

School Year: 2021-22



# 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, 2021	October 21, 2021

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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)

Schoolwide Program

Additional Targeted Support and Improvement

Title I Schoolwide

Additional Targeted Support and Improvement (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 the 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

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: 73,147

2. Total school enrollment: 2,036

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: 70.2%

Size of 12th grade (class of 2021): 413

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 = 105 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 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 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, Alternative Projects, and 5-Year System. The district has provided a program for administrators to do observations called TalentEd/Perform. Informal walkthroughs at least once per week for all teachers are 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 with the focus for the upcoming school year. As embedded support within our Administrative Professional Learning Community (PLC) team, we have committed to weekly "Learning Walks" which are strategic classroom observations that document a 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.

## 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 to work 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 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) is 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.

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 K-12 Curriculum Specialists provide ongoing support to teachers for CCSS, newly adopted technology dependent curriculum, and targeted instruction. Additionally, K-12 Curriculum Specialists 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.

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

Department and PLC grade level collaboration takes place on a weekly basis. It's grade level/subject level when it comes to required core courses 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/CP, 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 participate in training provided by the district and K-12 Curriculum Specialists, as well as site-based led professional development. The teaching staff is also participating in IB/MYP/DP/CP unit planning, course description writing, MYP assessment implementation, and supporting our Personal Project. Last year, our site participated in GLAD training through FCUSD as well as signed on to be representatives in the Equity Leadership Committee where they were immersed into intensive professional development to lead our staff this year.



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 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)

We continue to offer additional sections devoted to both math intervention as well as specific support sections for our English Language learners. Our funding allocation has increased for both our a full-time Academic Coach as well as a full-time English Language Program Monitor to serve our students and support instruction. 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. We have also continued to provide hotspots to students as needed.

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 have all the necessary materials including course curriculum.

## 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 tutoring each day of the week, including math and English, offered all five days. We utilize 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. Our Student Union received a massive upgrade, with four new office spaces to house our Mental Health Specialists to provide critical social-emotional supports to students. We have implemented Late Night Library and Writing Centers after school to support a learning place conducive to schoolwork including access to technology and the internet for those students who do not have those resources at home.

Evidence-based educational practices to raise student achievement

Our Polytechnical Academy, IB including DP/MYP and previously earned approval for the International Baccalaureate Career Certificate and we are continuing to run our Patient Care Pathway; math and 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, although this year will be virtual with a robust website designed for direct access (despite a return to school). Additionally, we are offering participation 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 Measure H the Community Enhancement Fund, works to continue to support students at CHS.

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 PLC teachers, Bilingual Instructional Assistants, Late Night Library, IB, 50% of an Assistant Principal who falls under the LCAP, funds for technology, and our after school tutoring and the Writing Lab are all examples of how categorical funds facilitate learning at CHS.

#### Fiscal support (EPC)

Our District has access to EL funding, district funds, and federal 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. 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 83.3% (over 10% 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.

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 (90.4%) and our CHS College/Career Readiness (32.5% 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.65%	0.7%	0.6%	12	13	12
African American	10.57%	9.56%	10.1%	196	177	198
Asian	7.87%	7.94%	7.4%	146	147	144
Filipino	2.8%	3.19%	2.7%	52	59	52
Hispanic/Latino	35.2%	37.44%	38.4%	653	693	750
Pacific Islander	1.62%	1.62%	1.7%	30	30	34
White	34.56%	33.28%	32.2%	641	616	629
Multiple/No Response	6.47%	6.16%	6.9%	120	114	135
Total Enrollment				1,855	1,851	1,955

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	545	506	552
Grade 10	507	523	480
Grade 11	417	451	487
Grade 12	386	371	436
Total Enrollment	1,855	1,851	1,955

### 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. We continue to see student enrollment growth, not over 2,000 students this school year.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	232	294	327	12.5%	15.9%	16.7%
Fluent English Proficient (FEP)	674	598	588	36.3%	32.3%	30.1%
Reclassified Fluent English Proficient (RFEP)	63	30	16	25.2%	12.9%	5.4%

### 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 (FEP) students has decreased based on the increase in student enrollment as we need to continue to align our instructional strategies at CHS.
3. The percentage of students who are Reclassifying as Fluent English Proficient (RFEP) has been a focus with 52.1% making progress towards English language proficiency.

# 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 and ELD Program Monitor continually review 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.

# 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
<b>Grade 9</b>	1497.5	1511.9	1478.3	1499.1	1516.2	1524.3	65	77
<b>Grade 10</b>	1508.3	1519.4	1488.9	1510.0	1527.3	1528.3	77	66
<b>Grade 11</b>	1500.3	1510.3	1477.6	1495.8	1522.6	1524.3	39	59
<b>Grade 12</b>	1503.1	1515.3	1493.9	1508.0	1511.7	1522.1	36	35
<b>All Grades</b>							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
<b>9</b>	*	12.99	23.08	18.18	27.69	25.97	41.54	42.86	65	77
<b>10</b>	15.58	4.55	24.68	36.36	19.48	30.30	40.26	28.79	77	66
<b>11</b>	*	6.78	*	16.95	*	44.07	38.46	32.20	39	59
<b>12</b>	*	11.43	38.89	28.57	*	25.71	30.56	34.29	36	35
<b>All Grades</b>	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
<b>9</b>	18.46	19.48	23.08	28.57	30.77	11.69	27.69	40.26	65	77
<b>10</b>	25.97	19.70	20.78	34.85	22.08	18.18	31.17	27.27	77	66
<b>11</b>	*	13.56	*	30.51	*	27.12	30.77	28.81	39	59
<b>12</b>	36.11	17.14	30.56	31.43	*	22.86	*	28.57	36	35
<b>All Grades</b>	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 237 English Language Learners as we continue to realize an increase in overall EL student enrollment.

2. We realized a Mean score increase to all three areas: Written Language, Reading, and Writing Domain.
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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,851	66.7	15.9	0.3
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	294	15.9
Foster Youth	6	0.3
Homeless	152	8.2
Socioeconomically Disadvantaged	1,234	66.7
Students with Disabilities	310	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	177	9.6
American Indian	13	0.7
Asian	147	7.9
Filipino	59	3.2
Hispanic	693	37.4
Two or More Races	114	6.2
Pacific Islander	30	1.6
White	616	33.3

### Conclusions based on this data:

1. With over 65% 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 \$40,000 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Despite a previous year reduction, our suspension rate did show a 1.6% increase in our most recent data supplied, 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

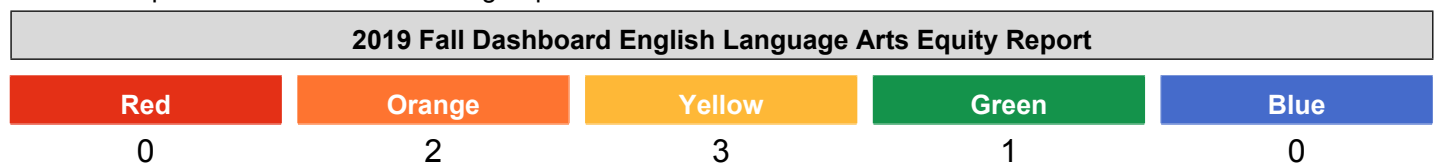
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
<b>All Students</b>  Yellow 4.4 points below standard Increased Significantly +10 points 342	<b>English Learners</b>  Orange 93.7 points below standard Increased +7.9 points 84	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color 46.5 points below standard Increased Significantly +30.5 points 25	<b>Socioeconomically Disadvantaged</b>  Yellow 19.2 points below standard Increased Significantly +17.8 points 245	<b>Students with Disabilities</b>  Orange 79.7 points below standard Increased Significantly +18.2 points 66



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

<b>Current English Learner</b> 140.9 points below standard Increased Significantly +17.8 points 47	<b>Reclassified English Learners</b> 33.8 points below standard Increased Significantly +27.8 points 37	<b>English Only</b> 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

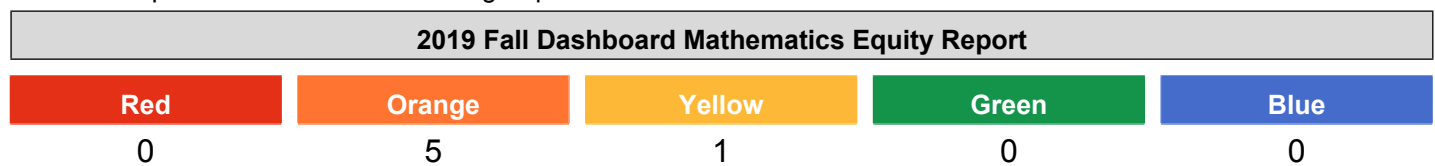
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

<b>Current English Learner</b> 185.7 points below standard Declined Significantly -19.1 points 47	<b>Reclassified English Learners</b> 102.6 points below standard Increased Significantly +57.7 points 37	<b>English Only</b> 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.

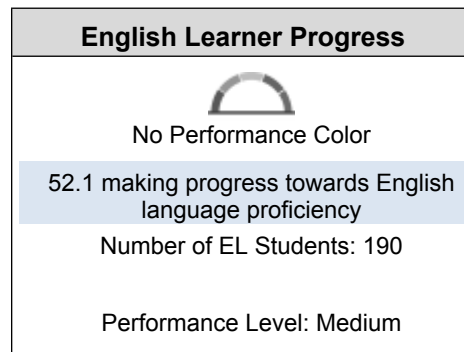
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

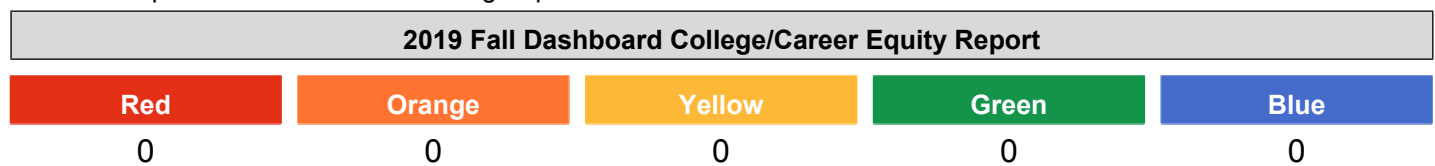
## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
<b>All Students</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">32.5</div> Maintained +0.9  354	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Students with Disabilities</b>  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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
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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 we are implementing BASE and SEL curriculum to help build relationships with struggling students and to better address the trauma issues which are presenting students from attending school and realizing success on a regular basis.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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.









2019 Fall Dashboard Graduation Rate Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
1	4	1	2	0

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		
<b>All Students</b>  Orange 90.4 Declined -1.6 355	<b>English Learners</b>  Orange 83.3 Declined -1.7 60	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  Orange 86.3 Declined -7.1 51	<b>Socioeconomically Disadvantaged</b>  Orange 89.7 Declined -2.1 281	<b>Students with Disabilities</b>  Red 62.5 Declined -11.2 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:

- 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%).
- We have effectively added the Career Programme and are continuing to implement the Patient Care Pathway to our current International Baccalaureate offering at CHS which will bridge our Career and Technical Education (CTE)/CPA pathways with our Diploma Programme.
- 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

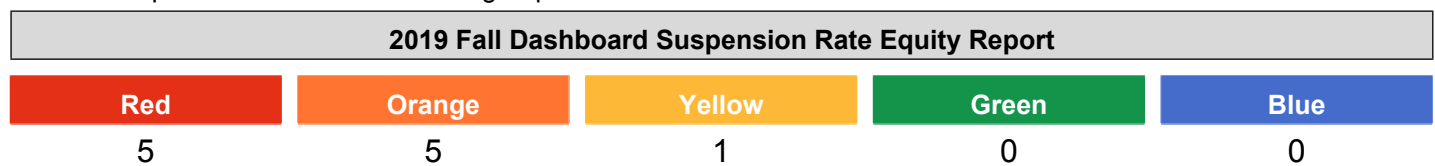
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
<b>All Students</b>  Orange 9.8 Increased +1.6 2016	<b>English Learners</b>  Red 11.4 Increased +3 306	<b>Foster Youth</b>  No Performance Color 25 Increased +3.6 16
<b>Homeless</b>  Orange 13.5 Declined -1.5 185	<b>Socioeconomically Disadvantaged</b>  Red 10.1 Increased +1.2 1456	<b>Students with Disabilities</b>  Yellow 14 Declined Significantly -2 335

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Red 16.7 Increased +1.5 221	<b>American Indian</b>  No Performance Color 13.3 Declined -1 15	<b>Asian</b>  Orange 5.8 Increased Significantly +4.5 154	<b>Filipino</b>  Orange 1.9 Increased +1.9 54
<b>Hispanic</b>  Orange 8.6 Increased +0.8 709	<b>Two or More Races</b>  Red 15.9 Increased +6.3 132	<b>Pacific Islander</b>  Red 18.2 Increased +6.8 33	<b>White</b>  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 8.2% 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

Goal 1 - All students will receive equitable instruction from highly-qualified teachers 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

## 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 below standard in their ELA and/or Math i-Ready scores will improve by a minimum of two grade levels per year, until mastery is reached.

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)

15,237

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)

10,000

Source(s)

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

### 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)	Source(s)
2,500	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)
23,004	Title I 1000-1999: Certificated Personnel Salaries ELD Data Monitor (1.0 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)
16,148	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
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#### Strategy/Activity

8. Increase parent engagement and communication. (LCAP 2.1, 2.5, 2.6, 2.7)
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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)
4,949	Title I 5900: Communications Postage; increase communication with all stakeholders and build positive connections to CHS.
1,000	Title I 2000-2999: Classified Personnel Salaries Administrative / Clerical support.

## Annual Review

### SPSA Year Reviewed: 2020-21

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 of a full-time Academic Coach and full-time 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.

As we transition back in the 2021-2022 school year, we will need to re-establish baselines for effective instruction based on the significant needs of our students; we will need to work to progress-monitor and provide targeted interventions.

# 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

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).  
2.1 - Increase student attendance rates and reduce chronic absences for all students.  
2.2 - Increase the high school graduation rate and decrease the dropout rate.  
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.  
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.  
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.  
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## 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 of 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)

16,150

#### Source(s)

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

15,237

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)

23,002

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### 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)

10,000

#### Source(s)

Title I

1000-1999: Certificated Personnel Salaries

Late Night Library / Tutoring / Writing Lab.

### 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)

5,000

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)

1,000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
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)
2,500	Title I 4000-4999: Books And Supplies Educational supplies.
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional software.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

As we start the 2021-2022 school year, we look forward to establishing student achievement baselines and working towards positive outcomes with this articulated goal.

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 we did receive additional funding which has been reviewed with Site Council to continue to serve students with high-quality instruction.

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.

With a return to learning, we acknowledge challenges surrounding social-emotional supports for students and will focus on student connectedness and opportunities for collaboration during classroom instruction.

# 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

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)  
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.  
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.  
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.  
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

## 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 the 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)
16,150	Title I 1000-1999: Certificated Personnel Salaries Academic Coach.
15,237	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)
23,002	Title I 1000-1999: Certificated Personnel Salaries ELD Data Monitor (1.0 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)

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. 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)

5,000

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. 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)

2,500	Title I 4000-4999: Books And Supplies Educational supplies.
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional software.

## 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)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries Late Night Library / Tutoring / Writing Lab.

## 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)	Source(s)
1,000	Title I 2000-2999: Classified Personnel Salaries Administrative / Clerical support.

# Annual Review

## SPSA Year Reviewed: 2020-21

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 we saw a decline in the Graduation Rate at CHS (90.4%).

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, we are working again to provide relevant professional development on strategies to increase English language proficiency and needed interventions for struggling student groups.

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

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

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

## 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 the percentage of students completing A-G requirements, with a C or better in all classes, by 5% 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)**

16,150

**Source(s)**

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

15,237

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)

2,500

Source(s)

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

23,002

Title I  
1000-1999: Certificated Personnel Salaries  
ELD Data Monitor (1.0 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)

5,000

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)

10,000

Source(s)

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

### **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)

1,000

Source(s)

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

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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.

With an increased focus on student enrollment in A-G courses, we are working to better align our placement efforts utilizing student achievement data to effectively remove barriers and allow students equal opportunities in our most advanced programs.

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	\$318,015.00

## 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	\$318,015.00

Subtotal of additional federal funds included for this school: \$318,015.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$318,015.00

# School Site Council Membership

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

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

Name of Members	Role
Jerad Hyden (Principal)	Principal
Heidy Naderi (Secretary)	Other School Staff
Joel Francisco (Alternative Administrator)	Other School Staff
Amy Wallace (Teacher)	Classroom Teacher
Dianne Goldman (Teacher)	Classroom Teacher
Daniel Kozak (Teacher)	Classroom Teacher
Troy Fennel (Parent)	Parent or Community Member
Rebecca Sloan (Parent)	Parent or Community Member
Trisha Pena (Parent)	Parent or Community Member
Veronica Cruz (Parent)	Parent or Community Member
Hailey Bowmen (Student)	Secondary Student
Madison Moulton (Student)	Secondary Student
Drew Bernadett (Alternate Teacher)	Classroom Teacher
Lea Hernandez (Alternate Parent)	Parent or Community Member
Arrionne Aguilar Taitague (Alternate Parent)	Parent or Community Member
Evan Adair (Alternate Student)	Secondary Student
Carlos Correa (Alternate Student)	Secondary Student
Tierra Fitzgerald (Alternate Student)	Secondary Student

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

be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Sergio Ortega	Parent or Community Member
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
Leili Mavaddat	Other School Staff
Danna Demashuk	Other School Staff
Adbul Rahim Sediqi	Parent or Community Member
Fanny Ortiz	Parent or Community Member
Erin Kaluza	Other School Staff
Joel Francisco	Other School Staff
Jerad Hyden	Principal

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

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

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:

- a. The school's needs assessment.
- b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name



State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

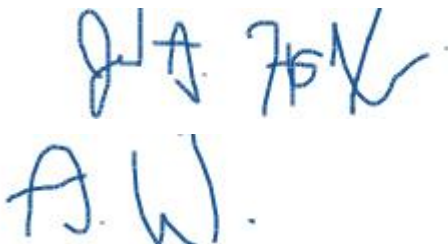
Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 24, 2021.

Attested:



Principal, Jerad Hyden on 08/24/2021

SSC Chairperson, Amy Wallace on 08/24/2021

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

ELAC Attendance  
September 23, 2021

1. Debra Zwicker-Sobrepena - Teacher
2. Luis Acosta Cervantes - Spanish BIA
3. Leili Mavaddat - Farsi BIA
4. Daniel Kozak - Teacher
5. Evaeden Quiroz Castaneda - Parent
6. Joel Francisco - Assistant Principal
7. 96551343038 - Parent
8. Channing Hartford (Lugo) - Teacher
9. Erin Kaluza - ELD Program Monitor



**Site Council Minutes**  
**August 24, 2021**  
**3:45 - 4:37**  
**Zoom**

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 4:45

1. Sign In & Introductions – Welcome Back
  - a. In attendance: Jerad Hyden, Heidy Naderi, Daniel Kozak, Trish Pena, David Daley, Krista Lee, Drew Bernadett and Amy Wallace.
2. SPSA Plan Update – Jerad Hyden
  - a. Specific goals that direct funding to support various sub-groups. We will revisit the Title 1 budget when we receive our carry over from 2020-2021.
3. Safety Plan Timeline - Jerad Hyden
  - a. Working on updating the School Site Safety Binder which will be complete mid October to be reviewed by Site Council at the October meeting.
    - A. Our first drill is scheduled for next week and will review procedures with our staff at the faculty meeting this Thursday. For fire alarms we have the students stay put for 30 - 90 seconds while we determine the source and next step, either false alarm (carry on with class), evacuate or lock down.
4. COVID-19 Quarantine Decision Tree for K-12 Schools
  - a. Went over the FCUSD Student Decision Tree
5. Other Announcements
  - a. Back to School Night will be virtual via a Google Back to School Night website with individual videos from teachers for parents to watch at their convenience.
  - b. Update with SRO's - Rancho has 2 SRO's (previously had 3), they patrol and visit from site to site. SRO Jacobs and SRO . They have been on campus a few times for various situations, former death of a student, custody issue, and altercation where a parent requested SRO. We have tightened up the data piece of student contacts with SRO's.
  - c. Sports? Dances? Currently anything that is not an educational purpose is on hold including dances and rallies. Sports have some restrictions but are moving forward with spectators. Indoor sporting events are allowing a certain amount of household members to attend with masks. The banner for swim and softball banners will be hung up soon. We have been waiting for the scissor lift from the district but Panya will try to do it with the extension ladder. Dave suggested using the tennis courts for a dance.
  - d. Currently volunteers and visitors are not allowed but we are working with the district office to try and create opportunities for some educational volunteers to to push through.

Meeting Adjourned at 4:37 p.m.

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

**CORDOVA HIGH SCHOOL**  
**2021-2022 ENGLISH LEARNER ADVISORY COMMITTEE**  
**4:00pm - 5:00pm, Thursday, September 23, 2021**  
**Minutes**

Zoom opened at 4 pm.

Meeting Began at 4:10 pm

**Welcome/Opening -- Sign-in:**

- o In attendance:
  - Debra Zwicker-Sobrepena - Teacher
  - Luis Cervantes - BIA - Spanish
  - Leili Mavaddat - BIA - Farsi
  - Daniel Kozak - Teacher
  - Evaeden Quiroz Castaneda - Parent
  - Joel Francisco - Assistant Principal
  - Channing Hartford (Lugo) - Teacher
  - Erin Kaluza - ELD Program Monitor
  - 96551343038 - Call in, but no response to questions in English, Spanish, or Farsi

**Introductions:**

- o **Mr. Francisco** - assistant principal
- o **Luis Cervantes** - Spanish BIA
- o **Leili Mavaddat** - Farsi BIA
- o **Erin Kaluza** - ELD Program Monitor
- o **To our teachers:**
  - **Mr. Kozak** introduced himself
    - 10+ years of working with English Learners
    - Room: E-1
    - Email is the best way to reach me: dkozak@fcusd.org
    - Overall goals:
      - o Students become confident English speakers (mistakes are an important part of the process!)
      - o Improve writing skills
      - o Understand what they are reading and ask questions when they don't understand
      - o Better listening comprehension
    - English Language Development 1
      - o Course Objectives
      - o Students will further develop their abilities to **speak**, **write**, and **understand** English through structured speaking, listening, and writing assignments.
  - **Mr. Hartford (Lugo)** introduced himself
    - English Teacher/TESOL Certificate Holder

- Room: H-104
- Contact: clugo@fcusd.org
- Overall goals:
  - To write in response to various forms of text
  - To discuss observations and analysis
  - To regularly and confidently present classwork
  - To engage in cooperative learning and inquiry
- English Language Development 2
  - Course Objectives
  - Students will continue refining their abilities to speak, write, and understand English through structured speaking, listening, and writing assignments.
- **Mrs. Zwicker-Sobrepena** introduced herself
  - Veteran English Teacher/Division Lead
  - Room: H-106
  - E-Mail: dzwickersobrepena@fcusd.org
  - Phone: 916-294-2450 ext. 810355
  - Remind: text 81010 with message @zwickeld
  - Overall Goals for Students:
    - Better readers
    - Better writers
    - Better speakers
    - Better listeners
    - Collaborative people
  - Beginning English Language Development
    - Course Objectives
    - Students will learn to speak, write, and understand English through structured speaking, listening, and writing assignments.

#### **ELAC and DELAC Meeting Dates**

- ELAC and DELAC meeting dates were shared. Parents will be able to assist with decisions made for what they would like to see both the site and district regarding language learner needs.
- **ELAC**
  - **September 23, 2021**
  - **October 21, 2021**
  - **December 9, 2021**
  - **January 13, 2022**
  - **February 10, 2022**
  - **March 17, 2022**
- **DELAC**

- **October 19, 2021**
- **November 9, 2021**
- **January 11, 2022**
- **February 15, 2022**
- **March 15, 2022**
- **May 3, 2022**

#### **Election - DELAC representatives (2) and alternate**

- <https://forms.gle/Fx1YT3rjvvgjyjqb7>
- The team present opted to move this piece to email out parents due to the lack of numbers.
- Luis and Maira will contact our Spanish speaking families.
- Leili will contact our Farsi speaking families to assist with this process.

#### **Clinic for Vaccinations**

- These are offered through our district.

#### **Parent Summit**

- **Saturday, November 6<sup>th</sup> from 8:30-11:30**
- **Saturday, February 5<sup>th</sup> from 8:30-11:30**
- **Saturday, April 9<sup>th</sup> from 8:30-11:30**
- Shared the dates of upcoming parent summit events. Information will be sent out in the future with more details about the summits.

#### **Site Council**

- Invited our parents to attend site council, so they can also participate in changes and opportunities offered at our site.

#### **Tutoring**

- **Library after school until 5 pm.**
- Ms. Zabel is available every day after school in the library until 5 pm. On Thursday's, Luis and Maira are available to assist.
- New this year, the English department has added a writing center to help with all of our students' writing needs. It is available in H106 after school every day except Thursday.

Joel Francisco expressed his gratitude for attending the meeting during this challenging time. If parents had any suggestions for any changes, he could let us know. We would try to make it happen.

#### **Questions/Concerns**

- Opened the floor to questions and comments. Evaeden Quiroz Castandea said she has no comments and this time, and thank you for having this event.

Meeting adjourned at 4:35 pm



**CHS**  
**Site Council Sign-In**  
**August 24, 2021**  
**3:45 - 4:45 PM**  
**Zoom**



In Attendance:

- Jerad Hyden (Principal)
- Heidy Naderi (Administrative Assistant)
- Daniel Kozak (Teacher)
- Trish Pena (Parent)
- David Daley (Parent)
- Krista Lee (Parent)
- Drew Bernadett (Teacher)
- Amy Wallace (Parent/Teacher)

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





**CHS**  
**Site Council Agenda**  
**August 24, 2021**  
**3:45 - 4:45**  
**Zoom**



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3. Safety Plan Timeline - Jerad Hyden
4. COVID-19 Quarantine Decision Tree for K-12 Schools
5. Other Announcements

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



# CORDOVA HIGH SCHOOL



Folsom Cordova Unified School District  
2239 Chase Drive, Rancho Cordova, CA 95670  
916-294-2450

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**CORDOVA HIGH SCHOOL**  
**2021-2022 ENGLISH LEARNER ADVISORY COMMITTEE**  
**4:00pm - 5:00pm, Thursday, September 23, 2021**  
**Virtual - AGENDA**

- ☐ Welcome/Opening -- Sign-in: <https://forms.gle/dPiZrCpTXqEaQB8Y7>
- ☐ Website – ELD
  - o <https://www.fcusd.org/domain/5395>
- ☐ ELAC and DELAC Meeting Dates
  - o ELAC
    - September 23, 2021
    - October 21, 2021
    - December 9, 2021
    - January 13, 2022
    - February 10, 2022
    - March 17, 2022
  - o DELAC
    - October 19, 2021
    - November 9, 2021
    - January 11, 2022
    - February 15, 2022
    - March 15, 2022
    - May 3, 2022
- ☐ Election - DELAC representatives (2) and alternate
  - o <https://forms.gle/Fx1YT3rvvgjyjqb7>
- ☐ Clinic for Vaccinations
- ☐ Parent Summit
  - o Saturday, November 6<sup>th</sup> from 8:30-11:30
  - o Saturday, February 5<sup>th</sup> from 8:30-11:30
  - o Saturday, April 9<sup>th</sup> from 8:30-11:30
- ☐ Site Council
- ☐ Introduction to our ELD Teachers
  - o Mr. Kozak
  - o Mr. Lugo
  - o Mrs. Zwicker-Sobrepenna
- ☐ Tutoring
  - o Library after school until 5 pm.
- ☐ Questions/Concerns