

School Year: 2020-21



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cordova High School	34673303431533	August 24, 2020	October 22, 2020

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Title I Targeted, ATSI plan requirements are addressed in the SPSA.

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

To support Folsom Cordova Unified School District (FCUSD) in its mission of "providing excellence in educational programs that carry high expectations for each student's achievement and success" and specifically, to support FCUSD in reducing disproportionality in academic performance and suspension data through collaborative design and school-based intervention at Cordova High School.

School Vision and Mission

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

Mission Statement:

- Cordova High School leads by example – we are citizens of the world and show respect for others through kind words and actions. We put forth our best effort and work hard to achieve academic excellence. We grow by taking risks and learning from our mistakes. We believe laughter is an important part of learning. With courage, this is who we are, especially when no one is looking.

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 Schools 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 experience.

CARING

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

Cordova High Goal Statement:

Cordova High School is committed to College and Career Readiness for all learners.

School & Community Profile

SECONDARY SCHOOL PROFILE

As directed by Sacramento County, Cordova High School is currently supporting all students through distance learning and will continue to do so until otherwise directed due to the COVID-19 pandemic. Continue to access our CHS Website (<https://www.fcusd.org/chs>) for important updates and pertinent information moving forward.

1. Size of the community in which school is located: approximately 68,000

2. Total school enrollment: 1,857

Percentage of enrollment: American Indian/Alaska Native 0.7%, Asian 10%, Hawaiian/ Other Pacific Islander 1.5%, Hispanic/Latino 35.0%, Black/African American 10.7%, White (not Hispanic) 34.8%, Two or More Races 6.3%, and Unspecified 1.0%

Participants in Free or Reduced-Price Lunch: 74.3%

Size of 12th grade (class of 2020): 349

Pattern of school year: Semesters

Approved or accredited by: Western Association of Schools and Colleges (WASC) through 6.30.23

3. Significant college-related instructional characteristics:

Marking system: A, B, C, D, F

Graduation requirements: 220 total credits

40 credits English, 30 credits Social Studies, 30 credits Math (includes 10 credits of Algebra), 20 credits Science, 20 credits Physical Education, 5 credits Health Education, 10 credits Fine Art or Foreign Language or Career Technical Education

(CTE) and 10 credits from 3rd year Science or CTE.

Method of computing GPA and Rank: A = 4, B = 3, C = 2, D = 1, F = 0

Honors, Advanced Placement (AP) and International Baccalaureate (IB) courses given extra grade point (W)

4. Staff: Teaching faculty = 89 Guidance Counselors = 5

5. Special features of the curriculum:

Honors English 9,10; Honors Biology; Honors Chemistry; Honor World, Honors US History, AP History; AP English 12; AP Calculus AB; AP Calculus BC; IB History of the Americas HL; IB Language and Literature HL; IB Math Studies SL; IB Math SL; IB French SL; IB Spanish SL; IB French; IB Visual Art HL and SL; IB Theory of Knowledge; IB Economics SL; IB Global Politics HL; IB Biology HL; IB Chemistry SL (every other year), IB Environmental Systems and Societies HL.

6. Percent of 12th graders taking college entrance tests = 13,8% took the ACT. 27% took the SAT.

Average score: SAT Critical Reading = 488, SAT Math = 488, SAT

Writing = 466

Average ACT composite score: 20.5

7. School is best described as a: A mid-sized comprehensive public high school.

8. Percent of high school seniors meeting requirements for 4-year college entrance = 31.6%

Post-secondary choices: Four-year colleges = 19.7%, Two-year colleges = 57.9%, Tech Institutes = 2.6%, Military = 8.4%, Other = 9.5%

9. Range of programs offered: (in addition to Honors, AP and IB mentioned above)

California Partnership Academy programs in Agriculture, Business, Culinary Arts and Pre-Engineering.

On-campus Air Force Reserve Officer Training Corps (AFROTC) program, two levels of Media Arts, and our Construction Program.

10. Cordova High School is currently an International Baccalaureate World Authorized School for the Diploma and Career Programmes, and we had our Middle Years Programme (MYP) fully authorized as of 8.11.15.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We plan to utilize the data obtained from the California Healthy Kids Survey (CHKS) results to implement Positive Behavior Intervention Systems (PBIS), Character Development, and anti-bullying programs (including a mentoring program via Rotary and Interact Club, Cool to be Kind, and Link Crew).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

We have evaluations ranging from Formal, Informal, Projects and 5-Year System. The district has provided a program for administrators to do observations called TalentEd/Perform. Informal walkthroughs of at least once per week for all teachers is the annual goal. Through our observations CHS and the MYP visitation team we have affirmed that the vast majority of the teachers on our campus are using sound instructional practices and actively engaging their students through student centered instruction. Common Core State Standards (CCSS) and Guided Language Acquisition Design (GLAD) instructional strategies coupled with Love and Logic classroom management techniques will be the focus for the upcoming school year. Additionally, teachers continue to utilize the Managebac system to review reflections for anecdotal data to impact student outcomes and communicate effectively to all stakeholders. As an embedded support within our Administrative Professional Learning Community (PLC) team, we have committed to weekly "Learning Walks" which are strategic classroom observations which document number of visits while aligning with a supportive rubric to enhance the professional development offered to our teachers. Each Administrator commits to this weekly time to grow as an instructional leader on campus and to provide ongoing, prescriptive feedback to staff centered on effective instructional strategies. In the 2019-2020 school year, our team conducted 350 Learning Walks.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Smarter Balanced Assessment Consortium (SBAC), the English Language Proficiency Assessment for California (ELPAC) and i-Ready will be used for planning instruction and student placement. Use of state and local assessments to modify instruction and improve student achievement is an ongoing practice. The state assessments will be used for planning master schedule, instruction, and student placement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CHS is continuing working on the development of common, subject specific, norm-referenced assessments, and planning by subject based on predetermined rubrics as prescribed by the Middle Years Programme (MYP). In addition to the gathering data from the subject matter common assessments, Common Summative Assessments (CSA) are used to monitor student learning and achievement, data is available via Managebac. A wide range of Common Formative Assessments (CFA) are used to modify instruction and monitor student learning on an ongoing daily basis. Continued professional development in CFA and engaging teaching practices via technology dependent curriculum, and continued use of data to guide instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are highly qualified as defined by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are qualified by credential, all teachers have access to professional development through GoSignMeUp (GSMU); all teachers participate in site professional development at Faculty Meetings and during Professional Learning Community designated time to support our Single plan for Student Achievement (SPSA) goals. Due to our MYP Authorization our teachers participated at a high level (near 100%) as prescribed by the MYP Handbook.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is ongoing and is based on instructional strategies that specifically address the transition to Common Core State Standards (CCSS), Effective and Engaging Instructional Practices, using data to guide instruction and placement, Next Generation Science Standards (NGSS) and IB Principles. The training is subject specific, vertically articulated with Mitchell Middle School and job specific for Heads of Schools and counselors.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district lead teachers provide ongoing support to teachers for CCSS, newly adopted technology dependent curriculum, and targeted Instruction. The professional development Lead Teachers facilitate instructional focus meetings to provide teachers time to collaborate, create curriculum and write specific units that will not only meet CCSS requirements, but also meets the needs of IB unit building, course description writing, reflections, and MYP assessment practice implementation. The district also provided time for CHS teachers to understand the new Managebac system of student records.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Depending on the department, grade level collaboration takes place on a weekly basis. It's grade level/subject level when it comes to required core course like ELA 9-10-11-12, but in core courses like Biology and Integrated Math the grade levels are multiple. These collaboration activities center around curriculum, instruction, shared lesson planning, and responding to student need. Some of the weekly collaborations have a specific focus i.e. WASC, IB/MYP/DP, in science Next Generation Science Standards (NGSS,) and CCSS schoolwide. Since we are a 5-Year MYP Program we vertically articulate with Mitchell Middle School quarterly as a whole school, and weekly as an admin team with the coordinators. Our continued goal centers on incorporating ELPAC data into these articulations and collaborations (which facilitates our LCAP Goals 1.3, 2.2, and 4.3).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The teaching staff is participating in CCSS training provided by the district and district Lead Teachers. The teaching staff is also participating in IB/MYP/DP unit planning, course description writing, MYP assessment implementation, and Managebac data systems. Our site recently participated in GLAD training through FCUSD as well as signed on to be representatives in the Equity Leadership Committee where they will be immersed into intensive professional development.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are reviewed annually and submitted to the Assistant Superintendent of Secondary Schools' office for approval in June, this year we continue to have 4 additional minimum days to use for MYP grading.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Due to the demands on instructional time by IB, CHS can no longer offer Academic Intervention and Recovery (AIR), known as, Advisory time to students, instead we continue to offer a math intervention teacher who collaborates daily with the Integrated Math teams to support intervention for struggling students. We have increased our allocating funding to create a full-time Academic Coach to serve our students and support instruction and are excited about the redesigned focus for CHS. CHS will focus on aligning our Guaranteed and Viable Curriculum (GAVC) to create Common Formative Assessments (CFA), authentic/summative assessments, and after school tutoring to facilitate interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In addition to FCUSD providing ongoing support for new instructional materials and differentiated; CHS is 1:1 as all students have access to computing devices while they are on the campus with available WiFi campus-wide.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses at CHS are aligned with state standards through our Curriculum Advisory Committee (CAC), and all new adoptions will not only have all the necessary materials they will come with ongoing support via the FCUSD Lead Teachers.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Cordova High School utilizes after school tutorials (currently done virtually due to distance learning), daily Formative Assessments to gauge student learning, and a rubric based MYP grading system to more accurately assess what a student learned as opposed to what a student did. AFROTC, Geometry in Construction, and Career Academies provide different approaches to traditional subjects via authentic assessments that center on competitions. Student Union receives extra assistance from Bilingual Instructional Assistants hired to provide after school support and a learning place conducive to schoolwork including access to technology and the internet for those students who do not have those resources at home. We added Late Night Library hours from our Title I budget and continue to utilize these supports to serve our students.

Evidence-based educational practices to raise student achievement

Project Lead the Way in our Poly-technical Academy, IB including DP/MYP and recently earned approval for the International Baccalaureate Career Certificate with implementation in fall 2019; Math is currently the Integrated series IM 1-2-3; for their new adoption, ELA is continuing the implementation of Guaranteed and Viable Curriculum, and the CA Partnership Academies are some of the programs at CHS in addition to ongoing professional development in CCSS, which, is utilizing the foundations of Response to Intervention (RtI) to promote learning for all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to attend Back To School Night, participate in clubs, Parent Teacher Student Association (PTSA), WASC, IB Parent Nights, sports events, and assist with available tutoring. The IB Parent Nights will be on a designated evening to be hosted at both CHS and MtMS. PTSA provides opportunities for students to experience extracurricular activities for students who could not otherwise afford them. Our Homeless and Foster Youth program provides school supplies for students in an effort to reduce those tangible barriers to success. Rancho Community Council and Leadership classes have provided support through Project 680. Measure H the Community Enhancement Fund, and support for all music students in the district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members are encouraged to be on School Site Council, ELAC (Title III), WASC, IB, and their input and ideas are always appreciated. Parent committees are valuable to the whole school partnership as we continue to foster relationships to support our collective students at CHS.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Professional development for Link Crew, content specific lead teachers, Bilingual Instructional Assistants, Late Night Library, IB, 50% of an Assistant Principal who falls under the LCAP, funds for technology, Thursday School for our Farsi speakers, and our after school program in the Student Union are all examples of how categorical funds facilitate learning at CHS.

Fiscal support (EPC)

Our District has access to EL funding, district funds, and Title funds.

Stakeholder Involvement

How, when, and with whom did the 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 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 stakeholders prior to approval.

Resource Inequities

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

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.

As we work towards best supporting our students, CHS was determined to be eligible for Additional Targeted Support and Improvement (ATSI) as the following student groups have met the criteria for the lowest-performing five percent of Title I schools for two consecutive years: English Learners, Students with Disabilities, and African American students.

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 data, our ELL students continue to score between Level 1 - Beginning Stage (38.7%) and Level 2 - Somewhat Developed (22.6%) on the ELPAC. While our ELL students have increased over 16 points in Mathematics, they have declined 42 points in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP). Our ELL students are considered in the "Orange" Performance Level, with a current Graduation Rate of 85.1% (over 15% higher than the state average).

2. We continue to face challenges with disproportionality as a District in the following two areas: (1) Over-identification of African American students in Special Education, (2) Increased suspension of African American students. As such, CHS has continued to implement progressive plans for discipline with a focus on the Social-Emotional Learning (SEL) of students through a data-driven approach to reviewing disciplinary trends with embedded supports. CHS will continue to have a renewed focus on supporting the following student subgroups to positively impact our suspension data. We are excited to see improvements as our total suspension numbers decreased from 8.8% to 8.2% overall. Additionally, in our three targeted focus areas, we decreased as follows:

- o African American suspension rates declined 5.1% (moving from Red to Yellow).
- o Students with Disabilities suspension rates declined 0.9% (moving from Red to Orange).
- o Socioeconomically Disadvantaged suspension rates declined 1.1% (moving from Red to Yellow).

3. Lastly, our focus will continue to support our CHS Goal Statement of "College and Career Readiness for ALL Students" as we look to increase our CHS Graduation Rate (91.9%) and our CHS College/Career Readiness (31.6% Prepared). As described, the implementation of our ATSI will allow collaboration on prescribed goals, SMART action plans, and strategic interventions which ensure Professional Learning Communities (PLC) focused teams reviewing evidence-based instructional strategies to positively impact student outcomes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.73%	0.65%	0.7%	13	12	13
African American	11.01%	10.57%	9.56%	195	196	177
Asian	7.57%	7.87%	7.94%	134	146	147
Filipino	2.26%	2.8%	3.19%	40	52	59
Hispanic/Latino	36.65%	35.2%	37.44%	649	653	693
Pacific Islander	1.75%	1.62%	1.62%	31	30	30
White	35.12%	34.56%	33.28%	622	641	616
Multiple/No Response	0.23%	0.27%	6.16%	4	5	2
Total Enrollment				1771	1,855	1,851

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	524	545	506
Grade 10	451	507	523
Grade 11	389	417	451
Grade 12	406	386	371
Total Enrollment	1,771	1,855	1,851

Conclusions based on this data:

1. While the student population held steady from the 2015-2016 to 2016-2017 school years, it is now experiencing a rapid growth based on new housing developments in the surrounding area, budget cuts to surrounding districts, and larger growth in our feeder schools.
2. The 9th-grade classes have experienced the largest growth, increasing almost 100 new students matriculating from our feeder sites.
3. Our 12th-grade numbers are experiencing a small and continued increase as we continue to support students towards graduation.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	250	232	294	14.1%	12.5%	15.9%
Fluent English Proficient (FEP)	614	674	598	34.7%	36.3%	32.3%
Reclassified Fluent English Proficient (RFEP)	58	63	30	25.6%	25.2%	12.9%

Conclusions based on this data:

1. The overall number of our English Learners continues to grow year-over-year at Cordova High School which further supports our investment through our Title I funds and allocations towards English proficiency.
2. The percentage of Fluent English Proficient students continues to improve from 33.2% to 34.7% which supports the work we have done to align our instructional strategies at CHS.
3. The percentage of students who are Reclassifying as Fluent English Proficient (RFEP) drastically improved from 11.1% to 25.6%, with 58 RFEP students this past year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	397	354	361	391	348	355	390	345	355	98.5	98.3	98.3
All	397	354	361	391	348	355	390	345	355	98.5	98.3	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2581.	2555.	2573.	20.77	17.10	20.56	27.44	26.67	28.45	29.49	25.22	25.63	22.31	31.01	25.35
All Grades	N/A	N/A	N/A	20.77	17.10	20.56	27.44	26.67	28.45	29.49	25.22	25.63	22.31	31.01	25.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.28	22.29	25.99	43.19	43.40	40.96	28.53	34.31	33.05
All Grades	28.28	22.29	25.99	43.19	43.40	40.96	28.53	34.31	33.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.22	22.06	25.71	47.30	43.24	50.00	26.48	34.71	24.29
All Grades	26.22	22.06	25.71	47.30	43.24	50.00	26.48	34.71	24.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.79	13.12	13.84	57.33	61.22	65.82	22.88	25.66	20.34
All Grades	19.79	13.12	13.84	57.33	61.22	65.82	22.88	25.66	20.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.38	26.39	26.55	50.26	44.57	53.11	20.36	29.03	20.34
All Grades	29.38	26.39	26.55	50.26	44.57	53.11	20.36	29.03	20.34

Conclusions based on this data:

1. CHS continues to increase in Total Participation (98.5%) as we work to ensure all students are tested in ELA. Additionally, all of our student groups moved out of the "Red" category as evidenced by the California School Dashboard.
2. We improved slightly over last year in the Listening Area Achievement Level Descriptor (19.79%), however declined in students meeting "Above Standard" in the other three areas. Through an intentional approach to conducting team instructional rounds and by providing relevant and high-quality professional development; we are working to build on skills through an interdisciplinary approach.
3. Our Academic Coach is working to identify student achievement data (i-Ready, Benchmark 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.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	400	354	360	396	346	354	393	345	353	99	97.7	98.3
All	400	354	360	396	346	354	393	345	353	99	97.7	98.3

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2548.	2533.	2535.	6.11	4.93	6.80	16.03	14.20	13.60	26.97	28.99	26.91	50.89	51.88	52.69
All Grades	N/A	N/A	N/A	6.11	4.93	6.80	16.03	14.20	13.60	26.97	28.99	26.91	50.89	51.88	52.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.24	8.45	11.33	26.79	29.74	24.08	60.97	61.81	64.59
All Grades	12.24	8.45	11.33	26.79	29.74	24.08	60.97	61.81	64.59

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.22	9.91	9.35	47.70	42.27	47.03	41.07	47.81	43.63
All Grades	11.22	9.91	9.35	47.70	42.27	47.03	41.07	47.81	43.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.99	8.12	9.63	53.06	56.52	53.26	34.95	35.36	37.11
All Grades	11.99	8.12	9.63	53.06	56.52	53.26	34.95	35.36	37.11

Conclusions based on this data:

1. There was continued improvement in the number of students participating in Math Assessments with 99.0% of students taking the CAASPP. Additionally, we moved all of our student groups out of the "Red" as evidenced by the California School Dashboard.

2. In Problem Solving & Modeling/Data Analysis and Communicating Reasoning we have the largest percentages (47.70% and 53.06%) classified as "At or Near Standard" -- with a more concerted effort in these Area Achievement Level Descriptors, we could see a significant improvement to the "Above Standard" benchmarks.
3. Our Math Division Leader is working closely with our Math Department to implement our PLC-model linked to Essential Learning Targets to ensure we are able to utilize effective interventions during the school year through leveraging our District Intervention Teacher and Academic Coach.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1497.5	1511.9	1478.3	1499.1	1516.2	1524.3	65	77
Grade 10	1508.3	1519.4	1488.9	1510.0	1527.3	1528.3	77	66
Grade 11	1500.3	1510.3	1477.6	1495.8	1522.6	1524.3	39	59
Grade 12	1503.1	1515.3	1493.9	1508.0	1511.7	1522.1	36	35
All Grades							217	237

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	12.99	23.08	18.18	27.69	25.97	41.54	42.86	65	77
10	15.58	4.55	24.68	36.36	19.48	30.30	40.26	28.79	77	66
11	*	6.78	*	16.95	*	44.07	38.46	32.20	39	59
12	*	11.43	38.89	28.57	*	25.71	30.56	34.29	36	35
All Grades	12.44	8.86	26.27	24.47	22.58	31.65	38.71	35.02	217	237

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	18.46	19.48	23.08	28.57	30.77	11.69	27.69	40.26	65	77
10	25.97	19.70	20.78	34.85	22.08	18.18	31.17	27.27	77	66
11	*	13.56	*	30.51	*	27.12	30.77	28.81	39	59
12	36.11	17.14	30.56	31.43	*	22.86	*	28.57	36	35
All Grades	25.35	17.72	23.96	31.22	21.20	18.99	29.49	32.07	217	237

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	16.92	5.19	35.38	55.84	47.69	38.96	65	77
10	23.38	3.03	36.36	62.12	40.26	34.85	77	66
11	*	0.00	46.15	44.07	38.46	55.93	39	59
12	*	5.71	50.00	51.43	33.33	42.86	36	35
All Grades	18.89	3.38	40.09	54.01	41.01	42.62	217	237

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	35.38	44.16	36.92	19.48	27.69	36.36	65	77
10	33.77	60.61	37.66	15.15	28.57	24.24	77	66
11	38.46	52.54	28.21	20.34	33.33	27.12	39	59
12	50.00	54.29	*	17.14	*	28.57	36	35
All Grades	37.79	52.32	34.10	18.14	28.11	29.54	217	237

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	5.19	21.54	36.36	70.77	58.44	65	77
10	*	3.03	23.38	45.45	63.64	51.52	77	66
11	*	3.39	33.33	38.98	64.10	57.63	39	59
12		8.57	47.22	37.14	52.78	54.29	36	35
All Grades	7.37	4.64	28.57	39.66	64.06	55.70	217	237

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.60	63.08	59.74	30.77	37.66	65	77
10	*	3.03	54.55	69.70	37.66	27.27	77	66
11	*	1.69	46.15	67.80	35.90	30.51	39	59
12	*	2.86	58.33	57.14	*	40.00	36	35
All Grades	11.06	2.53	56.22	64.14	32.72	33.33	217	237

Conclusions based on this data:

1. We tested 217 English Language Learners and experienced the largest class size in Grade 10 with an influx of newly enrolled Refugee students.
2. We continue to perform well in both the Oral Language Domain with 55 students obtaining Level 4 - Well Developed and in the Speaking Domain with 82 students obtaining Level 4 - Well Developed.
3. Our work will focus on providing instruction and interventions in both the Written Language, Reading, and Writing Domains to ensure the needed literacy skills are mastered towards English proficiency.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1855	70.2	12.5	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	232	12.5
Foster Youth	12	0.6
Homeless	129	7.0
Socioeconomically Disadvantaged	1302	70.2
Students with Disabilities	298	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	196	10.6
American Indian	12	0.6
Asian	146	7.9
Filipino	52	2.8
Hispanic	653	35.2
Two or More Races	120	6.5
Pacific Islander	30	1.6
White	641	34.6

Conclusions based on this data:






1. With over 70% of our students identified as Socioeconomically Disadvantaged, our continued efforts to provide high-quality instruction and intensive tutoring after school is a prioritized goal this academic year with over \$30,000 invested in afterschool supports and tutoring.
2. Our most vulnerable student groups, including both Foster Youth and those identified as Homeless, continue to increase as we proactively work to identify more students and connect them with important services around nutrition, transportation, and school supplies.

3. We have added two additional staff members 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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Despite a previous year reduction, our suspension rate did show a 1.6% increase in 2019, however we saw a decline in two of our focus subgroups (Students with Disabilities declined 2%, Homeless declined 1.5%). A more directed focus will continue to be on developing Social and Emotional Learning Competencies that work to build self-regulation and conflict management skills for our students.
2. Our English Learner Progress continues to be an area of strength with 73.1% of our students showing progress on the ELPAC State Assessment. Additionally, we are continuing to redesignate a large number of students each year as more and more students earn English proficiency.
3. Although the Graduation Rate decreased from 91.9% to 90.4%; our focus groups including our African American students at 84.8%, our Hispanic students at 92.5%, and English Learners at 83.3% continue to outpace FCUSD and achieve almost 10% higher than the State of California average.

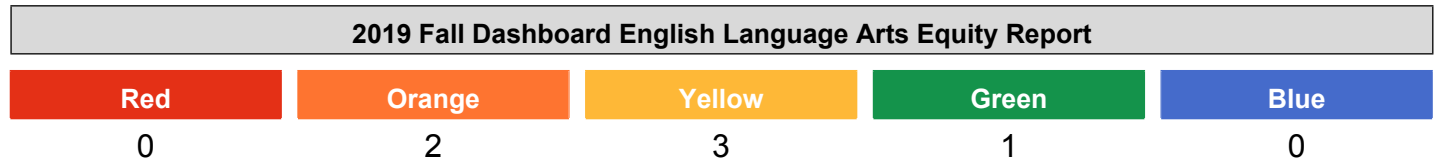
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 4.4 points below standard Increased Significantly ++19.9 points 342	 Orange 93.7 points below standard Increased ++7.9 points 84	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 46.5 points below standard Increased Significantly ++30.5 points 25	 Yellow 19.2 points below standard Increased Significantly ++17.8 points 245	 Orange 79.7 points below standard Increased Significantly ++18.2 points 66

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Yellow 4.9 points below standard Increased Significantly ++47.4 points 30	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 12.1 points below standard Increased ++13.7 points 28	Filipino  No Performance Color 51.1 points above standard 14
Hispanic  Yellow 18.3 points below standard Increased Significantly ++23.1 points 127	Two or More Races  No Performance Color 38.1 points below standard Declined Significantly -27.8 points 16	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Green 12.8 points above standard Increased Significantly ++15.8 points 119

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 140.9 points below standard Increased Significantly ++17.8 points 47	Reclassified English Learners 33.8 points below standard Increased Significantly ++27.8 points 37	English Only 15.2 points above standard Increased Significantly ++36.6 points 172
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Conclusions based on this data:

1. CHS was extremely excited that our hard work and intentional focus allowed our site to move ALL of our student subgroups out of the "Red" category as evidenced by the California School Dashboard.
2. CHS realized major increases to our focus student subgroups (Students with Disabilities increased 18.2-points, English Learners increased 7.9-points, African American students increased 47.4-points, and Hispanic students increased 23.1-points).
3. All students increased on average 19-points and are now squarely in the "Yellow" proficiency standard.

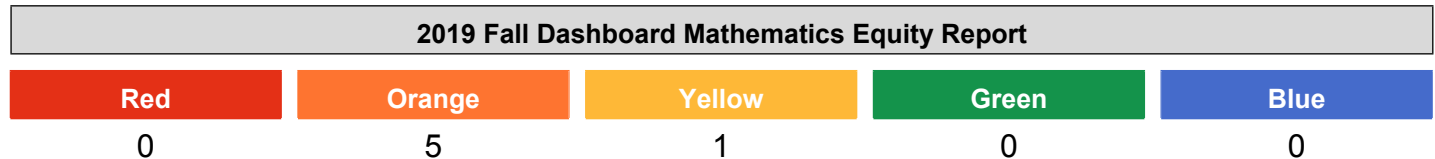
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 87.6 points below standard Maintained ++1.5 points 341	English Learners  Orange 149.1 points below standard Increased ++13.7 points 84	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color 102.3 points below standard Increased Significantly ++61.5 points 25	Socioeconomically Disadvantaged  Orange 98.6 points below standard Maintained ++0.7 points 245	Students with Disabilities  Orange 166.8 points below standard Increased ++14.3 points 67

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Orange 116.6 points below standard Increased ++3.2 points 31	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 62.5 points below standard Maintained ++2.5 points 28	Filipino  No Performance Color 2.3 points below standard 14
Hispanic  Yellow 106.4 points below standard Increased ++8.8 points 126	Two or More Races  No Performance Color 118.1 points below standard Declined Significantly -46.3 points 16	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Orange 69.3 points below standard Declined -5.5 points 118

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 185.7 points below standard Declined Significantly -19.1 points 47	Reclassified English Learners 102.6 points below standard Increased Significantly ++57.7 points 37	English Only 79.1 points below standard Increased ++8.3 points 172
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Conclusions based on this data:

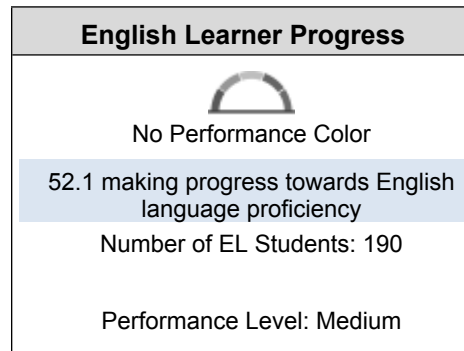
1. CHS was extremely excited that our hard work and intentional focus allowed our site to move ALL of our student subgroups out of the "Red" category as evidenced by the California School Dashboard.
2. CHS realized increases to our focus student subgroups (Students with Disabilities increased 14.3-points, English Learners increased 13.7-points, African American students increased 3.2-points, and Hispanic students increased 8.8-points).
3. All students maintained an average of 1.5-points as we work to advance towards the "Yellow" proficiency standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.2	42.6	1.0	51.0

Conclusions based on this data:

1. Cordova High School continues to graduate a significant number of English Learners each year, with a 83.3% Graduation Rate as compared to only 72.7% for California.
2. While the data demonstrates a decline of 10 students with regard to our "Decreased ELPI Level" on our English Language Acquisition Results, we realized a massive increase of 51% (97 students) progressing at least one ELPI level.
3. With almost 45% of our EL students scoring a Level 3 or Level 4 on the ELPAC assessment, we continue to demonstrate proficiency in students working towards Reclassification and learning the English language.

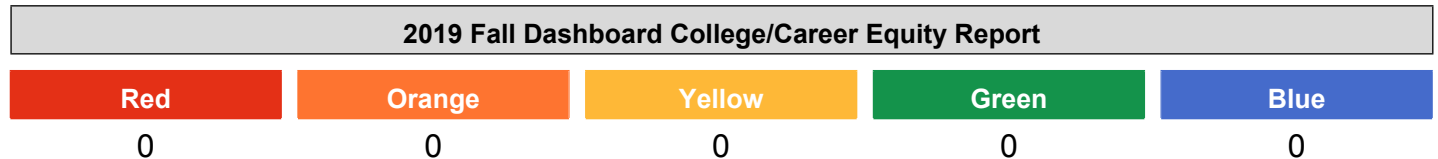
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">32.5</div> Maintained +0.9 354	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
31.6 Prepared	31.6 Prepared	32.5 Prepared
20.2 Approaching Prepared	20.2 Approaching Prepared	19.8 Approaching Prepared
48.2 Not Prepared	48.2 Not Prepared	47.7 Not Prepared

Conclusions based on this data:

1. We continue to maintain with a slight increase in overall A-G completion rates at 32.5%, and continue to work to push all student subgroups out of the "Red" proficiency category.
2. In reviewing our specific student subgroup data, our two lowest are with English Language Learners (6.8%) and Students with Disabilities (3.6%); these trends are consistent with California and we look to develop effective PLCs to further highlight effective instructional strategies to support.
3. A particular roadblock for A-G completion can be highlighted by reviewing our CAASPP scores with Mathematics; when reviewing the course passing rates, our Integrated Math I course is an area of note as work with our K-12 Curriculum Specialists with the District.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Our Chronic Absenteeism Rate for Cordova High has decreased from 14.3% to 13.4%, which is lower than Sacramento County at 14.1%
2. We have now partnered with Attention 2 Attendance (A2A) to assist in sending out consistent notices to all stakeholders to positively impact our attendance rates. As a result, we realized a reduction for our highest student subgroup with African American students decreasing from 19.6% to 16.5%.
3. In partnering with FCUSD and the Rancho Cordova Police Department, we are performing weekly home visits to help build relationships with the community and to better address the issues which are presenting students from attending school on a regular basis.

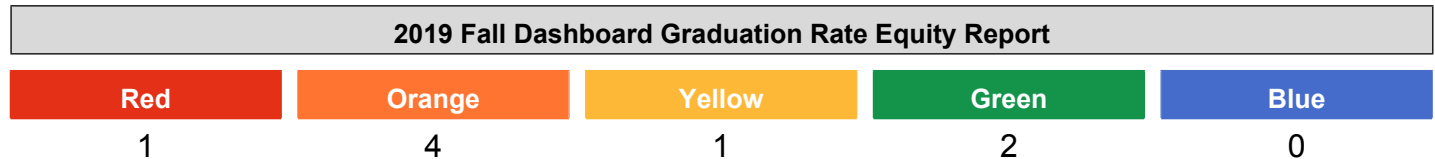
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
90.4		83.3		Less than 11 Students - Data Not Displayed for Privacy	
Declined -1.6		Declined -1.7		5	
355		60			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
Orange		Orange		Red	
86.3		89.7		62.5	
Declined -7.1		Declined -2.1		Declined -11.2	
51		281		56	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 84.8 Declined -10.9 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 90.9 Increased +4.1 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.5 Maintained -0.8 120	 No Performance Color 84.2 Increased +1.9 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 90.9 Declined -1.3 121

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
92	90.4

Conclusions based on this data:

1. Although we experienced an overall decrease in total graduation numbers, our most intensive supports for students groups are outperforming the State of California averages (African American +6.1%, Homeless +8.5%, English Learners +10.6%, and Hispanic +8.7%).
2. We have effectively added the Career Programme to our current International Baccalaureate offering at CHS which will bridge our Career and Technical Education (CTE)/CPA pathways with our Diploma Programme.
3. Our English Learners graduation rate of 83.3% is over 10.6% higher than the California state average at 72.7%.

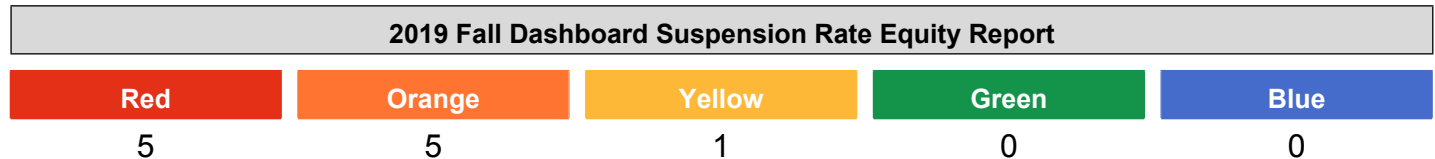
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 9.8 Increased +1.6 2016	English Learners  Red 11.4 Increased +3 306	Foster Youth  No Performance Color 25 Increased +3.6 16
Homeless  Orange 13.5 Declined -1.5 185	Socioeconomically Disadvantaged  Red 10.1 Increased +1.2 1456	Students with Disabilities  Yellow 14 Declined Significantly -2 335

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 16.7 Increased +1.5 221	American Indian  No Performance Color 13.3 Declined -1 15	Asian  Orange 5.8 Increased Significantly +4.5 154	Filipino  Orange 1.9 Increased +1.9 54
Hispanic  Orange 8.6 Increased +0.8 709	Two or More Races  Red 15.9 Increased +6.3 132	Pacific Islander  Red 18.2 Increased +6.8 33	White  Orange 8.6 Increased +0.8 698

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.2	9.8

Conclusions based on this data:

- Overall the suspension rate for Cordova High School increased from 1.6% to 9.8% and will require more foundational work centered on implementing effective Social Emotional learning and Trauma Informed Practices.
- We effectively declined with total suspension numbers with one of our focus student subgroups with Students with Disabilities decreasing 2%.
- Cordova High School is continuing to partner with FCUSD to review suspension data and to discuss strategies to maximize instructional time and build positive connections between students and staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

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

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

Goal 1: All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.

2.1 Implement state standards to improve the achievement of under performing categories of students in all content areas as measured by state testing and school District Performance Assessments (DPA).

2.2 Ensure all EL students have access to research-based EL instructional strategies to improve achievement.

2.3 Provide access to A-G, CTE, IB, AP, and Science Technology, Engineering and Mathematics (STEM) courses.

School Goals: Focus on high quality, IB/Common Core School Standards based instruction with CCSS methodologies throughout all of the curricular areas.

Identified Need

Provide access to A-G, CTE, IB, AP, and Science Technology, Engineering and Mathematics (STEM) courses.

School Goals: Focus on high quality, IB/Common Core School Standards based instruction with CCSS methodologies throughout all of the curricular areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve and diversify effective instructional strategies through an interdisciplinary approach to improve Literacy and Mathematics achievement.	Initial data indicate less than half of our students are demonstrating growth consistent with our improvement goals.	All students 2 or more grade levels below in their ELA and/or Math iReady scores will improve by a minimum of one grade level per year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Continued professional development on CCSS/IB instructional strategies.
(LCAP 1.3, 2.2, 2.5, 3.1, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,500

Source(s)

Title I
5700-5799: Transfers Of Direct Costs
Educational field trips.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels). This is an essential feature of the MYP program. Continue developing assessments that reflect student mastery of content standards. Continue to use the results of formative assessment to drive instructional practices and implement interventions where needed.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

8,830

Source(s)

Title I
3000-3999: Employee Benefits
Certificated & Classified.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Extended day interventions,
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher coverage to provide additional instruction and support for LTELs and high need students before, and after school.

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Identify and develop learning plans for drop prevention.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

7,500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Late Night Library / Tutoring

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Supplemental support materials.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,375

Source(s)

Title I

	4000-4999: Books And Supplies Educational supplies.
5,000	Title I 4000-4999: Books And Supplies Educational technology.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Offer more intervention programs.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
13,324	Title I 1000-1999: Certificated Personnel Salaries ELD Data Monitor (.60 FTE) To provide additional programs and support to LTELs and high need students utilizing data. To provide additional interventions and services during the school year as student academic needs are determined.
1,504	Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Aides for direct student support and intervention (Farsi).

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Provide Academic Coach to support student achievement.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
15,047	Title I 1000-1999: Certificated Personnel Salaries Academic Coach.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

8. Increase parent engagement and communication. (LCAP 2.1, 2.5, 2.6, 2.7)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,330	Title I 5900: Communications Postage; increase communication with all stakeholders and build positive connections to CHS.
625	Title I 2000-2999: Classified Personnel Salaries Administrative / Clerical support.

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

The implementation and addition of a full-time Academic Coach and an increase to the allocation for our ELD Program Monitor has been completed and is working towards currently serving our most marginalized students.

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

There were no major differences to amend; on a positive note, we were able to successfully spend almost our entire Title I allocation which speaks to the fidelity of the aforementioned goals.

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.

Minor changes will be made to directly support students through distance learning with increased parent contact, translation services, and progress-monitoring.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

Student achievement and success to support high quality direct instruction in ELD and Specially Designed Academic Instruction in English (SADAIE) Goal 2: All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.

2.1 Implement state standards to improve the achievement of under performing categories of students in all

content areas as measured by the California School Dashboard.

2.2 Ensure all EL students have access to research-based EL instructional strategies to improve achievement.

2.3 Provide access to A-G, CTE, IB, AP, and STEM courses.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase positive involvement of all stakeholders in the Lancer community.	While class suspensions experienced a 30% decrease, suspension data shows an overall increase by 10%. Our InfoSnap registration resulted in almost 90% of parents completing the required documentation. Our student-athlete participation (550) and overall event sales have decreased.	Decrease the number of suspensions by 10% annually. Increase the number of parents who register their kids in InfoSnap during the registration window to 90% and then by 5% more each year. Increase the number of students attending extra-curricular events by 20% annually.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.
2. Instructional classroom support utilizing multiple measures of data.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

15,047

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Academic Coach.

8,827

Title I
3000-3999: Employee Benefits
Certificated & Classified.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels) as per MYP Subject guides for grades 9 and 10.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

13,321

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

ELD Data Monitor (.60 FTE).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

3. BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.

Monthly program evaluation and collaboration.

(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,502

Source(s)

Title I

2000-2999: Classified Personnel Salaries

Bilingual Instructional Aides for direct student support and intervention (Farsi).

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Offer more intervention programs.

(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

7,500

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

Late Night Library / Tutoring

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Additional Intermediate level course supports, additional below grade level course supports and training specifically at grade 9.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

758

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Professional Development / Conferences.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Supplemental administrative support.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

625

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Additional administrative / clerical support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Provide students in low income subgroup equal access to curriculum and supports.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,375	Title I 4000-4999: Books And Supplies Educational supplies.

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

A full review of the implementation was not possible due to a move to distance learning in the Spring Semester; therefore, reductions in overall suspension numbers and/or increases to parent involvement may not be accurate.

Briefly 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 during distance learning.

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 the challenges noted with distance learning, our focus will be on student connectedness as we convert our Club Rush online and through supporting tutoring during asynchronous student time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

Goal 3

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.

Identified Need

Increase the number of students attaining English Proficiency and successfully earning a high school diploma.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students attaining English Proficiency and successfully earning a high school diploma.	Approximately 52.1% of our English Language Learners demonstrated English proficiency as evidenced by successful completion of the ELPAC. Our current four-year cohort graduation rate is 90.4%.	Increase percentage of English Language Learners demonstrating English proficiency, with a passing score on the ELPAC. Increase the number of students earning a high school diploma.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.
(LCAP 1.3, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
15,047	Title I 1000-1999: Certificated Personnel Salaries Academic Coach.
8,827	Title I 3000-3999: Employee Benefits Certificated & Classified.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels), as per MYP Subject Guides in grades 9 and 10.
(LCAP 1.3, 3.2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
13,321	Title I 1000-1999: Certificated Personnel Salaries ELD Data Monitor (.60 FTE).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

3. Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences.
Monthly program evaluation and collaboration.
(LCAP 1.3, 2.2, 2.5, 3.2, 3.3, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,502	Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Aides for direct student support and intervention (Farsi).

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Identify and develop learning plans for dropout prevention. (LCAP 2.2)
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Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
758	Title I 5000-5999: Services And Other Operating Expenditures Professional Development / Conferences.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Supplemental support materials. (LCAP 3.1, 3.2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,375	Title I 4000-4999: Books And Supplies

Educational supplies.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Offer more intervention programs.
(LCAP 1.3, 2.2, 3.1, 3.2, 4.2, 4.3, 4.4, 4.6)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

7,500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Late Night Library / Tutoring.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Increase parent engagement and communication.
(LCAP 2.1, 2.5, 2.6, 2.7)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

625

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Administrative / Clerical support.

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

The overall implementation in supporting the articulated goal was modified, including our focus on increasing the number of students earning a high school diploma as Summer School was held through a distance learning platform.

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

While we were still able to work towards accurate budget expenditures, strategies to increase English language proficiency and provide needed interventions shifted to supporting students through distance learning.

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

No intended changes will be made to this goal as each tenet still supports a critical area of need as identified for Cordova High School.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

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

Identified Need

Increase student enrollment in a-g, career pathway, or diploma pathway.

Annual Measurable Outcomes

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.	<p>32.5% of students at CHS are A-G eligible.</p> <p>We continue to see an increased number of students selecting a career pathway (850 total), but the overall number of students completing continues to maintain at 0.9%.</p> <p>We expect an increase of approximately 20% in the total number of full diploma candidates from the previous school year.</p>	<p>Increase percentage of students completing A-G requirements, with a C or better in all classes, by 7% per year.</p> <p>Increase the number of students selecting a career pathway by 10% per year.</p> <p>Increase the number of full diploma candidates by 10% each year.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. District Performance Assessments (DPA) and CAASPP data. (LCAP 1.3, 2.2, 3.1, 3.2, 3.3, 4.2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

15,047

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Academic Coach.

8,827

Title I
1000-1999: Certificated Personnel Salaries
Certificated & Classified.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

2. Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences.
Monthly program evaluation and collaboration.
(LCAP 2.1, 2.2, 2.4, 2.5, 4.2, 4.6)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,502

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Bilingual Instructional Aides for direct student
support and intervention (Farsi).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Provide students in low income subgroup equal access to experiential learning opportunities with extracurricular activities.
(LCAP 1.3, 2.1, 2.2, 2.6, 3.1, 3.3, 4.2, 4.6)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,375

Source(s)

Title I
4000-4999: Books And Supplies
Educational supplies.

13,321

Title I
1000-1999: Certificated Personnel Salaries
ELD Data Monitor (.60 FTE).

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Identify and develop learning plans for dropout prevention.
(LCAP 2.2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

758

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Professional Development / Conferences.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Offer more intervention programs.
(LCAP 1.1, 2.1, 2.2, 2.5, 3.2, 4.1, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

7,500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Late Night Library / Tutoring.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Increase parent engagement and communication.
(LCAP 2.1, 2.5, 2.6, 2.7)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

625

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Administrative / Clerical support.

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Both implementation and overall achievement for this articulated goal was successful.

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

Despite the challenges with distance learning, our staff was better able to utilize the additional remote time to ensure clear placements with our pathways which led to an increase in student access according to our planned budgetary expenditures.

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

No intended changes to this goal as we work to provide additional opportunities for students to participate in our most rigorous programs with success.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$207,900.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$207,900.00

Subtotal of additional federal funds included for this school: \$207,900.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$207,900.00

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
- 6 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Jerad Hyden (Principal)	Principal
Heidy Naderi (Secretary)	Other School Staff
Nadine Cronkhite (Teacher)	Classroom Teacher
Amy Wallace (Teacher)	Classroom Teacher
Faith Caplan (Teacher)	Classroom Teacher
Daniel Kozak (Teacher)	Classroom Teacher
Krista Lee (Parent)	Parent or Community Member
Melissa Nester (Parent)	Parent or Community Member
Trisha Pena (Parent)	Other School Staff Parent or Community Member
Lara Popyack (Parent)	Parent or Community Member
Hailey Bowmen (Student)	Secondary Student
Madison Moulton (Student)	Secondary Student
Kyle Novak (Alternate Teacher)	Classroom Teacher
Drew Bernadett (Alternate Teacher)	Classroom Teacher
Rebecca Budge (Alternate Parent)	Other School Staff Parent or Community Member
Evan Adair (Alternate Student)	Secondary Student
Carlos Correa (Alternate Student)	Secondary Student
Tierra Fitzgerald (Alternate Student)	Secondary Student

Joel Francisco (Alternate Administrator)	Other School Staff
Amanda Turkie (District Librarian)	Other School Staff

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Erin Muse	Classroom Teacher Other School Staff
M. Juana Lugunas	Parent or Community Member
Adalila Zaragoza	Parent or Community Member
Svetlana Andruh	Parent or Community Member
Tatrana Bursevici	Parent or Community Member
Oleksandr Kushniv	Parent or Community Member
Elena Voylan	Parent or Community Member
Juana Sabzar	Parent or Community Member
Araksya Kochayon	Parent or Community Member
Olivia Hernandez	Parent or Community Member
Yohuana Ramos	Parent or Community Member
Minerva Cruz	Parent or Community Member
Lyudwila Gulcheck	Parent or Community Member
Rosalinda Lopez	Other School Staff
Danna Demashuk	Other School Staff
Jerad Hyden	Principal
Joel Francisco	Other School Staff

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.

- 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)
- The ELAC shall assist the school in the development of:
 - The school's needs assessment.
 - The school's annual language census.
- 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 August 24, 2020.

Attested:



Principal, Jerad Hyden on 08/24/2020



SSC Chairperson, Nadine Cronkhite on 08/24/2020

CORDOVA HIGH SCHOOL
2020-2021 ENGLISH LEARNER ADVISORY COMMITTEE
1st MEETING
5:00pm - 6:00pm, Monday, September 21, 2020
Virtual

AGENDA

- 1. Welcome/Opening**
 - a. Sign-in: <https://forms.gle/Z7WdUrPmwVwxhBiR7>
- 2. Website -- ELD**
 - a. <https://www.fcusd.org/Page/37275>
- 3. ELAC and DELAC Meeting Dates**
 - a. ELAC
 - i. September 21, 2020
 - ii. January 25, 2021
 - iii. April 19, 2021
 - b. DELAC
 - i. September 22, 2020
 - ii. January 26, 2021
 - iii. April 27, 2021
- 4. Election - DELAC representative (2)**
- 5. Intervention and Tutoring**
- 6. Path to Reclassification**
- 7. ELPAC**
 - a. Placement
 - i. iReady Scores
 - ii. Designated English class and Grade Level class
 1. Moving towards Grade Level ONLY
 - iii. Biliteracy - Global California 2030
 - b. Reclassification
- 8. Survey:** <https://forms.gle/CsVPZcMiGKdoBfS66>

CHS ELAC Meeting: September 21, 2020 – Attendance

Erin Muse is inviting you to a scheduled Zoom meeting.

Topic: ELAC Meeting

Time: Sep 21, 2020 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting <https://fcusd-edu.zoom.us/j/92712282911>

Meeting ID: 927 1228 2911

One tap mobile +16699006833,,92712282911# US (San Jose)

+13462487799,,92712282911# US (Houston)

<u>Last Name</u>	<u>First Name</u>	<u>Grade</u>	<u>Student ID</u>	<u>Lang.</u>	<u>Phone</u>
Arguello-Ortiz	Nuvia	9	206682	1	916-743-7694
Cervantes	Evelyn	9	220731	1	510-619-4705
Del Cid	Luis	9	237152	1	916-370-4029
Farias Huerta	Juan	9	224804	1	916-544-0344
Martinez Mancía	Johanna	9	233737	1	916-308-1771
Muniz-Novela	Jasmen	9	236759	1	916-509-6612
Vazquez Ruiz	Eduardo	9	237398	1	916-579-2335
Alvarez Licea	Yair	10	238377	1	916-459-5773
Contreras Gonzalez	Yosselin	10	236506	1	916-276-9317
Gutierrez-Uribe	Catherine	10	239919	1	253-617-5217
Lopez	Jennifer	10	239903	1	510-935-5039
Muniz Novela	Gustavo	10	236789	1	916-509-6612
Perez Castro	Maria	10	236665	1	916-960-8615
Perez	Freddy	10	237631	1	916-216-2535
Perez	Jennifer	10	237012	1	916-882-2569
Perez Ortiz	Luis	12	237013	1	916-882-2569
Solares	Ana	12	233580	1	916-370-8872

CORDOVA HIGH SCHOOL
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 - a. ELAC
 - i. September 21, 2020
 - ii. January 25, 2021
 - iii. April 19, 2021
 - b. DELAC
 - i. September 22, 2020
 1. Double checking this date because we are not sure if the website for Categorical is up-to-date.
 - ii. January 26, 2021
 - iii. April 27, 2021
- 4. Election - DELAC representative (2)**
 - a. Hendy Arriaga volunteered during our meeting.
 - b. Amena Azizi volunteered on our Google Form
- 5. Intervention and Tutoring**
 - a. Intervention time is from 10:50-11:20 on Tuesday through Friday.
 - b. A parent asked if there is after school tutoring with a translator.
The answer is no at this time because we have Intervention and additional time for help during the “school” day.
- 6. Path to Reclassification**
- 7. ELPAC**

- a. Placement
 - i. iReady Scores
 - ii. Designated English class and Grade Level class
 - 1. Moving towards Grade Level ONLY
 - iii. Biliteracy - Global California 2030
 - b. Reclassification
8. Survey: <https://forms.gle/CsVPZcMiGKdoBfS66>



CHS
Site Council Minutes
August 24, 2020
1:30 pm - 2:30 pm
Microsoft Teams



Meeting Norms:

- Respect the agenda and honor starting/ending times
- Notify chair or secretary if you cannot attend and arrange for an alternate to attend in your place
- Acknowledge others ideas and suggestions
- Limit meeting to 1 hour – adjourning by 2:30

1. Sign In - Introductions – Welcome Back
2. SPSA Plan Update – Jerad Hyden
3. Other Announcements

Please contact Heidi Naderi (X 810110) if you are unable to attend and send an alternate in your place.

Full Name	User Action	Timestamp
Heidy Naderi	Joined	8/24/2020, 1:27:53 PM
Jerad Hyden	Joined before	8/24/2020, 1:27:53 PM
Jennifer Old	Joined before	8/24/2020, 1:27:53 PM
Faith Caplan	Joined before	8/24/2020, 1:27:53 PM
Amy Wallace	Joined before	8/24/2020, 1:27:53 PM
Nadine Cronkhite	Joined	8/24/2020, 1:27:54 PM
Trisha	Joined	8/24/2020, 1:29:53 PM
Krista Lee	Joined	8/24/2020, 1:31:21 PM
Krista (Guest)	Joined	8/24/2020, 1:31:53 PM
Rebecca Budge	Joined	8/24/2020, 1:33:27 PM
Melissa Nester	Joined	8/24/2020, 1:33:55 PM

Cordova High School Site Council Minutes
August 24, 2020
1:30 pm - 2:30 pm
Microsoft Teams

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- Limit meeting to 1 hour – adjourning by 2:30

1. Sign In - Introductions – Welcome Back - introductions
2. SPSA Plan Update – Jerad Hyden

Title 1 budget - Site Council is part of the oversight committee. Title 1 Budget overview by Jerad Hyden - how the budget aligns with our SPSA Goals. Clarification on the tutoring and tech line items were discussed looking at our needs moving forward.

Overview of the California Dashboard to look at the growth CHS have made from 2018 to 2019. The Title 1 funds are directly related to the supports put in place through the Title 1 funds.

Adjustments are allowed as long as the amendments provide support for the same SPSA goals.

Motion made by Nadine Cronkhite to approve the SPSA plan as written with additions (ability to adjust line items based on needs as we move forward) from Site Council, Amy Wallace Second- Motion Carried

3. Other Announcements

Krista Lee, Trisha Pena and Melissa Nester would like to complete their 2 year terms. Heidy will check with other members prior to creating nomination and election forms.

Meeting adjourned at 2:27 p.m.

Next Meeting Tuesday, September 28, 2020

Please contact Heidy Naderi (X 810110) if you are unable to attend and send an alternate in your place.