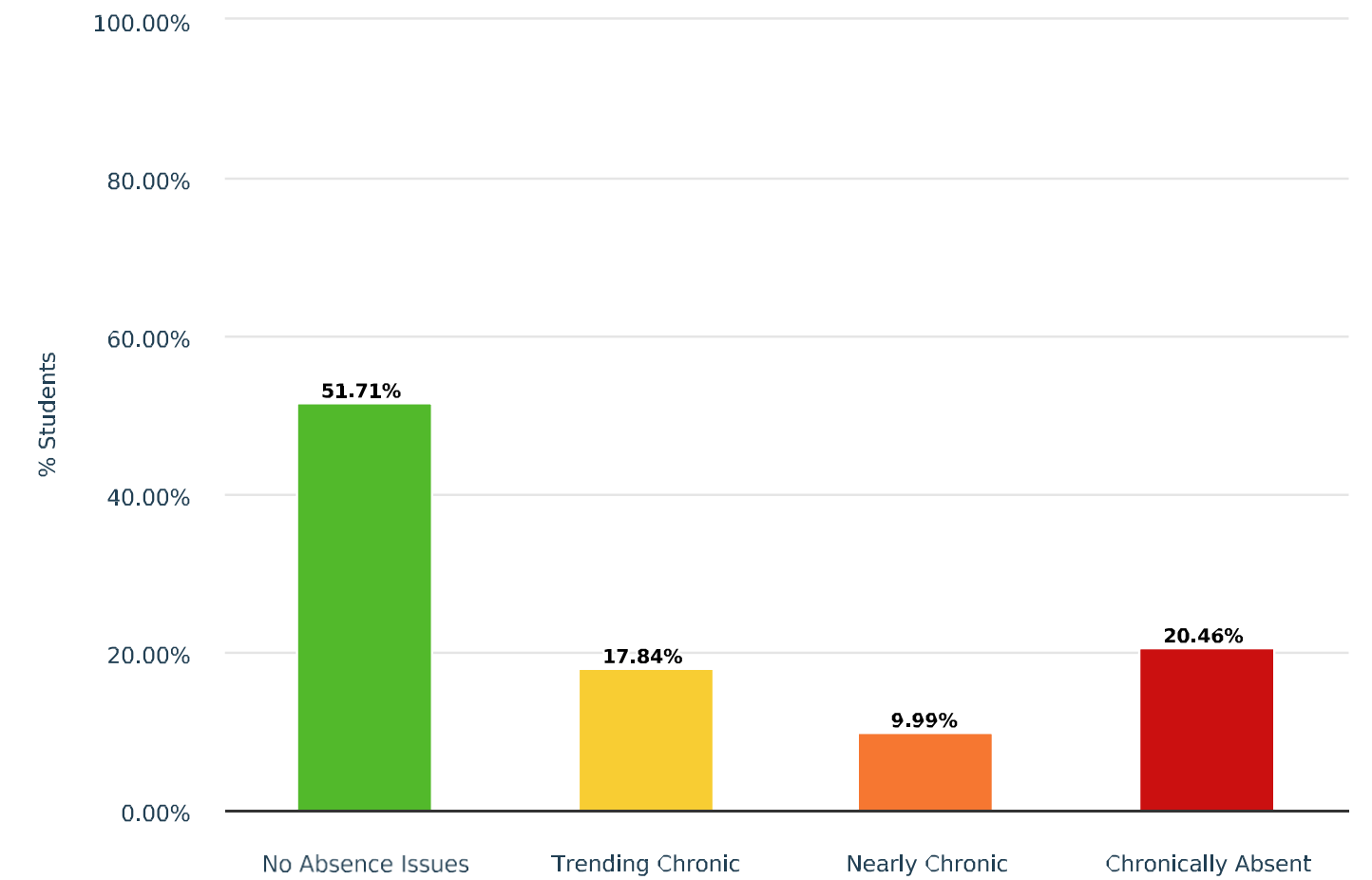
- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Do We Have Students that are Close to Being Chronically Absent?

The students and their level of chronic absence.

Filter Criteria:			
School Type	High School	School	[All]
Grade	[All]	Staff	[All]
Gender	[All]	Ethnicity	[All]
SE	[All]	ELL	[All]
ELA Status	[All]	Programs	[All]
Student Group	[None Selected]	Year	2025-2026
Student Status	Active		



Total of 4 row(s) with 10000 Row Limit

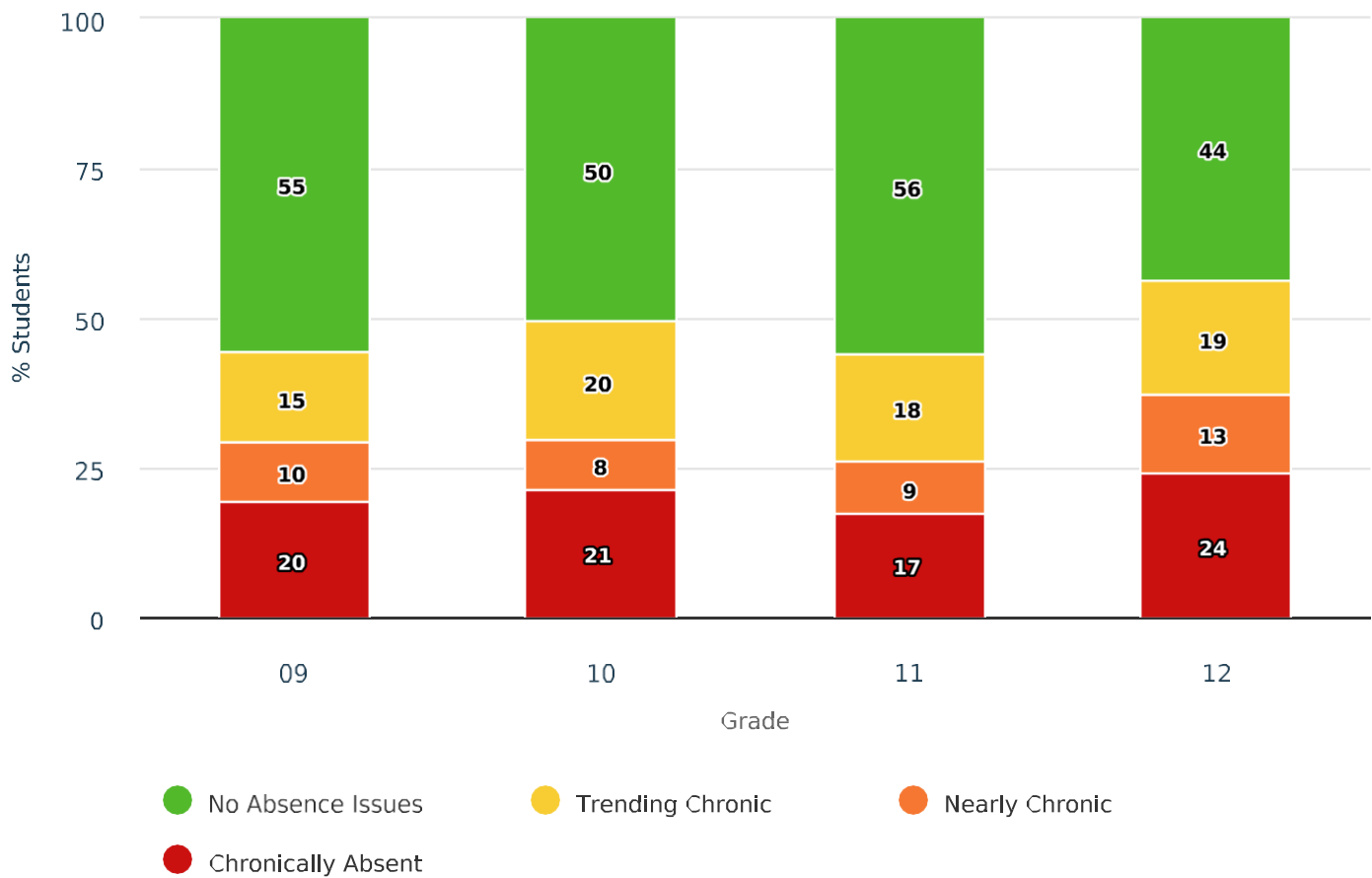
Chronic Level	% of Students
Chronically Absent	20.46%
Nearly Chronic	9.99%
No Absence Issues	51.71%
Trending Chronic	17.84%

Which grades have the most chronically absent students?

The grades with the most chronically absent students.

Filter Criteria:

School Type	High School	School	[All]
Grade	[All]	Staff	[All]
Gender	[All]	Ethnicity	[All]
SE	[All]	ELL	[All]
ELA Status	[All]	Programs	[All]
Student Group	[None Selected]	Year	2025-2026
Student Status	Active		



Total of 16 row(s) with 10000 Row Limit

Grade	Chronic Level	# Students
09	Chronically Absent	114
09	Nearly Chronic	58
09	No Absence Issues	323
09	Trending Chronic	87
10	Chronically Absent	106
10	Nearly Chronic	42
10	No Absence Issues	251
10	Trending Chronic	100

11	Chronically Absent	86
11	Nearly Chronic	44
11	No Absence Issues	277
11	Trending Chronic	88
12	Chronically Absent	108
12	Nearly Chronic	58
12	No Absence Issues	195
12	Trending Chronic	86

<u>Parent Name</u>	<u>Student Name</u>	<u>Contact Information</u>
<i>D</i> Olessya Zhuk	Matvey Zheek	916-468-8842.
Anna Kurian	Dominika Kurian	916-3356473.
Zilia Mysenko	Maksim Mysenko	360-609-7881
TATIANA Mizenkova	Daniil Mizenkov	509-340-7579
Amy Strawn		
Erin Kaluza		
<i>D</i> Mr. Khanjari	Saddam - Hena	279-235-4295
GULC GUL	Jamila Big	864-635-5846
<i>D</i> Zuhra	Sayed Hossaini	916-507-3410.
<i>D</i> Josge Quero	Elisabeth Quero	209 8053074
<i>D</i> Nazo Tokhi	Marhab Tokhi	341-786-0124
<i>D</i> Haseen Rasheed Kamuel	Ab. Sabet Ab. Wasis	9165376278
<i>D</i> Moos Mohammed Rasol	Esmail - Rasol Shiba - Rasol	7703744617
Maria Berta	Violeta Gpe. Buedova	279-222-0176.

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



Date: 5/19/26

Time: 3:45-4:30 pm

Location:

Join: <https://teams.microsoft.com/meet/245834586556578?p=3SQBcaPh6afjszCGdc>

Meeting ID: 245 834 586 556 578

Passcode: iP9C6qt9

Dial in by phone

[+1 916-245-8582](tel:+19162458582), [641507216](tel:+1641507216) United States, Sacramento

[Find a local number](#)

Phone conference ID: 641 507 216#

Attendees

- Amy Strawn , Peter Oppenheim , Sarah Garner, Grace Martinez , Lina Washabaugh, Krista Lee, Melissa Lawson , Heidi Niles , Samantha Rischer, Julie Backster

AGENDA

1. Call to Order - Introductions & Warm Welcome

Meeting was called to order at 3:45pm

Introductions: Review of the agenda, Ice Breaker Question

2. [Previous Meeting Minutes - February 24, 2026](#)
 - a. Motion to approve minute Lina Washabaugh
 - b. Second Peter Oppenheim

3. Public comment - none

4. Unfinished Business

5. New Business:

- a. Single Plan For Student Achievement SPSA SY 26-27
 - i. Supplemental Budget Plan - Review SPSA timeline, Links for Data walk, budget spreadsheet, no changes since last meeting, quick review, Q&A
 - ii. Motion to approve - Krista,
 - iii. Second - Sarah
- b. SY 25-26 End of Year Celebrations

- c. SY 26-27 Beginning of Year
- d. Federal Program Monitoring (FPM)

6. Adjournment/Next Meeting – 4:10pm

Minutes respectfully submitted by:

Samantha Rischer

5/21/26

Signature

Date

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