

2017-2018

The Single Plan for Student Achievement



Cordova Meadows Elementary School

School: Cordova Meadows Elementary School
CDS Code: 34673306033179
District: Folsom Cordova Unified School District
Principal: Marie Pawlek
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Cordova Meadows Elementary School's Vision and Mission Statements

Cordova Meadows Elementary School is a community of students, parents, volunteers and staff committed to providing excellence in educational programs by providing a safe, caring, and diverse learning environment where students grow academically and socially. Cordova Meadows Elementary School will accomplish this by working in collaborative teams that provide a program focused on standards aligned instruction with high levels of learning for all. By working with stakeholders, students will have a broad range of rigorous educational opportunities that will become the building blocks of lifelong learning.

School and Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 19,527 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool thru Adult. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners.

Cordova Meadows Elementary School is an inviting campus with two gardens, large trees, a beautiful field, and two colorful murals. Cordova Meadows operates on a traditional schedule, and during the first month of the 2017-18 school year, 413 students were enrolled in grades preschool through fifth grade. The school's largest ethnic group is Hispanic/Latino, with 49.6% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include African-American at 21.22%, White at 15.38%, Asian 9%, and less than five percent of Asian, Native American, Filipino, and Pacific Islander. This includes a recent enrollment of 88 student refugees from Afghanistan. Cordova Meadows Elementary School has 80 students enrolled in the ASES program known as "STARS" daily until 6:00pm. Our staff is trained in effective intervention practices with children, and our teachers are regularly provided professional development to increase and improve their instructional effectiveness. For our Professional Learning Communities, we have contracted with CORWIN to create Impact Tams. Funding from our SIG grant, LCFF, and the general fund assist to improve collective teacher efficacy and provide high levels of learning for all students. Unique characteristics about our school make us desirable for many parents to select us through the district School Choice Program. We are a uniform school to minimize the clothing cost to parents, to help focus our students before their arrival at school, and to protect our students physically and socially. Our instructional program is designed to provide children with higher order thinking skills even as they develop their basic reading and math skills. Cordova Meadows students in the 3/4 combo, 4th, and 5th grade receive instrumental music instruction.

Cordova Meadows Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The strong parent and community support we receive supports the goal of providing an excellent educational program in a warm, caring, and safe environment. The school will be expending considerable time and resources establishing strong connections to the parent and family community through SSC, ELAC, English classes, parent leadership activities, family nights, and informational events for parents in response to conversations administration have been having with parents. Parents are recruited to be involved in every aspect of the services to our students. We want parents in the classroom, in the PTA, in our Community Gardens, socializing in our Volunteer Lounge and Parent Resource Center, as well as other programs.

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).

Staff and families at Cordova Gardens are encouraged to provide input and feedback about school improvement through the site/district School Effectiveness Survey, Title 1 survey, ELAC committee input surveys, PTA Surveys, and Cordova Meadows Volunteer opportunity survey. Results of these surveys are analyzed to determine areas of strength, as well as areas for on-going development. Surveys administered in September of 2017 indicate that all elements in the School Effectiveness Survey fall within the positive range. The area of "Collegiality and Professionalism" was viewed as an exceptionally strong area. Sub elements identified for focus included Common Core, integrated curriculum, curriculum design, English Language Arts, and school pride and safety. Each month the Principal or Assistant Principal meets with interested parents through our Second Cup of Coffee. This Second Cup of Coffee is for parents to express questions, concerns and compliments. The Principal and Assistant Principal are involved with PTA meetings, and conduct the required meetings for Site Council and ELAC. Each year we distribute, collect, analyze and report feedback from parents through our annual Title I parent survey. On a weekly basis, the Principal, Assistant Principal, Academic Support Coach, Intervention Teachers and classroom instructional staff meet with parents to review individual student progress through the Student Study Team process.

Through these many interactive qualitative data collection methods, the parents have several common compliments. Parents in large majority support the Extended Day Interventions, the after school Enrichment Programs, the commitment of the teachers, the physical cleanliness of the school and the community-spirit that is extended from the school to the parents.

The areas that get the most negative comment relate to behavior violations and daily on time attendance. Although it represents only a small portion of parents, the parents who are held accountable for student behavior non-compliance, and poor daily on time attendance complain about these rules and the consequences.

Classroom Observations

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

Informal classroom observations are done regularly through walk-throughs by the Principal and Assistant Principal. Feedback is provided to each teacher individually and as appropriate. Formal observations are scheduled two to four times a year per the FCUSD evaluation process. Specific feedback is written and verbal, and is provided to teachers following classroom observations. Feedback targets the six California Standards for the Teaching Profession (CSTP).

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

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

Cordova Meadows conducts required state, district, and local testing, such as CAASPP, CELDT, and i-Ready. Evidence from assessments are analyzed by teachers, Principal, and Assistant Principal, and action plans are created to modify instruction based on the data. When State assessment results are returned at the beginning of each new school year, the results are analyzed by teachers, Principal, and Assistant Principal to determine if materials, instructional strategies, or instructional priorities need to be continued, modified or replaced. Data analysis and planning to improve instruction is the primary goal of

our PLC and Impact Team time.

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

Cordova Meadows uses CAASPP, i-Ready, and Illuminate reports to create an analytical model of student performance that identifies the different levels of student performance by class and by individual students. Dedicated collaboration/PLC time supports teachers with data analysis. Teachers review the data results from the required district and state testing, as well as the results of formative assessments from their daily classroom instruction. When teachers have identified areas of academic need, they spiral back to those concepts as they continue to move forward in the curriculum so that students develop mastery of each area prior to the end of the academic year. Student data is monitored on a regular basis to maintain support and consistency in student growth.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Cordova Meadows coordinates with FCUSD Human Resource Department in order to ensure that all staff meet the requirements to be designated as "highly qualified".

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

The Cordova Meadows Principal and Assistant Principal arranges for teachers have access to and participate in ongoing professional development on site, at district level, with the Sacramento County Office of Education (SCOE) and through our School Improvement grant. The different staff development site topics are based on our School Improvement Grant priorities, classroom observations of teachers and students, as well as the needs identified by the teachers themselves. Professional development is incorporated through the district level as professional development days, district facilitated instructional focus meetings, site teacher release time, site professional development provided by site-based coaches, School Improvement Grant contracts, and designated professional development at weekly staff meetings. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers. SCOE also offers professional development that support local districts in improving student achievement through high-quality training for administrators, teachers, and other educators.

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

Staff development at Cordova Meadows is designed to target high quality first instruction and aligned with the Common Core State Standards and research-based instructional strategies.

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

Cordova Meadows teachers are supported by a School Principal, Assistant Principal, three Intervention Teachers, an Academic Support Coach, two Department Chairs, District Academic Support Coach, District EL Lead Teacher, an ELA Lead Teacher, Math Lead teacher, and Coaches on campus for ELA/ELD and Math Adoption Implementation, as well as STEM, GATE, and Instructional Technology.

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

Teacher collaboration takes place weekly on Thursdays in a formal setting, Impact Team meetings, and many informal times that grade levels meet to improve their instruction. This includes cross grade level collaboration. professional learning communities, data review for improved assessment and instruction. During staff development opportunities, teachers work in grade alike groups as well as vertical teams for collaborative planning and to share best practices. Each grade level also collaborates during release days to review student outcomes on assessments, plan instruction, and develop interventions.

Teaching and Learning

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

FCUSD provides only curriculum which is aligned with the CCSS.

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

Cordova Meadows exceeds the required minutes for Reading/ Language Arts and Mathematics so that students can experience discrete skill instruction.

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

Cordova Meadows teachers follow the district pacing guidelines, unless a modification is needed to assist students with reviewing curriculum to develop mastery. MTSS, English Language Development, and interventions are also aligned to FCUSD guidelines.

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

Cordova Meadows complies with the Williams Act requirements and each student has the required materials.

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

FCUSD provides Cordova Meadows with all required and approved curriculum, as well as intervention materials.

Opportunity and Equal Educational Access

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

Under-performing students receive the core instructional program that is delivered by the regular classroom teacher. Through MTSS and extended day opportunities, students are provided the instructional services that they need to fill instructional gaps.

14. Research-based educational practices to raise student achievement

Cordova Meadows employs research-based educational practices. Research based educational practices are shared at weekly meetings. Staff has the regular opportunity to review and discuss research related to student achievement and professional development. District professional development also supports teachers in learning new research-based practices.

Parental Involvement

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

Cordova Meadows is committed to partner with parents and community members to assist with the development of financial resources and volunteer time to help the Cordova Meadows' students have access to extended learning opportunities. We encourage stakeholders to volunteer in classrooms as well as participate in school activities and workshops to support struggling students.

16. 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 at Cordova Meadows are valued and prioritized. Parents have a room for their own resource sharing and collaborating, our PTA is growing in numbers, and Site Council Members and bilingual parents assist us in monitoring school progress.

Funding

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

FCUSD provides categorical support through services. These services include an Academic Support coach, Bilingual Instructional Aide, site Intervention Teachers, and district lead teachers as well as many programs.

18. Fiscal support (EPC)

Cordova Meadows receives an annual budget for supplies and yard supervision from base funds, Title 1 Funds, supplemental, and local support such as Measure H funds. Cordova Meadows identifies school-wide needs and allocates funds in accordance with these identified needs. In addition to district support, site general funds, donations, PTA fund raisers, and grants support us in achieving our goals.

Description of Barriers and Related School Goals

Cordova Meadows Elementary faces a number of challenges, but none of these challenges are seen as insurmountable with the administration, staff, or parents. These challenges can be seen in four specific domains:

Human Resources – Cordova Meadows Elementary has four teachers who are new to the school, as well as four teachers that have been at Cordova Meadows one year. These teachers are new to Cordova Meadows Elementary but not new to the teaching profession. One of the challenges associated with this level of staff change is the development of a positive, student-oriented culture in which staff shares and demonstrates the same values around student learning. In order to address this challenge, school staff met together to create a new vision and mission for the school. This work is forming the basis for school improvement efforts across the year, and teacher are regularly provided the time to collaborate. As the year goes on, teachers will engage in the peer observation and coaching process with continuous feedback to continue to strengthen the connections teachers have in grade levels and across the school as a whole.

Core Program – Cordova Meadows Elementary has contracted with Corwin through our School Improvement Grant to strengthen our core instruction through Professional Learning Communities called Impact Teams. EnVision math curriculum has been made available for three years. New ELA/ELD curriculum, from Benchmark Advance, is in its second year of implementation. While this means exciting things in terms of student instruction, the reality is that most of the teachers at Cordova Meadows Elementary have struggled to make ELA/ELD core work with CCSS. The school addresses this issue by providing teachers with collaboration time and using the Academic Support Coach, Intervention Teachers, and subject specific coaches as conduits for information professional development.

Parent Involvement - This area is not so much a challenge or barrier as it is ripe for opportunity. Cordova Meadows Elementary parents are incredibly invested in their children's success and request ELAC mtgs, SSC, parent workshops, training, and volunteer opportunities. There are also many families that are limited by transportation and can only reach events or classes that occur within walking distance. We also offer classes for parents who want to develop English speaking skills.

All of the goals in this School Plan are designed to move student achievement forward by providing high quality first instruction and high levels of learning for all, responding quickly and effectively when students do not learn during first instruction, and developing relationships with parents and other stakeholders so that Cordova Meadows Elementary students have access to the widest range of resources possible to ensure their success.

Ten Components of a Schoolwide Program Plan 2017-2018 School Year

For the 2017-2018 school year, Cordova Meadows Elementary School will continue to operate as a Schoolwide Title I program. As required by NCLB Section 1114 (b) (1) for Schoolwide program plans, the following ten components are specifically addressed:

Component 1:

Cordova Meadows Elementary School has conducted a comprehensive needs assessment. Listed are the tools used and an analysis of the results.

Tool:
California English Language Development Test (CELDT), Oral Reading Passages, Math Summative Assessment, CAASPP, i-Ready, SIPPS

Analysis of Results:

Our assessment data in its aggregate showed that we have just under half of our students performing at or above grade level. Our next step is to determine the level of performance for students who have attended our school without interruption for three years or more. We have almost 60% transiency rate, so to accurately measure the effectiveness of our instruction over time we will need this data. We have 90% of the children in our school at or below the poverty line, which the federal government then considers Educationally Disadvantaged Youth. In such a situation, we anticipate that we will have students who begin at our school below grade level, but it is our belief and intention that we will help them achieve grade level academic performance on or before the fourth year of their education at our school.

Tool:
Title 1 Surveys, Oral Responses from Parents during conversation with staff

Analysis of Results:

Our parents report need English Language Development classes for adults. They expressed a need to be involved in a meaningful way at the school. Some are concerned about submitting applications to be volunteers because they believe their past "mistakes" will prevent them from being approved.

Component 2: Schoolwide reform strategies currently in place provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Cordova Meadows Elementary School has a schoolwide proficiency rate of 41.6% in English/Language Arts and 56.5% in Mathematics. See data section for longitudinal results.

Teachers use effective methods and instructional strategies based on scientific research that: strengthen the core academic program at Cordova Meadows Elementary School. Students receive additional quality learning time by providing an extended school year, before- and after-school learning and programs, summer programs and opportunities, and an enriched and accelerated curriculum. Specific programs and strategies include:

Cordova Meadows offers small group learning for 1st and 2nd grade students through our Early and Late Reading Program. Extended Day programs are offered for students who want to participate in enrichment activities. Interventions are offered before school, during school hours through push in support, and after school for students identified with specific learning needs who benefit from intensified small group direct instruction. ASES After School Program offers homework support and enrichment opportunities for 80 children this year.

Strategies for meeting the educational needs of historically underserved populations include:
Students who perform below grade level need high quality first instruction which includes not only differentiated and strategic instructional strategies, but a commitment to the effective and efficient use of daily instructional minutes, small group direct instruction, an abundance of guided practice which includes opportunities to problem solve and communicate solutions in both written and oral formats, and extended-day extended year learning opportunities to catch up in the number of hours for formalized learning that they missed prior to entering Kindergarten.

Cordova Meadows provides small group homogeneous instruction for each student in English Language Arts and Math so that students with learning deficits can prepare to fully participate in the whole group English Language Arts and Math instruction later in the day. Students who are performing below grade level are invited to small group intervention programs that extend their learning day. The principal observes instruction in each classroom each week to verify the quality use of each instructional minute.

The staff addresses the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program.

Specific services include:

In our small group homogeneous instruction that we provide four days each week, students are placed at an instructional level which has level appropriate materials designed to establish the foundations of English Language Arts and Math Instruction, and extend and enrich the learning of advanced students. Each student, regardless of level is given the education that matches their specific needs. Intervention groups in both Math and English Language Arts are also provide in small homogeneous groups the ensure maximum on task experience for each child.

To determine the extent to which students' needs are met, the school will:

Cordova Meadows Elementary School uses a multiple measure assessment system to measure the holistic progress of each child according out Mission and Vision Statements. Some of the assessments that we use are listed in sections above. We analyze these results for each students in regular systematic meetings with parents, administration and faculty. These meetings include Every Child By Name, Student Study Teams and SARTs.

The single school plan for Cordova Meadows Elementary School is in alignment with the goals of the Local Educational Agency Plan (LEAP) and all state requirements.

Component 3: Cordova Meadows Elementary School students are instructed by highly qualified teachers. The number of highly qualified teachers at Cordova Meadows Elementary School, as specified by NCLB is 16, which equates to 100%.

Component 4: NCLB Sections 1119 and 1114 (a) (4) require a high quality of ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards. Cordova Meadows Elementary School has implemented the following professional development opportunities:

Each Thursday of each instructional week, the Cordova Meadows Elementary School faculty gathers for Professional Development. The topics for these weekly trainings focus on high quality first instruction, including Multiple Measure Assessments and analysis, Mission and Vision planning, district professional development coaches presentations, understanding poverty, Common Core Training, and curriculum implementation. Teachers are encouraged to pursue their own professional development outside of those organized by the school. We have paid the registration fees for teachers to attend workshops in math, English Language Arts, English Language Development, and science instruction.

Component 5: Folsom Cordova Unified School District continues to provide a variety of incentives to attract the highest quality teachers. The District offers a competitive salary schedule with generous stipends for teachers who have attained a Master's Degree or higher. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each teacher. Finally, over ten colleges and universities annually place over 150 student teachers in the district, so the most competent new teachers are observed and offered employment. All Folsom Cordova Unified School District teachers are NCLB compliant as mandated by law.

Component 6: Parent involvement is a priority at Cordova Meadows Elementary School. Strategies to increase parental involvement through means such as family literacy services in accord with NCLB, Section 1118 include:

In addition to our School Site Council and English Language Advisory Committes, we are reviving our PTA to be a more active, organized and appreciative group on campus. We have opened a Volunteer Lounge and Parent Resource Center which is open each day all day. In the VLPRC, parents can have a free cup of coffee or tea. They have couches and other amenities which promote the comfortable presence of parents on campus. Some of the programming that is operated out of the VLPRC is Second Cup of Coffee one Thursday each month for parents to gather informally each week and discuss issues important to them. We are also organizing a parent book club, a child's lending library, English Language Development classes and internet training.

Component 7: Preschool transition is an important component at Cordova Meadows Elementary School. Entering kindergarten students are provided transitional support through a variety of activities and/or programs. These activities and/or programs include:

Cordova Meadows has a preschool on campus. We incorporate the Preschool into our daily activities as a school, including student performances and staff meetings. The School Principal visits the preschool classrooms at least once per week to evaluate instructional quality. Kindergarten and Preschool staff collaborate on transition activities and Kinder preparation planning.

Component 8: Teachers continually provide input into the decisions regarding the use of academic assessments, described in NCLB Section 1111(b) (3), to provide information on, and to improve, the achievement of individual students and the overall instructional program. As teachers become more sophisticated in the use of data to help drive instruction, decisions regarding student needs have become more and more teacher-driven. Examples of this include:

Teacher input into student program development and intervention is critical to our success because no one knows the anecdotal information that gives meaning to student data better than the classroom teachers. Because of this, we have created an operational structure in which each classroom teacher can and is responsible for the entire assessment of each of their children. Other aides and teachers do not give or score the assessments so that our classroom teacher has the best first information about the functioning and needs of each child. Furthermore, teachers and students relationships build during some of the assessments which the teacher can later leverage during instruction. Furthermore, teachers can fold in subtle and specific academic supports and cues during the regular school day based on the individual needs of students.

Teachers bring their qualitative and quantitative stories for each child to meetings and reports that allow us to target the individual needs of each student. These include Every Child By Name, Student Study Teams, SARTs, i-Ready Rading and Math Collaborations, and Program Monitoring meetings.

Component 9: Student performance on statewide assessments is electronically available to teachers as soon as test scores are released by the state. Teachers have a web-based data management system that shows the state results for each student in their class. Teachers are able to quickly determine the students who need additional assistance in reaching proficiency. This helps teachers identify and provide effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Other examples of how teachers identify and provide assistance to students who experience difficulty in attaining the proficient or advanced levels of the academic content standards include:

Our teaching staff is fully proficient in the use of the following tools to continuously evaluate the progress of each student toward grade level academic performance: iReady, PowerSchool, Illuminate and Lexia.

Component 10: All federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training are coordinated and integrated at Cordova Meadows Elementary School. Some examples of how programs are coordinated include:

In the spirit of the Single School Plan for School Achievement, Cordova Meadows Elementary School leverages each resource, personnel, financial or time, to maximize the benefit to our students through the synergy the results from coordinated resources. As an example, we use multiple funding sources to provide the trained adults, certificated and classified, to lead our English Language Arts and Math small group homogeneous instruction. Other resources we coordinate with our campus resources is Second Step and Steps To Respect Bullying Prevention Program.

Evaluation of Effectiveness Summary

Top 2-3 SPSA Priorities and Major Expenditures Supporting Each Priority	
<p>Priority 1: Each child will make at least one year of academic progress in Reading/ Language Arts skills.</p>	<p>Expenditures to support priority 1: SIPPS, Writers' Workshop, GLAD, PBIS Training, Professional Learning Communities, Guided Reading, Experiential Learning, Instructional Technology, Extended Day and Extended Year Interventions, Professional Development, Special Friends/ PIP</p>
<p>Priority 2: Each child will make at least one year of academic progress in Mathematics skills.</p>	<p>Expenditures to support priority 2: GLAD, PBIS Training, Professional Learning Communities, Experiential Learning, Instructional Technology, Extended Day and Extended Year Interventions, Professional Development, Special Friends/ PIP</p>
<p>Priority 3: Each English Learner will progress toward redesignation with movement of at least one level in each area of Listening, Speaking, Reading and Writing.</p>	<p>Expenditures to support priority 3: SIPPS / Writers' Workshop, GLAD, PBIS Training, Professional Learning Communities, Experiential Learning, Instructional Technology, Extended Day and Extended Year Interventions, Professional Development, , Special Friends/ PIP</p>

Strategies Identified in 2016-17 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: ELA/ELD Implementation of CCSS		X		
Strategy 2: Math Implementation of CCSS	X			
Strategy 3: PBIS		X		
Strategy 4: ELD Implementation		X		
Strategy 5: Instructional Technology		X		
Strategy 6: Extended Day and Extended Year Interventions		X		
Strategy 7: Professional Development		X		
Strategy 8: Spanish Language Development Program				X
Strategy 9: Special Friends	X			
Strategy 10: GLAD		X		

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier	
1. Partially or non-implemented strategy:	Writers' Workshop
Barrier(s) to strategy:	Lack of personnel resources for monitoring and coaching teacher implementation.
Action(s) taken to mitigate/overcome barrier:	Continued professional development and effort to balance time demands from District, community and site.
2. Partially or non-implemented strategy:	GLAD
Barrier(s) to strategy:	Lack of personnel resources for monitoring and coaching teacher implementation.
Action(s) taken to mitigate/overcome barrier:	Continued effort to balance time demands from District, community and site.
3. Partially or non-implemented strategy:	PBIS Training
Barrier(s) to strategy:	Not sufficient staff buy in to be fully effective
Action(s) taken to mitigate/overcome barrier:	Include MFT and parents as part of PBIS team.
4. Partially or non-implemented strategy:	Experiential Learning
Barrier(s) to strategy:	Insufficient teacher training to select field learning experiences that have multiple curriculum benefits and prepare lessons for them
Action(s) taken to mitigate/overcome barrier:	Teacher preparation to map out a plan for the coming year.
5. Partially or non-implemented strategy:	Extended Day and Extended Year Interventions
Barrier(s) to strategy:	Lack of personnel resources for implementation of interventions
Action(s) taken to mitigate/overcome barrier:	Continued effort to balance time demands from District, community and site.
6. Partially or non-implemented strategy:	Spanish Language Development Program
Barrier(s) to strategy:	Student and parent participation
Action(s) taken to mitigate/overcome barrier:	Students referred to Spanish Heritage Saturday School

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
1. SIPPS	ORP, i-REady and CELDT score improvements
2. Extended Day Interventions	Multiple Measures score improvements
3. PBIS Training	Decrease in number of student behavior incidences in the classroom and on the playground.
4. Instructional Technology	The number of hours students have used instructional technology tools, and the increase in types of learning activities using instructional technology
5. Professional Development	Observed implementation of district curriculum, increased staff unity, increased student unity, and DPA and CELDT score improvements

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
6. Special Friends	Teacher survey of effectiveness for improved student social skills.

SPSA Strategies that were ineffective/minimally effective OR level of effectiveness is undetermined in improving student achievement for the target audience/data evidence	
Ineffective strategy:	Data Evidence:
1. Experiential Learning	Not implemented sufficiently to collect data to make a determination

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	72	48	65	70	45	65	70	45	100.0	97.2	93.8
Grade 4	50	56	64	49	54	56	49	53	56	98.0	96.4	87.5
Grade 5	49	50	68	45	49	60	45	49	60	91.8	98	88.2
All Grades	164	178	180	159	173	161	159	172	161	97.0	97.2	89.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2333.0	2355.2	2353.7	2	1	8.89	5	11	11.11	17	31	20.00	77	56	60.00
Grade 4	2385.0	2404.8	2398.6	6	6	3.57	8	9	16.07	14	28	21.43	71	57	58.93
Grade 5	2422.0	2445.5	2417.6	2	4	5.00	11	14	13.33	27	24	18.33	60	57	63.33
All Grades	N/A	N/A	N/A	3	3	5.59	8	12	13.66	19	28	19.88	70	56	60.87

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	2	1	6.67	26	40	28.89	72	59	64.44	
Grade 4	10	6	9.09	22	42	45.45	67	53	45.45	
Grade 5	4	6	5.00	29	33	41.67	67	61	53.33	
All Grades	5	4	6.88	26	38	39.38	69	58	53.75	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	0	2.22	31	34	35.56	66	66	62.22
Grade 4	2	6	0.00	35	45	36.36	63	49	63.64
Grade 5	11	4	6.67	33	41	36.67	56	55	56.67
All Grades	5	3	3.13	33	40	36.25	62	58	60.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	7	13.33	45	66	48.89	54	27	37.78
Grade 4	4	6	10.91	59	68	45.45	37	26	43.64
Grade 5	2	4	5.00	51	59	45.00	47	37	50.00
All Grades	3	6	9.38	51	65	46.25	47	30	44.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	4	11.11	38	56	42.22	60	40	46.67
Grade 4	4	4	9.09	41	49	41.82	55	47	49.09
Grade 5	4	16	13.33	60	59	36.67	36	24	50.00
All Grades	3	8	11.25	45	55	40.00	52	38	48.75

Conclusions based on this data:

1. There is a general upwards trend trend in 3rd and 4th grade. This percentage of increase from grade level to grade level will continue to increase as we work within our Professional Learning Communities to improve our core instruction.
2. Research / Inquiry is particularly low in 5th grade. This is the result of the Common Core State Standards measuring higher complexity through Depth of Knowledge levels. This will increase with targeted professional development for teachers so that they understand the ways in which to incorporate higher level thinking strategies into their core instruction.
3. The mobility rate of almost 54% is an impediment to student learning and has a negative impact on school scores.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	72	48	65	72	47	65	72	47	100.0	100	97.9
Grade 4	50	56	64	49	55	60	49	55	60	98.0	98.2	93.8
Grade 5	49	50	68	45	50	65	45	50	65	91.8	100	95.6
All Grades	164	178	180	159	177	172	159	177	172	97.0	99.4	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2349.1	2369.2	2368.6	2	4	4.26	5	15	8.51	15	25	23.40	78	56	63.83
Grade 4	2394.5	2407.9	2403.5	2	0	3.33	6	7	5.00	29	38	35.00	63	55	56.67
Grade 5	2444.6	2444.3	2412.0	4	0	0.00	11	10	7.69	24	38	20.00	60	52	72.31
All Grades	N/A	N/A	N/A	3	2	2.33	7	11	6.98	22	33	26.16	69	54	64.53

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	3	6	6.38	20	31	27.66	77	64	65.96	
Grade 4	2	0	3.33	20	27	26.67	78	73	70.00	
Grade 5	9	0	6.15	31	32	15.38	60	68	78.46	
All Grades	4	2	5.23	23	30	22.67	72	68	72.09	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	3	8.51	26	43	31.91	74	54	59.57
Grade 4	4	2	1.67	33	40	40.00	63	58	58.33
Grade 5	11	2	3.08	29	32	27.69	60	66	69.23
All Grades	4	2	4.07	29	39	33.14	67	59	62.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	6	6.38	32	56	42.55	65	39	51.06
Grade 4	4	4	5.00	22	29	35.00	73	67	60.00
Grade 5	0	2	1.54	38	58	27.69	62	40	70.77
All Grades	3	4	4.07	31	48	34.30	67	48	61.63

Conclusions based on this data:

1. The math data shows a decrease in achievement of the CCSS. This percentage will increase as we work in our Professional Learning Communities called Impact Teams to deeply analyze gaps in core instruction.
2. Problem Solving and data analysis are low. Professional development on implementation of our key instructional curricula and strategies: EnVision Math, GLAD strategies, and i-Ready.
3. Professional development for teachers and increased practice for students in the areas of concepts and procedures are needed.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K									***	***		***			
1	3		15	24	11		38	33	31	7	33	54	28	22	
2		7		21	18		42	32	61	21	25	22	16	18	17
3	4			4		3	54	37	45	35	42	28	4	21	24
4			11	19	9	11	63	68	50	19	23	6			22
5			3	64	21	39	14	50	48	21	14	3		14	6
Total	2	2	5	23	12	14	43	44	48	21	28	20	11	15	14

Conclusions based on this data:

1. Our scores at each grade levels show a normal distribution of students in a growth continuum, especially getting students to the Advanced level.
2. Since our community population has changed in this 2017-18 school year, additional designated ELD training will be a priority.
3. The larger number of beginning ELs at the early primary grade levels indicates that those grades should be a focus for our interventions.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				5	25		20	13		30	38		45	25	
1	7	10		23	10		37	29		7	29		27	24	
2		7		20	21		40	31		20	24		20	17	
3	4			4			54	36		35	36		4	27	
4		4		18	8		59	64		18	20		6	4	
5				64	20		14	47		21	13			20	
Total	2	4		20	13		39	38		21	27		18	19	

Conclusions based on this data:

1. Students continue to move to Advanced level.
2. Movement from Intermediate to Early Advanced is prevalent in primary grades.
3. Students in intermediate grades continue in Intermediate level.

School and Student Performance Data

2016-17 "At-Risk" and Long-Term English Learners (LTEL)

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Blanche Sprentz Elementary	45	5	0	4	10	64
Carl H. Sundahl Elementary	6	3	1	0	17	27
Cordova Gardens Elementary	50	12	6	12	15	95
Cordova High	51	4	113	59	507	734
Cordova Meadows Elementary	78	27	0	15	13	133
Cordova Villa Elementary	103	21	0	20	15	159
Empire Oaks Elementary	21	3	0	1	24	49
Folsom Cordova K-8 Community Charter	6	0	4	2	4	16
Folsom High	16	2	20	8	262	308
Folsom Hills Elementary	19	1	0	4	14	38
Folsom Lake High	0	0	1	7	7	15
Folsom Middle	5	0	13	10	112	140
Gold Ridge Elementary	59	7	0	5	53	124
Kinney High (Continuation)	0	1	13	3	23	40
Mather Heights Elementary	23	3	0	6	27	59
Mills Middle	35	0	61	61	208	365
Natoma Station Elementary	35	0	0	1	27	63
Navigator Elementary	46	18	0	9	33	106
Nonpublic, Nonsectarian Schools	0	0	3	1	1	5
Oak Chan Elementary	17	2	0	3	21	43
Peter J. Shields Elementary	82	17	0	20	25	144
Prospect Community Day School	0	0	0	1	5	6
Rancho Cordova Elementary	125	24	0	24	20	193
Riverview STEM Elementary	18	1	0	2	35	56
Russell Ranch Elementary	31	2	0	4	69	106
Sandra J. Gallardo Elementary	42	4	0	4	55	105
Sutter Middle	21	4	20	10	193	248
Theodore Judah Elementary	46	7	0	5	54	112
Vista del Lago High	5	2	11	1	136	155
W. E. Mitchell Middle	7	1	54	51	179	292
Walnutwood High (Independent Study)	2	1	8	1	17	29
White Rock Elementary	140	33	2	32	40	247
Williamson Elementary	134	28	0	19	43	224

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Folsom-Cordova Unified	1,268	233	330	405	2,264	4,500
Sacramento County	21,955	4,686	7,279	8,391	30,818	73,129
State	683,688	152,669	230,119	265,929	1,047,267	2,379,672

Conclusions based on the school data:

1. Our English Learners are a focus of targeted professional development, and an increase in the implementation and fidelity of key instructional components: ELD, SIPPS, Writers Workshop, GLAD strategies, and i-Ready.
2. CELDT Scores from 2016- 2017 show a need for focus on our At Risk 4-5 year English Learners. Although each grade level has different needs related to tELD, the common issue seems to be the ability to read and write proficiently.

Conclusions based on the district data:

1. FCUSD reclassifies the majority of their English Learners each year.
2. English Learners are making growth toward reclassification.

District Assessment Form - English Language Arts

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade Kinder			Grade 1st			Grade 2nd			Grade 3rd			Grade 4th			Grade 5th			Grade			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
ELA DPA Fall	24	25	15	4	16	3	20	20	9	22	15	23	8	12	10	9	8	5						
ELA DPA	50			27			25			35			14			13								
ELA DPA	78	80		56	68		45	68		47	37		21	23		16	23							

Conclusions based on this data:

1. The i-Ready DPA assessment is used to monitor student growth and progress in ELA.
2. Schoolwide, students overall proficiency increased from 12% to 45%. The most significant gains were seen in the primary levels.
3. 45% of students were still in tier 3 at the end of the year. Specifically, the 40% of 3rd grade, 33% of 4th grade, and 45% of 5th grade. Core instruction in the intermediate grades will be a focus.

District Assessment Form – Mathematics

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade Kinder			Grade 1st			Grade 2nd			Grade 3rd			Grade 4th			Grade 5th			Grade			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Math DPA Fall	20	5	4	10	5	3	4	0	3	2	8	5	4	5	6	7	8	8						
Math DPA	29			24			18			9			16			15								
Math DPA	48	70		55	45		37	68		25	20		29	25		20	32							

Conclusions based on this data:

1. No students in kindergarten or first grade were in tier 3.
2. There appears to a trend that math proficiency relative to a grade level standard of knowledge decreases from primary to intermediate grades.
3. Intermediate grades showed significant gaps in number operations as well as algebra and algebraic thinking.

Summary of Additional Assessment Data

In addition to statewide assessment results, the school has analyzed local assessment data including benchmark, curriculum embedded assessments, and reading and mathematics diagnostics. The following are the findings from these assessment sources. Data conversations encompassing all data sources occur to drive the instructional goals contained in the Improvement Plans section of the SPSA.

Name of Assessment: ORP

Date of Assessment: 1st Trimester 2017

Grade Level(s): 1st-5th

Content Area: ELA-Reading

FINDINGS:

1. There is a smooth and natural progression of students from one grade level to another in Accuracy and Words per Minute.
2. Comprehension is moderate for all grade levels. Professional development will emphasize the ways in which to fully engage students in learning activities that allow them to analyze and problem solve.
3. Staff needs coaching and monitoring on effective instructional strategies higher order thinking skills (Depth of Knowledge) and a focus on core reading instruction and foundational skills.

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Survey of School Effectiveness Summary

The school effectiveness elements below characterize the current educational practices at this school. The conclusions reached in this section regarding the contribution of each element to the quality of the program are used to determine improvements described in the following sections of the plan. Summarize the findings of the *Survey of School Effectiveness* using the following rating scale for each of the school effectiveness elements and identify areas for improvement.

1	2	3	4
This element is not developed; its contribution is definitely a barrier to our work. There is little question among staff that this element is in need of improvement.	This element has a history of mixed contribution to the overall quality of the program. While generally satisfactory, some parts can be strong while other parts are problematic	This element contributes to the overall quality of the program. While not among the strongest, it is seen as a positive factor. Improving this element would contribute to overall program improvement, but it is probably not a high priority item.	This element is <u>exceptionally strong</u> . It could be described as in a category that is “above and beyond” what would normally be expected.

School Effectiveness Elements	Average Rating
Guaranteed and Viable Curriculum	3
Challenging Goals and Effective Feedback	3
Collegiality and Professionalism	3
Student Motivation	2
Instruction	3
Classroom Curriculum Design	3
Other: Parent Engagement	2
Other: School Climate	3

Keeping in mind quantitative data analyses (API, AYP, AMAOs, local and common assessments), target for growth the school effectiveness elements that if improved will have the greatest impact on student achievement in targeted areas:

Identify 3-5 School Effectiveness Sub-Elements for Growth	Curriculum Area(s)
Focused and intensive use of instructional minutes for core Tier 1 instruction.	All
Increase on task minutes for each hour by utilizing PBIS strategies.	All
Work in professional learning communities called Impact Teams on teacher clarity.	All

Planned Improvements in Student Performance

English/Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English/Language Arts
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Reading/Language Arts. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
School Goals: All students will make at least one full year of academic growth in Reading and Writing. (LCAP Goals 1.3, 3.2 4.1, 4.3, 4.4, 4.5)
Data Used to Form this Goal:
SBAC and DPA Assessment Results
Findings from the Analysis of this Data:
Students need practice in core reading instruction, as well as writing and effectively communicating their reasoning. Students need daily instruction that includes deeper levels of Depth of Knowledge and critical thinking.
How the School will Evaluate the Progress of this Goal:
Cordova Meadows will create a Multiple Measure Assessment Plan that will include required State and District assessments which will clearly track the progress and needs of each student.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement a Multiple Measure Assessment Plan (LCAP Goal 1.3, 4.1)	August 2017 - May 2018	Principal, Assistant Principal, Teachers	Include all assessments that give a full view of student progress and needs, reported regularly and based on the CCSS.	None Specified		
2. Research and purchase the supplemental recommendations that would build higher level thinking skills, academic discourse, collaborative conversations, and develop comprehension (LCAP Goal 1.3, 4.1)	August 2017 - May 2018	Principal, Assistant Principal, Teachers	Identify and purchase necessary supplemental materials and supplies for reading instruction.	4000-4999: Books And Supplies	Title I	250
3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1)	August 2017-May 2018	Principal, Assistant Principal, Academic Support Coach, Staff	Title 1 Academic Support Coach - Collaborative training in and out of the classroom.	1000-1999: Certificated Personnel Salaries	Title I	23,652
				3000-3999: Employee Benefits	Title I	7351
4. Extended day interventions (LCAP Goals 4.1, 4.3)	August 2017-June 2018	Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, Director of Categorical Programs, Testing Coordinator, and Staff	Summer School for English Learners and At Risk Students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Translation/Testing/Lead Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Extended Day: interventions in ELA	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
5. Instructional Technology (LCAP Goal 1.3, 3.1)	August 2017-June 2018	Principal, Assistant Principal	Purchase of Instructional Technology, including headphones, to increase center-based instruction learning activities.	4000-4999: Books And Supplies	Title I	892
6. Experiential Learning (LCAP Goal 1.3, 3.3)	August 2017-June 2018	Principal, Assistant Principal, Teachers	Field Learning Activities related to curricular topics.	5700-5799: Transfers Of Direct Costs	Title I	314

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Release Time and materials for teachers to attend professional development and improve core instruction. (LCAP Goal 1.3, 3.1, 3.2, 4.1, 4.3)	August 2017-June 2018	Principal, Assistant Principal, Teachers	Substitutes for release days.	1000-1999: Certificated Personnel Salaries	Title I	910
8. Supplemental Instructional Materials to support reading instruction (LCAP Goal 1.3, 3.1, 3.2)	August 2017-June 2018	Principal, Assistant Principal, Teachers	Purchase of supplemental instructional supplies, chart paper, markers, etc.	4000-4999: Books And Supplies	Title I	500
9. Provide additional interventions and services during the school year as student academic needs are determined through data analysis. (LCAP Goal 3.1, 4.1, 4.3)	August 2017-June 2018	Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, Director of Categorical Programs, Testing Coordinator, and Staff	Provide additional programs and support to LTELS and high need students.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,598
				3000-3999: Employee Benefits	LCFF - Supplemental	5,797
10. Provide Professional Development to support Benchmark implementation, and other areas of ELA. (LCAP Goal 1.3, 3.1, 4.1)	August 2017 - 2018	District, Principal, Assistant Principal, Teachers	Conference/ Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	400
11. Bilingual Instructional Assistants (LCAP Goal 1.3, 4.1)	August 2017 - May 2018	Director of Categorical Programs, Principal, Assistant Principal, and Staff	BIA to support student needs in the classroom as well as parent engagement, translations, and parent conferences.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
				2000-2999: Classified Personnel Salaries	Title I	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Parent Coordinator (LCAP Goal 2.5, 2.6)	August 2017 - May 2018	Principal, Assistant Principal	Coordinate the recruitment, placement, and functions of parent and community volunteers; to act in a public relations capacity; to perform delegated clerical and liaison responsibilities of the program; and to do related work as required.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
13. Intervention Teachers (LCAP Goal 1.3, 3.1, 4.1, 4.3)	August 2017 - May 2018	Principal, Assistant Principal, District	Provide assistance to school sites in developing students' academic skills through courses of study and implementing district approved curriculum; addressing specific educational needs of students; providing feedback regarding student progress, expectations, goals, and activities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Planned Improvements in Student Performance

English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL: District Entry
Performance Goal 2: All limited-English-proficient students will become proficient in English and as well as become proficient or better in reading/language arts and mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student achievement and Success School Goals: High quality direct instruction in ELD and SDAIE (LCAP Goals 1.3, 1.4, 1.5, 2.4, 4.1, 4.3, 4.4)
Data Used to Form this Goal:
CELDT, SBAC, i-Ready, and ORP Assessment Results
Findings from the Analysis of this Data:
ELs are lacking in academic development relative to their English speaking peers. We will need to develop strategies that specifically address higher DOK levels. These strategies will need to include interventions and targeted instruction to develop academic language.
How the School will Evaluate the Progress of this Goal:
Cordova Meadows will create a Multiple Measure Assessment Plan that will include required State and District assessments which will clearly track the progress and needs of each student, including i-Ready, ORP, CELDT, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Research and purchase the supplemental recommendations that would build higher level thinking skills, academic discourse, collaborative conversations, and develop comprehension (LCAP Goal 1.3, 4.1)	August 2017 - May 2018	Principal, Assistant Principal, Academic Support Coach, Teachers	Identify and purchase supplemental instructional materials and supplies.	4000-4999: Books And Supplies	Title I	100
2. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.2, 4.3)	Ongoing	Principal, Assistant Principal, Academic Support Coach	Academic Support Coach	1000-1999: Certificated Personnel Salaries	Title I	18920
			Academic Support Coach Benefits	3000-3999: Employee Benefits	Title I	6,160
			Conferences	5000-5999: Services And Other Operating Expenditures	Title I	150
			Subs for Staff Development	1000-1999: Certificated Personnel Salaries	Title I	260
3. Extended day and extended year interventions (LCAP Goal 1.3, 3.2, 4.1, 4.3)	August 2017 - May 2018	Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, Director of Categorical Programs, Testing Coordinator, and Staff	Summer School	None Specified	LCFF - Supplemental	20,597
			Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	5,797
4. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1)	Ongoing	Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, Lead Teachers	Identify and purchase necessary supplemental instructional supplies.	4000-4999: Books And Supplies	Title I	556

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Experiential Learning (LCAP Goal 1.3, 3.2, 4.3)	August 2017 - May 2018	Principal, Assistant Principal, Teachers	Field Learning Activities related to curricular topics. Books and supplies may be needed to prepare students for the trip and post trip reflection and analysis.	5700-5799: Transfers Of Direct Costs	Title I	313
6. BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP Goal 1.3, 3.2, 4.1, 4.3)	August 2017 - May 2018	Director of Categorical Programs, Principal, Assistant Principal and Staff	Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6968
			Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3869
				3000-3999: Employee Benefits	LCFF - Supplemental	1766
			BIA extra time	2000-2999: Classified Personnel Salaries	Title I	100
7. Parent outreach and school communication (LCAP Goal 1.3, 2.5, 2.6)	August 2017 - May 2018	Principal, Assistant Principal, and Staff	Parent Coordinator: conduct home visits and liaison with families and community services	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1994
				3000-3999: Employee Benefits	LCFF - Supplemental	213

Planned Improvements in Student Performance

Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): All students will make at least one full year of academic growth in math fluency and reasoning. (LCAP Goals 1.3, 3.1, 4.2, 4.3, 4.4)
Data Used to Form this Goal:
SBAC and i-Ready Assessment Results
Findings from the Analysis of this Data:
SBAC results show that our students need additional direct instruction and practice with math reasoning in situations that are presented contexts of integrated curricular areas, rather than just computation. They also need additional coaching and practice in communicating their mathematical reasoning through writing, and automaticity/ math fluency. Therefore, students need daily instruction in higher DOK levels for math.
How the School will Evaluate the Progress of this Goal:
Cordova Meadows will create a Multiple Measure Assessment Plan that will include required State and District assessments which will clearly track the progress and needs of each student.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Create a Multiple Measure Assessment Plan (LCAP Goal 1.3, 4.2)	August 2017 - May 2018	Principal, Assistant Principal, and Staff	Include all assessments that give a full view of student progress and needs.	None Specified		
2. Supplemental Instructional materials to support math instruction (LCAP Goal 1.3, 3.1, 3.2, 4.2)	August 2017 - May 2018	Principal, Assistant Principal, and Staff	Identify and purchase necessary supplemental supplies and materials for math instruction.	4000-4999: Books And Supplies	Title I	50
3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.2)	August 2017 - May 2018	Principal, Assistant Principal, and Staff	Academic Support Coach - Collaborative training in and out of the classroom	1000-1999: Certificated Personnel Salaries	Title I	9460
				3000-3999: Employee Benefits	Title I	3075
			Conferences	5000-5999: Services And Other Operating Expenditures	Title I	300
			Subs for staff development	1000-1999: Certificated Personnel Salaries	Title I	670
4. Extended day interventions (LCAP Goal 4.1, 4.2, 4.3)	August 2017 - May 2018	Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, Director of Categorical Programs, Testing Coordinator, and Staff	Summer School	None Specified	LCFF - Supplemental	
			Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
5. Instructional Technology (LCAP Goal 1.3, 3.1, 4.2)	August 2017 - May 2018	Principal, Assistant Principal, and Staff	Purchase of Instructional Technology to increase the intensity of center-based instruction learning activities.	4000-4999: Books And Supplies	Title I	278
6. Experiential Learning (LCAP Goal 1.3, 3.3)	August 2017 - May 2018	Principal, Assistant Principal, and Teachers	Field Learning Activities related to curricular topics.	5700-5799: Transfers Of Direct Costs	Title I	313

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Bilingual Instructional Assistants (LCAP Goal 1.3, 4.2)	August 2017 - May 2018	Principal, Assistant Principal, Director of Categorical Programs, and Staff	BIA to support student needs in the classroom as well as parent engagement, translations, and parent conferences	2000-2999: Classified Personnel Salaries	Title I	100
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
8. Intervention Teachers (LCAP Goal 1.3, 3.1, 4.2, 4.3)	August 2017 - May 2018	Principal, Assistant Principal, District	Provide assistance to school sites in developing students' academic skills through courses of study and implementing district approved curriculum; addressing specific educational needs of students; providing feedback regarding student progress, expectations, goals, and activities	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Planned Improvements in Student Performance

Disproportionality

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Low Income
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in all subject areas. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): All students will make at least one full year of academic growth in reading fluency and comprehension, and math fluency and reasoning. (LCAP Goals 1.3, 2.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.4)
Data Used to Form this Goal:
District Progress Assessments (DPAs) in ELA, ORP and SBAC Test
Findings from the Analysis of this Data:
Students made steady progress in their progress to demonstrate one full year of academic growth. Our next step is to increase the improvement curve.
How the School will Evaluate the Progress of this Goal:
District Progress Assessments (DPAs) and SBAC Test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Extended Day Intervention Programs (LCAP Goal 1.3, 3.2, 4.1, 4.2)	August 2017 - May 2018	Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, Director of Categorical Programs, Testing Coordinator, and Staff	Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20597
				3000-3999: Employee Benefits	LCFF - Supplemental	5797
			Summer School for at risk students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Summer School for English Learners	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
2. Provide students in low income subgroup equal access to experiential and other learning opportunities (LCAP Goal 1.3, 3.3)	August 2017 - May 2018	Principal, Assistant Principal, and Staff	Student scholarships for instructional activities	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3100
			Textbooks, supplies, and technology	4000-4999: Books And Supplies	Title I	556
			Field Learning Activities	5700-5799: Transfers Of Direct Costs	Title I	940
			Conferences for Teachers	5000-5999: Services And Other Operating Expenditures	Title I	116
3 Bilingual Instructional Assistants (LCAP Goal 1.3, 4.1)	August 2017 - May 2018	Director of Categorical Programs, Principal, Assistant Principal and Staff	Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17061
			Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9473
				3000-3999: Employee Benefits	LCFF - Supplemental	4324

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			BIA to support student needs in the classroom and support parent engagement, translations, and parent conference.	2000-2999: Classified Personnel Salaries	Title I	100
4. Increase parent and community engagement. (LCAP Goal 2.5, 2.6, 2.7)	August 2017 - May 2018	Principal and Staff	Parent Coordinators - <ul style="list-style-type: none"> • Increase family engagement and parent input and the utilization of volunteers. • Increase two-way community partnerships that support student learning. • Increase the efficiency, timeliness and accessibility of district communications 	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4881
				3000-3999: Employee Benefits	LCFF - Supplemental	522
5. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.1, 4.2, 4.3, 4.4)	August 2017 - May 2018	Principal, Academic Support Coach	Academic Support Coach	1000-1999: Certificated Personnel Salaries	Title I	23650
				3000-3999: Employee Benefits	Title I	7351
				1000-1999: Certificated Personnel Salaries	Title I	260
				4000-4999: Books And Supplies	Title I	100

Planned Improvements in Student Performance

World Language

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: World Language
LEA GOAL: District Entry
Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s):
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
1. All students will achieve proficiency or better in science. 2. Staff will receive professional development on the NGSS.
Data Used to Form this Goal:
Student grades and the 5th grade CST science assessment
Findings from the Analysis of this Data:
Students struggled in physical science concepts, earth science concepts, and life science concepts. These standards are taught Kindergarten up through 5th grade.
How the School will Evaluate the Progress of this Goal:
The school will primarily be evaluated through the analysis of the fifth grade CST results each year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will receive professional development on the NGSS. (LCAP Goal 1.3, 4)	Ongoing	STEM Lead Teacher, Principal, Assistant Principals, STEM Coach, and Teachers	Professional Development	None Specified		

Planned Improvements in Student Performance

History/Social Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Science
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the History/Social Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s):
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Counseling/SEL

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Counseling/SEL
LEA GOAL: District Entry
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 2: Healthy, Safe, and Innovative Learning Environment School Goal (s): Provide positive behavioral supports to improve student peer and adult relationships. (LCAP Goals 5.1, 5.4)
Data Used to Form this Goal:
Records of interventions
Findings from the Analysis of this Data:
Many students participated in positive behavior supports from organized research-based therapy groups to informal individual supports by staff.
How the School will Evaluate the Progress of this Goal:
Records of interventions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. PIP, Bully Prevention Program, and School wide Positive Behavior System to provide positive behavioral supports to improve student peer and adult relationships.(LCAP Goal 2)	August 217 - May 2018	Principal, Assistant Principal, MFT, and Staff	With funding provided by the district and through our SIG, students will be selected to participate in the Early Mental Health Initiative's PIP program, as well as activities related to Bullying Prevention and PBIS		Other	

Planned Improvements in Student Performance

Career and Technical Education

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Career and Technical Education
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in CTE-Career Technical Education. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1 : Student Achievement and Success School Goal (s):
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

VAPA-Visual and Performing Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: VAPA-Visual and Performing Arts
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the VAPA/Fine Arts. Performance Goal 5: All students will graduate from high school
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): Student Achievement and Success
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Artists to Go! Schedule

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. First through fifth grade students will receive the Artist to Go! program						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
as funded by Measure H.(LCAP Goal 1)						

Planned Improvements in Student Performance

Physical Education and Health

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education and Health
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Physical Education and Health. Students will develop healthy lifestyles through physical education and health education. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): Students will participate in PE and develop skills and sportsmanship
Data Used to Form this Goal:
Student grades and results of the fifth grade physical fitness test.
Findings from the Analysis of this Data:
Results of 2017 Physical Fitness Report: Aerobic Capacity 49% Body Composition 45% Abdominal Strength 57% Trunk Extension 98% Upper Body Strength 63% Flexibility 78%

How the School will Evaluate the Progress of this Goal:
PE Prep Schedule and Power Teacher PE minutes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. First through fifth grade students will receive 200 minutes of PE every ten days.(LCAP Goal 1.3)	August 2017 - May 2018	PE Teacher, Principal	A school-wide plan for PE activities will be developed and implemented by district hired PE teachers as well as teacher PE. We also have a walking club on Fridays for students.	None Specified		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	108,247	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	133,354.00
Title I	108,247.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	132,319.00
2000-2999: Classified Personnel Salaries	31,304.00
3000-3999: Employee Benefits	42,356.00
4000-4999: Books And Supplies	3,282.00
5000-5999: Services And Other Operating Expenditures	966.00
5700-5799: Transfers Of Direct Costs	4,980.00
None Specified	26,394.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	54,537.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,904.00
3000-3999: Employee Benefits	LCFF - Supplemental	18,419.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,100.00
None Specified	LCFF - Supplemental	26,394.00
1000-1999: Certificated Personnel Salaries	Title I	77,782.00
2000-2999: Classified Personnel Salaries	Title I	400.00
3000-3999: Employee Benefits	Title I	23,937.00
4000-4999: Books And Supplies	Title I	3,282.00
5000-5999: Services And Other Operating	Title I	966.00
5700-5799: Transfers Of Direct Costs	Title I	1,880.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 – English Language Arts	60,764.00
Goal 2 – English Language Development	67,763.00
Goal 3 – Mathematics	14,246.00
Goal 4 – Disproportionality	98,828.00
Goal 5 – World Language	
Goal 6 – Science	
Goal 7 – History/Social Science	
Goal 8 – Counseling	
Goal 9 – Career and Technical Education	
Goal 10 – Fine Arts	
Goal 11 – Physical Education and Health	

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council

Signature

English Learner Advisory Committee

Signature

Title I Parent Involvement Policy

Folsom Cordova NCLB Title I
Site Level Parent Involvement Policy

Vision/ Mission Statement

We believe a team approach to learning with parents and teachers as active instructional partners is critical to student success. Our focus is on the whole child, we believe that all children will learn, and the staff uses a multi-faceted approach to help children learn which includes fostering academic, behavioral, physical and social strengths. Students strive towards greater academic success with our highly professional and talented certificated and classified staff. Our goal is to provide an equitable educational experience for all children in an environment that promotes and nurtures their individual talents and skills. Parent participation as volunteers and visitors along with business partnerships aide us in our goal of providing an excellent educational program for our students that develops strong, academic, life-long learners.

Parents will be invited to give input into the Parent Involvement Policy through the following:

- Title I annual parent meeting in the Fall
- Information about their child's participation in school-wide Title I programs
- Information about their child's participation in Supplemental Education Services
- Back to School Night
- Parent/Teacher Conferenes
- Weekly school newsletters/bulletins

Parent input received through the following:

- Parent Survey
- School Site Council
- Parent meetings
- English Language Advisory Council

Policy will be monitored and reviewed by staff and parents each year:

- Leadership Team
- School Site Council
- English Language Advisory Council

School Parental Involvement Agreement (Policy)

Cordova Meadows Elementary School will:

- Involve parents in the planning, review, and implementation of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide plan, in an organized, going, and timely manner.
- Hold an annual meeting to inform parents of the school's participation in Title I programs and to explain the Title I requirements, and the rights of parents to be involved. The school will convene the meetings at convenient times to parents, and will offer a flexible number of additional parental involvement meetings, such as morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents understand.

- Provide parents of participating students information in a timely manner about Title I programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure student's progress, the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their student. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual report about the performance of their students on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their student has been assigned or has been taught for four (4) consecutive weeks by a teacher who is not highly qualified with the meaning of the term.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Site Council.

This policy was adopted by Cordova Meadows Elementary School and will be in effect for the period of August 2017 to June 2018. The school will distribute this policy to all parents of participating Title I, Part A children.

Title I Parent Compact

Cordova Meadows Elementary School Community Compact 2017-2018

This agreement was developed with input from all the members of our school community including school staff, students and their families, By signing below, the school staff, students and families promise to accept responsibility for their individual roles in supporting Cordova Meadows students and promoting their success.

Staff Pledge _____

I pledge to do the following to the best of my ability:

- Teach my class using interesting and challenging lessons to promote student learning and success.
- Engage and motivate my students to learn.
- Have the expectation that every student will make at least 1 year of academic growth.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful daily homework assignments to reinforce lessons that I have taught and students have mastered.
- Continue to be a learner myself and take part in professional development activities,
- Work to strengthen my partnerships with co-workers, students, families and community members,
- Respect all members of the school community.

Student Pledge _____

I pledge to do the following to the best of my ability:

- Come to school on time, in my uniform, ready to learn, and work hard every day.
- Bring the materials I need everyday including completed assignments and homework.
- Know and follow school and class rules.
- Limit my T.V. watching and time on video games and the computer.
- Spend more time reading and getting exercise.
- Talk to my teacher and my family and let them know if there is something I need to be more successful.
- Be in bed by 9:00pm every night.
- Respect all members of the school community.

Family/ Parent Pledge _____

- Provide a quiet time and space for homework and limit my child's time watching T.V. and playing video games and computer games.
- Read to my child or encourage my child to read every day.
- Make sure my child is in bed by 9:00pm on school nights.
- See that my child attends school in uniform and is on time every day and ready to learn. My child will be well rested and well nourished.
- Communicate with my child's teacher regularly to check my child's progress
- Attend parent-teacher conferences, Back-to- School Night, and Open House.
- Participate in at least 1 extra activity this year.
- Communicate the importance of education and learning to my child through my actions and my words.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marie Pawlek	X				
Kristina Cameron		X			
Silia Blount			X		
Cyd Jaghory				X	
Valerie Bradley		X			
Maria Cerda Vargas				X	
Javeed Ahmad				X	
Barbara Baker				X	
Tessie Loomis		X			
Michael Block				X	
Numbers of members of each category:	1	3	1	5	

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) Membership

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 Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marie Pawlek	X				
Kristina Cameron		X			
Kelly Jacobsen		X			
Lynda Purser		X			
Silia Blount			X		
Maria Cerda Vargas				X	
Javeed Ahmad				X	
Cyd Jaghory				X	
Carolina Jimenez				X	
Numbers of members of each category	1	3	1	5	
TOTALS (Check for Parity)		5		5	

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 Single 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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on September 28, 2017.

Attested:

Marie Pawlek		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Recommendations and Assurances

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2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X 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 (secondary)

Other committees established by the school or district (list):

Signature

 Signature

Signature

Signature

Signature


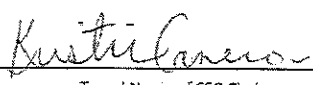

Signature

Signature

Signature

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Attested:

Marie Pawlek		9/28/17
Typed Name of School Principal	Signature of School Principal	Date
		9/28/17
Typed Name of SSC Chairperson Kristina Cameron	Signature of SSC Chairperson	Date

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

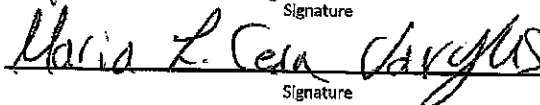
- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council



Signature

English Learner Advisory Committee



Signature

Cordova Meadows Elementary

2550 La Loma Drive
Rancho Cordova, CA 95760
294-9120

NOTICE OF SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Thursday, September 28, 2017

TIME: 3:00 PM

PLACE: Cordova Meadows Library

1. Welcome and Introductions
 - a. Establish Quorum
2. Purpose
3. Chair and Vice Chair Elections
4. Single Plan for Student Achievement (SPSA)
 - a. Approval
5. Safety Plan
 - a. Approval

Site Council /
ELAC
Meeting
Cordova Meadows 9/20/17

Barbara Baker

Kristina Cameron

Cyndee Jaghory

Valerie Bradley

JAVEED AHMAD

Silia Blount

Mane Pawlek

Mario L. Ceb Maria Vargas.

Mike Block

Jim Eads

MINUTES
Cordova Meadows Site Council and ELAC
September 28, 2017

The general meeting of the Cordova Meadows Site Council was called to order by Marie Pawlek at 3:06pm in the Library at Cordova Meadows Elementary School on September 28, 2017.

The meeting was attended by Barbara Baker, Silia Blount, Marie Pawlek, Kristina Cameron, Cydney Jaghory, Valerie Bradley, Javeed Ahmed, Tessie Loomis, Michael Block, and Maria Vargas.

Silia Blount moved to include ELAC oversight with Site Council. Motion was approved.

Silia Blount moved to elect Kristina Cameron as Site Council chair for Cordova Meadows. Motion was approved. Silia Blount moved to elect Barbara Baker as Site Council Vice Chair for Cordova Meadows. Motion was approved. Silia Blount moved to elect Maria Vargas as ELAC chair for Cordova Meadows. Motion was approved.

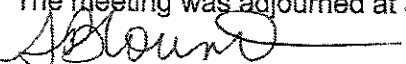
Marie Pawlek led a discussion on the purpose of the Site Council, including a discussion on the vision and mission statement of the Single Plan for Student Achievement (SPSA).

Cydney Jaghory moved to approve the SPSA as presented. Motion was approved.

Kristina Cameron moved to approve the Safety Plan as presented. Motion was approved.

There was a discussion about moving the Site Council/ELAC meetings to 3:30pm to better accommodate schedules.

The meeting was adjourned at 3:26pm.


Silia Blount
Parent Coordinator

Budget By Expenditures

Cordova Meadows Elementary School

Funding Source: LCFF - Supplemental

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional programs and support to LTELS and high need students.	1000-1999: Certificated Personnel Salaries	\$20,598.00		9. Provide additional interventions and services during the school year as student academic needs are determined through data analysis. (LCAP Goal 3.1, 4.1, 4.3)
	3000-3999: Employee Benefits	\$5,797.00		9. Provide additional interventions and services during the school year as student academic needs are determined through data analysis. (LCAP Goal 3.1, 4.1, 4.3)
Summer School	None Specified	\$20,597.00		3.Extended day and extended year interventions (LCAP Goal 1.3, 3.2, 4.1, 4.3)
Translation/Testing/Lead Teachers	None Specified	\$5,797.00		3.Extended day and extended year interventions (LCAP Goal 1.3, 3.2, 4.1, 4.3)
Parent Coordinator: conduct home visits and liaison with families and community services	2000-2999: Classified Personnel Salaries	\$1,994.00		7.Parent outreach and school communication(LCAP Goal 1.3, 2.5, 2.6)
	3000-3999: Employee Benefits	\$213.00		7.Parent outreach and school communication(LCAP Goal 1.3, 2.5, 2.6)
Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$20,597.00		1.Extended Day Intervention Programs (LCAP Goal 1.3, 3.2, 4.1, 4.2)
	3000-3999: Employee Benefits	\$5,797.00		1.Extended Day Intervention Programs (LCAP Goal 1.3, 3.2, 4.1, 4.2)
Student scholarships for instructional activities	5700-5799: Transfers Of Direct Costs	\$3,100.00		2.Provide students in low income subgroup equal access to experiential and other learning opportunities (LCAP Goal 1.3, 3.3)
Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	\$6,968.00		6.BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.(LCAP Goal 1.3, 3.2, 4.1, 4.3)
Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	\$3,869.00		6.BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.(LCAP Goal 1.3, 3.2, 4.1, 4.3)

Cordova Meadows Elementary School

	3000-3999: Employee Benefits	\$1,766.00	6.BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.(LCAP Goal 1.3, 3.2, 4.1, 4.3)
Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	\$17,061.00	3 Bilingual Instructional Assistants (LCAP Goal 1.3, 4.1)
Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	\$9,473.00	3 Bilingual Instructional Assistants (LCAP Goal 1.3, 4.1)
	3000-3999: Employee Benefits	\$4,324.00	3 Bilingual Instructional Assistants (LCAP Goal 1.3, 4.1)
Parent Coordinators - - Increase family engagement and parent input and the utilization of volunteers.-Increase two-way community partnerships that support student learning.-Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	\$4,881.00	4.Increase parent and community engagement. (LCAP Goal 2.5, 2.6, 2.7)
	3000-3999: Employee Benefits	\$522.00	4.Increase parent and community engagement. (LCAP Goal 2.5, 2.6, 2.7)
LCFF - Supplemental Total Expenditures:		\$133,354.00	
LCFF - Supplemental Allocation Balance:		\$0.00	

Funding Source: Title I

\$108,247.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Support Coach	1000-1999: Certificated Personnel Salaries	\$23,650.00		5.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.1, 4.2, 4.3, 4.4)
	3000-3999: Employee Benefits	\$7,351.00		5.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.1, 4.2, 4.3, 4.4)
Subs	1000-1999: Certificated Personnel Salaries	\$260.00		5.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.1, 4.2, 4.3, 4.4)

Cordova Meadows Elementary School

Supplemental Instructional Materials	4000-4999: Books And Supplies	\$100.00	5.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.1, 4.2, 4.3, 4.4)
BIA to support student needs in the classroom and support parent engagement, translations, and parent conference.	2000-2999: Classified Personnel Salaries	\$100.00	3 Bilingual Instructional Assistants (LCAP Goal 1.3, 4.1)
BIA extra time	2000-2999: Classified Personnel Salaries	\$100.00	6.BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.(LCAP Goal 1.3, 3.2, 4.1, 4.3)
Textbooks, supplies, and technology	4000-4999: Books And Supplies	\$556.00	2.Provide students in low income subgroup equal access to experiential and other learning opportunities (LCAP Goal 1.3, 3.3)
Field Learning Activities	5700-5799: Transfers Of Direct Costs	\$940.00	2.Provide students in low income subgroup equal access to experiential and other learning opportunities (LCAP Goal 1.3, 3.3)
Conferences for Teachers	5000-5999: Services And Other Operating Expenditures	\$116.00	2.Provide students in low income subgroup equal access to experiential and other learning opportunities (LCAP Goal 1.3, 3.3)
Identify and purchase necessary supplemental instructional supplies.	4000-4999: Books And Supplies	\$556.00	4. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1)
Field Learning Activities related to curricular topics. Books and supplies may be needed to prepare students for the trip and post trip reflection and analysis.	5700-5799: Transfers Of Direct Costs	\$313.00	5.Experiential Learning (LCAP Goal 1.3, 3.2, 4.3)
Identify and purchase necessary supplemental materials and supplies for reading instruction.	4000-4999: Books And Supplies	\$250.00	2. Research and purchase the supplemental recommendations that would build higher level thinking skills, academic discourse, collaborative conversations, and develop comprehension (LCAP Goal 1.3, 4.1)
Title 1 Academic Support Coach - Collaborative training in and out of the classroom.	1000-1999: Certificated Personnel Salaries	\$23,652.00	3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1)
	3000-3999: Employee Benefits	\$7,351.00	3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1)
Purchase of Instructional Technology, including headphones, to increase center-based instruction learning activities.	4000-4999: Books And Supplies	\$892.00	5. Instructional Technology (LCAP Goal 1.3, 3.1)

Cordova Meadows Elementary School

Field Learning Activities related to curricular topics.	5700-5799: Transfers Of Direct Costs	\$314.00	6. Experiential Learning (LCAP Goal 1.3, 3.3)
Substitutes for release days.	1000-1999: Certificated Personnel Salaries	\$910.00	7. Release Time and materials for teachers to attend professional development and improve core instruction. (LCAP Goal 1.3, 3.1, 3.2, 4.1, 4.3)
Purchase of supplemental instructional supplies, chart paper, markers, etc.	4000-4999: Books And Supplies	\$500.00	8. Supplemental Instructional Materials to support reading instruction (LCAP Goal 1.3, 3.1, 3.2)
Conference/ Professional Development	5000-5999: Services And Other Operating Expenditures	\$400.00	10. Provide Professional Development to support Benchmark implementation, and other areas of ELA. (LCAP Goal 1.3, 3.1, 4.1)
	2000-2999: Classified Personnel Salaries	\$100.00	11. Bilingual Instructional Assistants (LCAP Goal 1.3, 4.1)
Identify and purchase necessary supplemental supplies and materials for math instruction.	4000-4999: Books And Supplies	\$50.00	2. Supplemental Instructional materials to support math instruction (LCAP Goal 1.3, 3.1, 3.2, 4.2)
Academic Support Coach - Collaborative training in and out of the classroom	1000-1999: Certificated Personnel Salaries	\$9,460.00	3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.2)
	3000-3999: Employee Benefits	\$3,075.00	3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.2)
Conferences	5000-5999: Services And Other Operating Expenditures	\$300.00	3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.2)
Subs for staff development	1000-1999: Certificated Personnel Salaries	\$670.00	3. Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.1, 4.2)
Purchase of Instructional Technology to increase the intensity of center-based instruction learning activities.	4000-4999: Books And Supplies	\$278.00	5. Instructional Technology (LCAP Goal 1.3, 3.1, 4.2)
Field Learning Activities related to curricular topics.	5700-5799: Transfers Of Direct Costs	\$313.00	6. Experiential Learning (LCAP Goal 1.3, 3.3)
BIA to support student needs in the classroom as well as parent engagement, translations, and parent conferences	2000-2999: Classified Personnel Salaries	\$100.00	7. Bilingual Instructional Assistants (LCAP Goal 1.3, 4.2)

Cordova Meadows Elementary School

Identify and purchase supplemental instructional materials and supplies.	4000-4999: Books And Supplies	\$100.00	1. Research and purchase the supplemental recommendations that would build higher level thinking skills, academic discourse, collaborative conversations, and develop comprehension (LCAP Goal 1.3, 4.1)
Academic Support Coach	1000-1999: Certificated Personnel Salaries	\$18,920.00	2.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.2, 4.3)
Academic Support Coach Benefits	3000-3999: Employee Benefits	\$6,160.00	2.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.2, 4.3)
Conferences	5000-5999: Services And Other Operating Expenditures	\$150.00	2.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.2, 4.3)
Subs for Staff Development	1000-1999: Certificated Personnel Salaries	\$260.00	2.Intensive coaching and capacity building in and out of the classroom to improve instructional effectiveness of teachers (LCAP Goal 1.3, 3.2, 4.3)
Title I Total Expenditures:		\$108,247.00	
Title I Allocation Balance:		\$0.00	
Cordova Meadows Elementary School Total Expenditures:		\$241,601.00	