

2017-2018

The Single Plan for Student Achievement



Cordova Villa Elementary School

School: Cordova Villa Elementary School
CDS Code: 34673306033187
District: Folsom Cordova Unified School District
Principal: Jessica Hutchinson
Revision Date: September 19, 2017

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.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Cordova Villa Elementary School's Vision and Mission Statements

Our mission at Cordova Villa Elementary School is to provide all students with high quality targeted instruction, data-driven interventions to close the achievement gaps, and the resources necessary to improve student achievement in all academic areas.

School and Community Profile

Cordova Villa Elementary School as of 2017 operates on a traditional schedule, and according to CALPADS, during the first month of the 2017-18 school year, 515 students were enrolled in grades Preschool, (or Transitional Kindergarten) through fifth. The school's gender distribution is roughly equal, with 49.82 % boys and 50.18% of girls. The school's largest ethnic group is Hispanic/Latino, with 41.4% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include White at 16.49%, Asian at 12.46%, African-American at 22.98%, American Indian/Alaskan Native at 3.86%, and Pacific Islander at 2.11%. Cordova Villa Elementary School has 73 students enrolled in the ASES program known as "STARS" daily until 6:00pm. Cordova Villa Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The school will be expending considerable time and resources establishing strong connections to the parent and family community through SSC, ELAC, parent leadership activities, family fun nights, and informational events for parents in response to conversations administration have been having with parents.

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).

Cordova Villa families are encouraged to provide input and feedback about school improvement through the FCUSD Title I parent survey, ELAC committee input surveys, and Cordova Villa parent workshop survey. Results from each of these surveys are analyzed by school staff and School Site Council to ascertain areas of relative strengths as well as areas upon which the school needs to focus. Results from the Title I parent survey indicate that some parents would like additional support in helping their children in reading and math instruction. ELAC committee input surveys reflect an ongoing interest in offering extended day interventions and homework support. Parent workshop surveys reflect an overall interest in assisting parents with effective strategies to help students with reading, writing, mathematics skills, and technology.

Classroom Observations

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

The school principal performs informal classroom walk-throughs of five to ten minutes at a minimum of three times a week in each classroom. Formal classroom observations are scheduled two to four times a year per the FCUSD evaluation process. Specific feedback is written and provided to teachers following classroom observations; feedback targets the six California Standards for the Teaching Profession (CSTP). Overall findings from the 2016-17 school year indicate that all classroom teachers at Cordova Villa were consistent with the professional standards, and high quality instruction.

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)

Meeting performance goals. Cordova Villa uses data results from CELDT assessments as well as LEA assessments (I-Ready Assessments in ELA & Math, Oral Reading Passage) to modify instruction and improve student achievement.

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

Meeting performance goals. Cordova Villa uses curriculum-embedded assessments included in Benchmark, SIPPS, and Envision, I-Ready to monitor student progress and modify instruction.

Staffing and Professional Development

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

Meeting performance goals. Cordova Villa, in concert with the FCUSD Human Resource staff, ensure that all staff meet the requirements of highly qualified teachers.

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

Meeting performance goals. All Cordova Villa teachers have access to and participate in ongoing professional development of SBE-adopted instructional materials as well as supplemental research-based materials. Professional development is incorporated through FCUSD professional development days, site teacher release time with district lead teachers and program improvement coach, and regular dedicated time for professional development at staff collaboration meetings. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers and program improvement coach.

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

Meeting performance goals. Cordova Villa professional development is aligned to and directly targets quality first instruction and supplemental instruction of CCSS, data review and analysis of student performance and professional needs as determined by staff input, and data through Illuminate, I-Ready, and CAASP.

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

Meeting performance goals. Cordova Villa provides ongoing instructional assistance and support of teachers through LEA professional development, site professional development, regular informal/formal meetings with FCUSD lead teachers, program improvement coach, SCOE professional development, and Title I reading teacher.

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

Meeting performance goals. Cordova Villa schedules and provides bi-weekly formal grade level teacher collaboration for one hour after school (preschool through 5th grades). Informal teacher collaboration occurs regularly before schools, during lunch, after school, and during teacher prep times. Each grade level is additionally provided one to one day minimum of release time each trimester to collaborate about data analysis of current assessments, instructional planning toward targeted goals, developing flexible MTSS leveled groups of students, and extended day interventions.

Teaching and Learning

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

Meeting performance goals. Cordova Villa follows the alignment of curriculum instruction and materials to support the CCSS. Each teacher utilizes the FCUSD Common Core ELA and mathematics curriculum alignment and instruction binder as evidenced by classroom observations. Early childhood teachers follow the alignment of the California Pre School Learning Foundations with Key Early Education Resources and utilize a district lesson plan template to support instructional planning.

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

Meeting performance goals. Cordova Villa develops a school wide instructional schedule for English Language Arts (ELA) and mathematics to ensure recommended minutes are met. This is modified as student data is analyzed.

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

Meeting performance goals. Cordova Villa teachers follow the FCUSD recommended lesson pacing guidelines for English Language Arts (ELA) and mathematics and provide targeted instruction through MTSS time. English Language Development (ELD), and targeted skills/concepts interventions during and beyond the school day.

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

Meeting performance goals. Cordova Villa successfully passed an unannounced Sacramento County Office of Education (SCOE) led Williams audit for availability of standards-based instructional materials appropriate to all students groups on August 29, 2017.

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)

Meeting performance goals. Cordova Villa uses SBE-adopted and standards-aligned K-5 instructional materials (i.e., Benchmark for ELA, EnVision for mathematics, Read Naturally, I-Ready, and Lexia for interventions and differentiated instruction). Preschool used Houghton Mifflin curriculum for ELA and Handwriting Without Tears, math curriculum for pre K instructional materials. Additional curriculum resources support preschool learning foundation including Second Step Early Learning.

Opportunity and Equal Educational Access

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

Meeting performance goals. Underperforming students receive services and core instruction provided by the regular program as all other students. Students identified as underperforming additionally are offered supplemental instruction, extended day interventions, and extended school year/summer interventions.

14. Research-based educational practices to raise student achievement

Meeting performance goals. Research-based educational practices (i.e., Hattie, Mattos, GLAD) are incorporated regularly in Cordova Villa professional development and are incorporated in classroom instruction. Evidence of these practices are observed

during classroom observations; increased student achievement is evident based upon Cordova Villa's I-Ready and CAASP assessments.

Parental Involvement

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

Meeting performance goals. Cordova Villa actively seeks and appreciates the resources to assist under achieving students from families and community partners (i.e., River City Christian Church, Intel PC Pals, Costco, Walmart, Target, Dignity Health, Kaiser, Grocery Outlet, RC Rotary Club, Community Readers, Playmakers). The school and FCUSD also provide resources to support under achieving students (i.e., parent workshops, lending libraries).

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)

Meeting performance goals. Cordova Villa parents/community representatives and staff collaborate in the planning, implementation, and evaluation of Con APP programs including the Single Plan for Student Achievement (SPSA).

Funding

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

Meeting performance goals. Cordova Villa allocates categorical funds (i.e., Title I, EL/LI) to support/supplement targeted needs of underperforming students (i.e., Academic Support Coach, SIPPS materials).

18. Fiscal support (EPC)

Meeting performance goals. Cordova Villa consistently plans for and allocates site funding, donations from Intel PC Pal (matching funds) program, MAA reimbursement, and Mandated Costs reimbursements to supplement the acquisition of materials (i.e., new Common Core expository/non-fiction grade level resources, additional Read Naturally materials, document cameras, Chrome books, technology and licensing to support Accelerated Reader/Lexia, professional development, and teacher release time for collaboration and support of district lead teachers and program improvement coach.

Description of Barriers and Related School Goals

The Cordova Villa 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 three specific domains:

Human Resources – Cordova Villa Elementary has 1 teacher who is new to the school. Twenty-four teachers returned to the school from the previous school year. As a means to ensuring targeted direct instruction for student success, teachers are regularly provided the time to collaborate.

Parent Involvement - This area is not so much a challenge or barrier as it is ripe for opportunity. Parents at Cordova Villa Elementary are incredibly invested in their children's success and participate in our school site ELAC mtgs, SSC participation, parent workshops, trainings, and volunteer opportunities. Cordova Villa Elementary is committed to providing these types of activities, but organizing and coordinating them will require time and community input as far as topics.

Time - This area is always a challenge in terms of program improvement and implementation. In order to make the most efficient use of human and time resources, Cordova Villa Elementary will be using a new structure for the school's Leadership Team. Rather than have the team built using grade level representation, the school has created PLCs (Core program, assessments, interventions, culture/climate, professional development, and Home-School relations). This will allow the school to engage in improvement activities across a wide range of domains using a distributed leadership model.

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

Evaluation of Effectiveness Summary

Top 2-3 SPSA Priorities and Major Expenditures Supporting Each Priority	
Priority 1: Improved literacy for students K-5 with at least one year of academic progress in English Language Arts	Expenditures to support priority 1: SIPPS, GLAD, Positive Behavior Support Interventions, Grade level collaboration meetings, Two Academic Support Coaches, Instructional Technology, extended day interventions, and Professional Development
Priority 2: Parent Engagement	Expenditures to support priority 2: The Academic Support Coach, along with the Parent Coordinator help to facilitate parent engagement opportunities to focus on various topics of interests 4 + times a year, along with daycare provided for families. Weekly parent chats are also provided to build strong community relationships.
Priority 3: Each English Learner will progress toward redesignation with a movement of at least one level each year on CELDT	Expenditures to support priority 3: SIPPS, GLAD, Positive Behavior Support Interventions, Grade level collaboration meetings, Two Academic Support Coaches, Instructional Technology, extended interventions, and Professional Development.

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: SIPPS	X			
Strategy 2: GLAD		X		
Strategy 3: Positive Behavior Support Interventions	X			
Strategy 4: Grade Level Collaborations	X			
Strategy 5: Academic Support Coaches	X			
Strategy 6: Instructional Technology	X			
Strategy 7: Extended Day Interventions	X	X		
Strategy 8: Professional Development		X		
Strategy 9:				
Strategy 10:				

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:	Extended Day Interventions
Barrier(s) to strategy:	New forms and procedures were recently provided by the district to run extended day interventions
Action(s) taken to mitigate/overcome barrier:	The district is providing opportunities for teachers to be paid hourly for teaching interventions
2. Partially or non-implemented strategy:	GLAD
Barrier(s) to strategy:	Not all staff has been trained in GLAD strategies-First Grade/Second Grade
Action(s) taken to mitigate/overcome barrier:	As training opportunities arise in the district, grade levels will be released to attend the training.
3. Partially or non-implemented strategy:	Positive Behavior Intervention Support
Barrier(s) to strategy:	Not all staff has been trained in Positive Behavior Support due to funding and availability of training
Action(s) taken to mitigate/overcome barrier:	PBIS coaches have been implemented at each site to facilitate implementation and training of staff
4. Partially or non-implemented strategy:	Instructional Technology
Barrier(s) to strategy:	Depending of funding available, determines what software and hardware can be purchased to support learning in the classroom
Action(s) taken to mitigate/overcome barrier:	Additional funds are provided each year to ensure there is a 1-1 ratio of Chromebooks for each student
5. Partially or non-implemented strategy:	Professional development
Barrier(s) to strategy:	Ensuring that professional development time is given and resources are provided to allow for training.
Action(s) taken to mitigate/overcome barrier:	Will be beginning extended day in October after the completion of ECBN meetings and placement of students. This identifies what students will need additional support before/after school. District is also providing release time for Envision and Benchmark training.
6. Partially or non-implemented strategy:	
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
1. SIPPS	I-Ready, CAASP, and CELDT score improvements
2. GLAD	I-Ready, CAASP, and CELDT score improvements
3. PBIS	Increase in attendance and decrease in suspensions and office discipline referrals
4. Instructional Technology	The number of hours students use educational programs

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
	has increased, along with an increase in activities using the instructional technology
5. Extended Day	I-Ready, CAASP, and CELDT scores

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. Lexia	Not being used at all grade levels with fidelity

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	77	52	76	75	51	74	75	51	74	97.4	98.1	97.4
Grade 4	64	65	56	63	64	55	63	64	55	98.4	98.5	98.2
Grade 5	69	64	68	65	64	68	65	64	68	94.2	100	100
All Grades	210	181	200	203	179	197	203	179	197	96.7	98.9	98.5

* 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	2357.3	2397.3	2399.1	0	20	10.81	8	16	27.03	41	22	25.68	51	43	36.49
Grade 4	2409.7	2416.9	2411.6	5	5	9.09	14	13	14.55	30	33	23.64	51	50	52.73
Grade 5	2453.7	2479.7	2439.4	6	11	2.94	18	31	20.59	37	28	25.00	38	30	51.47
All Grades	N/A	N/A	N/A	3	11	7.61	13	20	21.32	36	28	24.87	47	41	46.19

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	1	10	14.86	40	47	50.00	59	43	35.14	
Grade 4	5	11	7.27	51	39	50.91	44	50	41.82	
Grade 5	6	17	10.29	43	50	44.12	51	33	45.59	
All Grades	4	13	11.17	44	45	48.22	52	42	40.61	

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	1	20	14.86	36	37	44.59	63	43	40.54
Grade 4	2	2	5.45	49	53	47.27	49	45	47.27
Grade 5	8	17	8.82	45	44	39.71	48	39	51.47
All Grades	3	12	10.15	43	45	43.65	54	42	46.19

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	1	10	16.22	67	65	64.86	32	25	18.92
Grade 4	6	3	3.64	65	77	67.27	29	20	29.09
Grade 5	6	11	2.94	68	64	69.12	26	25	27.94
All Grades	4	8	8.12	67	69	67.01	29	23	24.87

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	3	22	17.57	53	53	48.65	44	25	33.78
Grade 4	3	9	5.45	41	52	50.91	37	39	43.64
Grade 5	15	25	10.29	60	58	39.71	25	17	50.00
All Grades	7	18	11.68	52	54	46.19	35	27	42.13

Conclusions based on this data:

1. 2016-2017 Students 67.5% of students were At/Near/ Above Standard in overall ELA Achievement
2. 2016-2017 58% of students were At/Near/Above Standard in literary & non-fictional text
3. 2016-2017 57.6% of Students in writing, 74.2% of students in listening, and 57.4% of students in research were At/Near/Above the standard

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	77	52	76	75	51	74	75	51	74	97.4	98.1	97.4
Grade 4	64	65	56	63	64	55	63	64	55	98.4	98.5	98.2
Grade 5	69	64	68	65	64	68	65	64	68	94.2	100	100
All Grades	210	181	200	203	179	197	203	179	197	96.7	98.9	98.5

* 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	2385.0	2426.8	2434.0	3	14	20.27	23	33	29.73	29	29	29.73	45	24	20.27
Grade 4	2430.2	2432.5	2447.4	3	2	7.27	16	19	18.18	43	42	40.00	38	38	34.55
Grade 5	2442.1	2447.2	2439.4	2	6	0.00	5	8	10.29	29	34	26.47	65	52	63.24
All Grades	N/A	N/A	N/A	2	7	9.64	15	19	19.80	33	36	31.47	49	39	39.09

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	13	37	35.14	32	31	37.84	55	31	27.03
Grade 4	3	5	14.55	35	39	40.00	62	56	45.45
Grade 5	2	8	0.00	22	27	29.41	77	66	70.59
All Grades	6	15	17.26	30	32	35.53	64	53	47.21

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	5	16	17.57	44	45	55.41	51	39	27.03
Grade 4	10	5	7.27	44	52	49.09	46	44	43.64
Grade 5	6	6	5.88	26	38	33.82	68	56	60.29
All Grades	7	8	10.66	38	45	46.19	55	47	43.15

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	9	25	27.03	43	61	56.76	48	14	16.22
Grade 4	5	8	10.91	40	50	50.91	56	42	38.18
Grade 5	3	8	4.41	38	38	30.88	58	55	64.71
All Grades	6	13	14.72	40	49	46.19	54	39	39.09

Conclusions based on this data:

1. 2016-2017 59% of students were At/Near/Above Standards in overall achievement
2. 55.9% of students were At/Near/Above the standard for Problem Solving & Modeling/Data Analysis
3. 60% of students were At/Near/Above the standard for Communicating Reasoning Demonstrating ability to support mathematical conclusions

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	0			17		17	50	40	50	25	60	17	8		17
1		4	6	28	31	30	38	38	36	17	19	18	17	8	9
2	4		8	17	16	38	52	42	33	26	32	13		10	8
3			4	10	6	4	59	65	58	17	6	23	14	24	12
4		5		37	35	21	42	40	58	16	15	16	5	5	5
5	15	6	15	30	33	55	50	44	20		11	5	5	6	5
Total	3	3	6	23	23	28	48	44	41	17	21	16	9	9	9

Conclusions based on this data:

1. Based on the above CELDT data, ELL/ELD support will be strategically implemented to support English language Development. GLAD (Guided Language Acquisition Development) program will be implemented in the 2015-2016 school year. The data trends for CELDT at Cordova Villa Elementary are encouraging. Students who are in the school's academic program throughout their K-6 trajectory demonstrate increases in CELDT proficiency and many of them are on track for reclassification before middle school. This is the goal of the school for all EL students who are English Learners. Specifically, students who are at the Early Advanced and Advanced levels will be monitored for their progress in the domains of reading and writing, which tend to be the domains that prevent them from being reclassified.
2. Teachers who work with students at the Beginning level of English proficiency will focus on oral language development and bridging that oral language to reading and writing tasks. The Title I Resource Teacher/Program Monitor will provide coaching support to these teachers, and the students themselves will be placed in the smallest groups possible during their ELD time to ensure they received multiple opportunities to practice academic language. This approach will take resources in the form of teachers and support folks for the ELD block.

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				9	2		19	20		34	34		38	44	
1		3		26	34		32	34		18	17		24	10	
2	4	3		17	15		54	42		25	30			9	
3				10	5		59	63		17	5		14	26	
4	5	5		33	33		38	43		14	14		10	5	
5	15	5		30	33		50	43			10		5	10	
Total	3	2		19	19		39	38		21	21		19	20	

Conclusions based on this data:

1. 2014-2015 Showed a decrease in Beginning ELL's, Increase in Early Intermediate/Intermediate/Early Advanced/Advanced ELL's
2. This data shows that our targeted small group interventions that target ELD, is effective in increasing language proficiency
3. This data shows that the majority of our Beginner ELL's are in the Kindergarten and First grade 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. AMAO 1 NCLB targets have increased/improved each year since 2010-11.
2. AMAO 2 NCLB targets were not met in 2012-15 for English learners with less than 5 years of EL instruction. One area of focus for the school this year will be students who are at the intermediate level of English proficiency. These students deserve special consideration because they run the risk of becoming long-term English Learners if they stall out at this stage. The Title I Resource Teacher/Program Monitor at Cordova Villa Elementary will work with classroom teachers to ensure that students move through the Early Intermediate and Intermediate stages of English proficiency as efficiently as possible using the RTI meetings and the EL monitoring system.
3. AMAO 3 AYP for English Learner sub group was met in ELA and mathematics in 2012-13.

Conclusions based on the district data:

- 1.

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	18			15			27			32			16			27								
ELA DPA	64			51			36			48			21			35								
ELA DPA	72			77			56			55			26			37								

Conclusions based on this data:

1. All grade levels showed a substantial increase in overall ELA proficiency.
2. Targeted instruction in phonics and phonemic awareness during early/late has resulted in an increase in proficiency for first and second grade students when data is compared between 2014-2015 and 2015-2016. As these students progress through their educational trajectory, these foundational proficiency skills will improve the overall rates in those grade levels.
3. The end of the year school-wide average proficiency percentage was 53.8 which is a direct result of an emphasis on English-Language Arts and English Language Development for English Learners.

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	21			8			8			9			18			19								
Math DPA	40			23			12			35			27			32								
Math DPA	58			70			40			55			44			39								

Conclusions based on this data:

1. The End of the Year Math I-Ready 2017 data represents a benchmark for Cordova Villa. I-Ready will be administered three times per year. Teachers will analyze the data and determine instructional priorities and interventions based upon the data results.
2. All grade levels showed a substantial increase in proficiency from Fall to Spring, but the overall proficiency rate has decreased from 2014-2015 to 2015-2016. This can be attributed to the newly adopted Envision Math curriculum and a need for ongoing professional development in this subject area.

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:

Grade Level(s):

FINDINGS:

Date of Assessment:

Content Area:

Name of Assessment:

Grade Level(s):

FINDINGS:

Date of Assessment:

Content Area:

Name of Assessment:

Grade Level(s):

FINDINGS:

Date of Assessment:

Content Area:

Name of Assessment:

Grade Level(s):

FINDINGS:

Date of Assessment:

Content Area:

Name of Assessment:

Grade Level(s):

FINDINGS:

Date of Assessment:

Content Area:

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	4
Challenging Goals and Effective Feedback	3
Collegiality and Professionalism	4
Student Motivation	3
Instruction	3
Classroom Curriculum Design	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)
Cordova Villa Elementary School will continue to target student motivation through multiple school-wide programs including: Positive Behavior Intervention Support (PBIS), anti-bullying curriculum, and student recognition assemblies.	Each component will positively impact academic and behavioral student outcomes.
The training and implementation of a Professional Learning Community will strengthen and improve our instruction and curriculum design. As well as, professionalism among staff.	PLC will allow for consistent, structured, collaboration using student data to drive instruction.
Cordova Villa will continue to train staff and implement Guided Language Acquisition Development strategies for the 2017-2018 school year. This will have a positive impact on classroom curriculum design and instruction leading to improved student outcomes.	The implementation of GLAD strategies, will ensure that all students have access to the curriculum, to develop their speaking, reading, listening, and writing proficiency.
Training and Implementation of Benchmark ELA	ELA/ELD
Training and Implementation of SIPPS	ELA

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 achieve proficiency or better in Reading/Language Arts.- (LCAP 4.1, 1.3, 3.1; 3.2,)
Data Used to Form this Goal:
Data utilized to form this goal included District Progress Assessments in English Language Arts results.
Findings from the Analysis of this Data:
Grade 1: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the DPA in English Language Arts. The percent of students demonstrating mastery for grade 1 was 72% in English Language Arts. Grade 2: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the DPA in English Language Arts. The percent of students demonstrating mastery for grade 2 was 50% in English Language Arts. Grade 3: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I- Ready in English Language Arts. The percent of students demonstrating mastery for grade 3 was 57% in English Language Arts. Grade 4: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I-Ready in English Language Arts. The percent of students demonstrating mastery for grade 4 was 27% in English Language Arts. Grade 5: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I-Ready in English Language Arts. The percent of students demonstrating mastery for grade 5 was 19% in English Language Arts.

How the School will Evaluate the Progress of this Goal:

Progress toward this goal will primarily be evaluated through analyses of the following assessments: each trimester's I-Ready results of individual students, CELDT results of individual students, and Oral Reading Passage results of individual students. Grade level teaching teams will meet with the principal, Academic Support Coach, and Intervention Teach following each assessment to analyze results, determine MTSS instructional groups for reading, create extended day interventions to target identified areas of weakness for groups of students, and to prioritize instruction to meet the needs of students as evidenced by their performances on these assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Initial assessment results of students on District Progress Assessment (I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)	1. August 2017	1. Principal; classroom teachers, Title I teacher(s), program improvement coach	1. Teacher release time will be provided for these meetings	1000-1999: Certificated Personnel Salaries	Title I	826
			2. Title I resource teacher	1000-1999: Certificated Personnel Salaries	Title I	18921
			3. Title 1 teacher Benefits	3000-3999: Employee Benefits	Title I	6086
			Postage	5000-5999: Services And Other Operating Expenditures	Title I	200
			Renaissance Learning/Accelerated Reader	5000-5999: Services And Other Operating Expenditures	Title I	1500
			Books other than text books	4000-4999: Books And Supplies	Title I	1000
			Supplemental materials and supplies determined by the Title I teacher and principal	4000-4999: Books And Supplies	Title I	3000
			Parent Engagement /training	4000-4999: Books And Supplies	Title I	100
2. MTSS groups for reading and extended day interventions for identified students will be created for targeted skills. (LCAP 4.1; 4.3; 4.6)	2017-2018	2. Principal; classroom teachers, Title I teacher(s), program improvement coach	2. Interventions will be provided to at-risk students and students not meeting minimum proficiency standards in ELA	0000: Unrestricted	District Funded	
			2. Summer School	None Specified	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Translation/Testing/Lead Teachers Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined	None Specified 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental	
3. Weekly collaboration meetings will be held each Thursday to analyze data, plan instruction to meet instructional priorities, and provide professional development on best practices of Common Core preparedness for the District Progress Assessment (I-Ready), SIPPS, Benchmark in ELA. (LCAP 3 &4)	3.Collaboration meetings are scheduled each Thursday following school.	3. Principal, classroom teachers, Title I teacher(s), FCUSD lead teacher in ELA, program improvement coach	3. Weekly collaboration time will be scheduled to support the actions described in Action 3.	None Specified	None Specified	
4. Teacher release time will be provided 2-4 times per year, at a minimum, for grade level teams to meet with principal and lead teacher to prioritize instruction to address individual student academic weaknesses in ELA and to prepare for standardized assessments.	4. September/October 2017; February 2018; May 2018	Principal, classroom teachers, Title I teacher(s), FCUSD lead teacher in ELA	4. Teacher release time will be provided for these meetings	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.Instructional Software	2017-2018	Principal; classroom teachers, Title I teacher(s), program improvement coach	Supplemental books/supplies/computer software, technology and supplies	4000-4999: Books And Supplies	Title I	1500
			Lady Bugs	4000-4999: Books And Supplies	Title I	1250
6.BIA to support student needs in the classroom and support parent engagement, translations, and parent workshops Title 1 Resource Teacher and program improvement coach	2017-2018	Elena Cabrera, Jessica Hutchinsno, Title 1 Resource Teacher	Instructional Aides for direct student/parental support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
7.Conferences	2017-2018	Common Core/Benchmark	Jessica Hutchinson	5000-5999: Services And Other Operating Expenditures	Title I	250
8.Extended Day Interventions	2017-2018	Jessica Hutchinson, Elena Cabrera	Interventions provided for early late K-2nd	None Specified	LCFF - Supplemental	
9.Fieldtrips	2017-2018	Jessica Hutchinson	Fieldtrips	5700-5799: Transfers Of Direct Costs	Title I	2500
Unallocated	2017/2018	Jessica Hutchinson		None Specified	Title I	18469

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 Increase English Learner student achievement on CELDT by providing ELD and language support, and moving our Intermediate students to Early Advanced, and our Early Advanced to Advanced. Ensure all teachers that administer the CELDT test receive appropriate training. Complete the training of 1st and 2nd grade in GLAD training. Use PLC to determine appropriate groupings and interventions for students based on data
Data Used to Form this Goal:
Data utilized to form this goal included District Progress Assessment (I-Ready) results for English Learners, CELDT results for English Learners, and CAASPP.
Findings from the Analysis of this Data:
Grade 1:80% of students gained one or more levels on CELDT, 20% remained the same level on CELDT, and 0% show a loss of a level on CELDT. Grade 2: 78.5% of students gained one or more levels on CELDT, 21% remained the same level on CELDT, and 0% show a loss of a level on CELDT. Grade 3:52% of students gained one or more levels on CELDT, 38% remained the same level on CELDT, and 9.5% show a loss of a level on CELDT. Grade 4:.27% of students gained one or more levels on CELDT, 51% remained the same level on CELDT, and 20% show a loss of a level on CELDT. years CELDT results

Look at last

Grade 5: 56% of students gained one or more levels on CELDT, 38% remained the same level on CELDT, and 6% show a loss of a level on CELDT.

How the School will Evaluate the Progress of this Goal:

Progress toward this goal will primarily be evaluated through analyses of the following assessments: each trimester's I-Ready results of individual students, CELDT results of individual students, and Oral Reading Passage results of individual students. Grade level teaching teams will meet with the principal, Title I resource teacher, and Intervention Teacher following each assessment to analyze results, determine MTSS instructional groups for language support, create extended day interventions to target identified areas of weakness for groups of students, and to prioritize instruction to meet the needs of students as evidenced by their performances on these assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Initial assessment results of students on I-Ready assessments, CAASPP, and CELDT (2016) assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and Intervention Teacher at Every Child by Name (ECBN) meeting.	1. August 2017	1. Principal; classroom teachers, Title I teacher(s), program improvement coach	1. Teacher release time will be provided for these meetings. September 2017; November 2017; February 2018; May 2018	1000-1999: Certificated Personnel Salaries	Title I	823
			Title I Resource teacher	1000-1999: Certificated Personnel Salaries	Title I	18920
			Supplemental materials determined by the Title teacher and principal	4000-4999: Books And Supplies	Title I	1000
			Certificated benefits	3000-3999: Employee Benefits	Title I	6085
			Accelerated Reader/Other Software License	5000-5999: Services And Other Operating Expenditures	Title I	1500
2. MTSS instructional groups for reading/language arts and extended day interventions for identified EL students will be created for targeted skills.	2017-2018	2. Principal; classroom teachers, Title I teacher(s), program improvement coach	2. Interventions will be provided to at-risk EL students not meeting minimum proficiency standards in ELA	0000: Unrestricted	District Funded	
			2. Summer School	None Specified	LCFF - Supplemental	
			2. Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental	
3. Weekly collaboration meetings will be held each Thursday to analyze data, plan instruction to meet instructional priorities, and provide professional development on best practices of Common Core preparedness for I-Ready ELA assessments and CELDT (2016) assessment.	3. Collaboration meetings are scheduled each Thursday follow school. 2017-2018	3. Principal; classroom teachers, Title I teacher(s), program improvement coach	3. Weekly collaboration time will be scheduled to support the actions described in Action 3.	None Specified	None Specified	
4. GLAD/Benchmark Supplies	2017-2018	Principal	GLAD/Benchmark supplies for teachers	4000-4999: Books And Supplies	Title I	3000
5. Parent outreach and school communication	2017-2018	Principal and Staff	BIA BIA	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries	LCFF - Supplemental LCFF - Supplemental Title I Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6.Offer more intervention programs	2017-2018	Principal and Staff	Provide additional programs and support to LTELs and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	
7.Technology Equipment	2017-2018	Principal	Chromebooks/computer software, technology and supplies/Ladybug	4000-4999: Books And Supplies	Title I	2750
8.Conferences	2017-2018	Principal	ELD/Common Core	5000-5999: Services And Other Operating Expenditures	Title I	250
9.Fieldtrips	2017-2018	Principal	Fieldtrips	5700-5799: Transfers Of Direct Costs	Title I	2500

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 achieve proficiency or better in mathematics.
Data Used to Form this Goal:
Data utilized to form this goal included I-Ready mathematics results.
Findings from the Analysis of this Data:
Grade 1: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I-Ready in Math. The percent of students demonstrating mastery for grade 1 was 52.5% in Math Grade 2: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I-Ready in Math. The percent of students demonstrating mastery for grade 2 was 31.3% in Math Grade 3: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I-Ready Math. The percent of students demonstrating mastery for grade 3 was 54% in Math Grade 4: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I-Ready in Math. The percent of students demonstrating mastery for grade 4 was 51% in Math Grade 5: The goal for the 3rd trimester is for students to achieve 99% mastery of grade level CCSS on the I-Ready in Math. The percent of students demonstrating mastery for grade 5 was 29% in Math

How the School will Evaluate the Progress of this Goal:

Progress toward this goal will primarily be evaluated through analyses of each trimester's mathematics benchmarks. Grade level teaching teams will meet with the principal, Title I resource teacher, and program improvement coach following each assessment to analyze results, prioritize instructional planning to meet the needs of students as evidenced by their performances on these assessments, and create extended day interventions to target identified areas of weakness for groups of students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.	2017-2018	1. Principal; classroom teachers, Title I teacher(s), program improvement coach	1. Title I resource teacher	1000-1999: Certificated Personnel Salaries	Title I	18920
			2. Certificated benefits	3000-3999: Employee Benefits	Title I	6085
				4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	Title I	
2. Extended day interventions for identified students will be created for targeted skills.	2017-2018	2. Principal; classroom teachers, Title I teacher(s), program improvement coach		0000: Unrestricted	District Funded	
			2. Summer School	None Specified	LCFF - Supplemental	
			2. Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
3. Collaboration meetings will be held on Thursday's to analyze data, plan instruction to meet instructional priorities, and provide professional development on best practices of Common Core preparedness for I-Ready mathematics assessments.	3. Weekly collaborations meetings are scheduled for PLC meetings after school.					
4. Teacher release time will be provided 2-4 times per year, at a minimum, for grade level teams to meet with principal and lead teacher to prioritize instruction to address individual student academic weaknesses in mathematics and to prepare for standardized assessments.	4. September 2017/February 2018/May 2018	4. Principal; classroom teachers, Title I teacher(s), program improvement coach	4. September 2017; November 2017; February 2017; May 2017	1000-1999: Certificated Personnel Salaries	Title I	823

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Teacher	Targeted Math Intervention	Intervention teacher, Jessica Hutchinson, Program Monitor	Yearlong interventions to support students based on data/needs	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	
Technology	2017-2018	Jessica Hutchinson	Chromebooks/computer software, technology and supplies	4000-4999: Books And Supplies	Title I	1500
Conference	2017-2018	Jessica Hutchinson	Math	5000-5999: Services And Other Operating Expenditures	Title I	250
fieldtrips	2017-2018	Jessica Hutchinson	Math	5700-5799: Transfers Of Direct Costs	Title I	2500

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
Cordova Villa's school goal will be to increase proficiency or better in ELA and Math for our LI, EL, Foster Youth, and Special Education Students. All students will receive regular progress monitoring in our RTI, SST, MTSS groups, and PLC meetings throughout the year. Students that are Tier 2/3 academically, will be invited to attend extended day interventions, as well as, offer ASES as an extra support.
Data Used to Form this Goal:
The data used to form this goal is based on the spring 2017 I-Ready, as well as the Fall 2017 I-Ready. Data analysis was completed at each grade level to determine interventions and guide academic instruction. CAASSP data was evaluated to create goals for the 2017 school year in both Language Arts and Mathematics. CELDT data was used to target EL students for ELD instruction.
Findings from the Analysis of this Data:
In all of our subgroups, ELA and Math displayed learning gaps for each grade level.
How the School will Evaluate the Progress of this Goal:
Progress monitoring, assessing, analyzing data will be on-going in order to target specific students for intervention and support using I-Ready, SIPPS, Envision, and Benchmark curriculum.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Collect and analyze I-Ready, CELDT, and ORP's for identified EL and low income students.</p> <p>BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.</p> <p>Monthly program evaluation and collaboration.</p> <p>Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.</p>	2017-2018	Principal, Classroom Teachers, Title 1 teachers, and Program Improvement Coaches.	Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
			Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	
			Title I Resource Teacher	1000-1999: Certificated Personnel Salaries	Title I	18,920
			Teacher subs for release time to attend these meetings	1000-1999: Certificated Personnel Salaries	Title I	823
			Certificated benefits	3000-3999: Employee Benefits	Title I	6085
			Books other than textbooks and supplemental materials and supplies determined by the Title I teacher and principal	4000-4999: Books And Supplies	Title I	3000
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	
				5000-5999: Services And Other Operating Expenditures	Title I	
<p>3. Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities.</p>	2017-2018	Principal and Staff	Student scholarships for instructional activities	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	
			Fieldtrips	5700-5799: Transfers Of Direct Costs	Title I	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Offer more intervention programs	2017-2018	Principal and Staff	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	
5. Technology	2017-2018	Principal and Staff	Chromebooks/computer software, technology and supplies	4000-4999: Books And Supplies	Title I	1500
6. Conference	2017-2018	Principal and Staff	Common core/ SCOE	5000-5999: Services And Other Operating Expenditures	Title I	250

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
To increase the engagement and exposure to the state standards for science in all grade levels. Provide fieldtrips that support science standards, STEM, and increase enrollment in ASES program.
Data Used to Form this Goal:
The 5th grade piloted state wide science test results will be analyzed from the 2016-2017 school year.
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. Students showed significant gaps of understanding.
How the School will Evaluate the Progress of this Goal:
The 5th grade piloted state wide science test in the spring of 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide opportunities for grade levels to attend fieldtrips that support the Science Standards	2017-2018	Jessica Hutchinson	Aerospace	5700-5799: Transfers Of Direct Costs	Other	
			Star Base	5700-5799: Transfers Of Direct Costs	Other	
			Effie-Yeaw	5700-5799: Transfers Of Direct Costs	Other	
			ATOU	5700-5799: Transfers Of Direct Costs		
			Splash	5700-5799: Transfers Of Direct Costs		
			Fog Willow Farms	5700-5799: Transfers Of Direct Costs		
			Soil Born Farms	5700-5799: Transfers Of Direct Costs	Other	
			Soil Born Farms	5700-5799: Transfers Of Direct Costs		
			Pumpkin Patch	5700-5799: Transfers Of Direct Costs		
			Intel	5700-5799: Transfers Of Direct Costs		
2. Supplemental technology equipment and supplies	2017-2018	Principal	Chromebooks/computer software, technology and supplies	4000-4999: Books And Supplies	Title I	
3. Conferences	2017-2018	Principal	Common Core/STEM	5000-5999: Services And Other Operating Expenditures	Title I	
Science Fieldtrips	2017-2018	Princopal	NGSS/STEM			

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): Improve access to curriculum that supports our California Common Core State Standards. Increase participation in FCUSD History Day participants
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
In class assessments based on curriculum and California Common Core Standards

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): Partners in Prevention (PIP) will provide services to primary students insuring that they have the necessary behavior skills to successfully perform in and out of the classroom. Cordova Villa Elementary will strive to create a positive, healthy learning environment where students feel safe to take academic risks.
Data Used to Form this Goal:
Analysis of data will be collected for each student participating in PIP. Based on the data students will enter or exit the PIP program. For the School-wide Positive Learning Environment Assembly, data will be collected based on the number of office referrals reported.
Findings from the Analysis of this Data:
The data found for the 2016-2017 school year showed that students improved from their pre-test to post-test results
How the School will Evaluate the Progress of this Goal:
Every 6 weeks, pre/post data will be provided to show the programs effectiveness for students identified as needing support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement PIP/Special Friends intervention	2017-2018	Principal, SSS	Special Friends behavior intervention	5700-5799: Transfers Of Direct Costs	Title I	3000

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): Ensuring that students receive the high quality programs that The City of Rancho Cordova and FCUSD have funded through district funds, as well as Measure H city funds.
Data Used to Form this Goal:
Feedback from staff and students. Along with products, and observation of programs coming into the school.
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
Students will receive the fine arts programs donated to the school in Rancho Cordova by The City of Rancho Cordova and FCUSD.	2017-2018	Jessica Hutchinson	Measure H Funding	None Specified	Other	

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 receive, (1st through 5th grade), 100 minutes weekly of physical education.			
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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	200.00
Title I	158,586.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	78,976.00
2000-2999: Classified Personnel Salaries	200.00
3000-3999: Employee Benefits	24,341.00
4000-4999: Books And Supplies	19,600.00
5000-5999: Services And Other Operating Expenditures	4,200.00
5700-5799: Transfers Of Direct Costs	13,000.00
None Specified	18,469.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200.00
1000-1999: Certificated Personnel Salaries	Title I	78,976.00
3000-3999: Employee Benefits	Title I	24,341.00
4000-4999: Books And Supplies	Title I	19,600.00
5000-5999: Services And Other Operating	Title I	4,200.00
5700-5799: Transfers Of Direct Costs	Title I	13,000.00
None Specified	Title I	18,469.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 – English Language Arts	55,602.00
Goal 2 – English Language Development	37,028.00
Goal 3 – Mathematics	30,078.00
Goal 4 – Disproportionality	33,078.00
Goal 5 – World Language	
Goal 6 – Science	
Goal 7 – History/Social Science	
Goal 8 – Counseling	3,000.00
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 multifaceted 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
- Weekly school newsletters/bulletins

Parent input received through the following:

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

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

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

School Parental Involvement Agreement (Policy)

Cordova Villa 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 Villa 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 Villa Agreement to
Support Child Academic Success
17-18 School Year

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have the expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- 20 minutes of reading + 30 minutes of homework for grades 1-3 and
- 30 minutes of reading + 60 minutes of homework for grades 4-6
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Child Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring the materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff, my family.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day
- 20 minutes K-2 grade and
- 30 minutes for grades 3-6
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and the families.

Child _____ Teacher _____ Parent/Family
Member _____

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
Jessica Hutchinson	X				
Shelley Ettlin		X			
Courtney Morales		X			
Fred Hammer		X		X	
Tina Waddy			X		
Shida Mehrzadeh				X	
Griselda Morales				X	
Elizabeth Contero				X	
Farat Khan				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
Jessica Hutchinson	X				
Lauren Kurtz (alternate)		X			
Shelley Ettlin		X			
Ed Austiin		X			
Shida Mehrzadeh				X	
Elizabeth Contero				X	
Courtney Morales		X			
Griselda Morales				X	
Farat Khan				X	
Tina Waddy			X		
Numbers of members of each category	1	4	1	4	
TOTALS (Check for Parity)		6		4	

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)**:

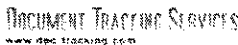
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Departmental Advisory Committee (secondary)	_____ 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 19, 2017.

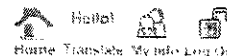
Attested:

Jessica Hutchinson		
Typed Name of School Principal	Signature of School Principal	Date

Shelley Ettlin		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



Jessica Hutchinson
Cordova Villa Elementary School



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan for Student Achievement	2017-09-29				38

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Current Section

Recommendations and Assurances

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1 updated data fields saved successfully.

All data saved.

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:

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

State Compensatory Education Advisory Committee

Signature

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

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on September 19, 2017.

Attested:

Typed Name of School Principal

Signature of School Principal

9/29/17
 Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

9/29/17
 Date

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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan for Student Achievement	2017-10-16		View	View	36

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[Summary of Expenditures by Goal](#) [Annual Notice of Uniform Complaint Procedures](#) [Title I Parent Involvement Policy](#)

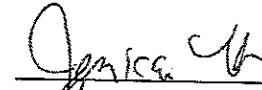
Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

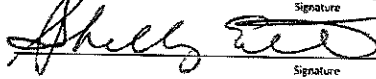
The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

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

School Site Council

English Learner Advisory Committee



 Signature


 Signature

[Previous Section](#) [Current Section](#) [Next Section](#)
[Summary of Expenditures by Goal](#) [Annual Notice of Uniform Complaint Procedures](#) [Title I Parent Involvement Policy](#)

Cordova Villa Elementary School

10359 S. White Rock Road

Rancho Cordova , CA 95670

NOTICE OF SCHOOL SITE COUNCIL MEETING

Open to the Public

Date Sept 19, 2017

Time 7:45

Place: Cordova Villa Elementary School, Room 10

Published Agenda

- Welcome and establish quorum
- Review and approval of August 28 , 2017 minutes
- Review and approve the current SPSA Document

NOTICIA DE LA REUNION DE ELAC DE LA ESCUELA

Abierto al público

Fecha: 19 de Septiembre, 2017

Hora 7:45

Dónde: Córdoba Villa Elementary School, Salón # 10

Agenda

- Bienvenidos y establecer quorum
- Revisar y aprobar los minutos de 28 de Agosto , 2017
- Revisar y aprobar el SPSA documento del este ano

Site Council and ELAC Sign in Sheet

Date Sept 19, 2017

Name	Site Council	ELAC
Courtney Morales		
J Waddy		
Janice W	✓	✓
Hamm W	✓	
Meghan Buss		
Kim Ann		
Griselda Morales	(916) 868-4548	✓
Abul Khan	3176664083	
Farhat Khan	9492479874	
Ed Austin		

Cordova Villa Elementary
10359 S. White Rock
Rancho Cordova, Ca. 95670

Site Council/ELAC minutes
September 19, 2017

Meeting called to order at 7:58 a.m. Introductions were made by all in attendance: Courtney Morales, Tina Waddy, Jessica Hutchinson, Lauren Kurtz, Megan Bussman, Kim Chirstierson, Griselda Morales, Abdul Khah, Farat Khan, Ed Austin.

Purpose of meeting to approve the SISPA plan (Student Improvement Plan for Student Achievement) for our school.

Motion was made by Lauren Kurtz to replace our current parent board member due to pregnancy with Farat Khan, the motion was seconded by Courtney Morales. Motion carried.

Shelley volunteered to serve as Chairperson for Site Council and ELAC.

Principal Jessica Hutchinson presented the SISPA plan, stating a budget of \$153,000.

District is helping to fund our science field trips.

Lauren Kurtz made motion to approve/accept the SISPA plan, Courtney Morales seconded the motion, motion was carried.

Meeting was adjourned at 8:15 a.m.

Budget By Expenditures

Cordova Villa Elementary School

Funding Source: LCFF - Supplemental

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
BIA	2000-2999: Classified Personnel Salaries	\$200.00		5.Parent outreach and school communication
LCFF - Supplemental Total Expenditures:		\$200.00		
LCFF - Supplemental Allocation Balance:		\$0.00		

Funding Source: Title I

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Chromebooks/computer software, technology and supplies/Ladybug	4000-4999: Books And Supplies	\$2,750.00		7.Technology Equipment
ELD/Common Core	5000-5999: Services And Other Operating Expenditures	\$250.00		8.Conferences
Fieldtrips	5700-5799: Transfers Of Direct Costs	\$2,500.00		9.Fieldtrips
Title I Resource Teacher	1000-1999: Certificated Personnel Salaries	\$18,920.00		1.Collect and analyze I-REady, CELDT, and ORP's for identified EL and low income students.BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.

Cordova Villa Elementary School

Teacher subs for release time to attend these meetings	1000-1999: Certificated Personnel Salaries	\$823.00	1. Collect and analyze I-Ready, CELDT, and ORP's for identified EL and low income students. BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.
Certificated benefits	3000-3999: Employee Benefits	\$6,085.00	1. Collect and analyze I-Ready, CELDT, and ORP's for identified EL and low income students. BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.
Books other than textbooks and supplemental materials and supplies determined by the Title I teacher and principal	4000-4999: Books And Supplies	\$3,000.00	1. Collect and analyze I-Ready, CELDT, and ORP's for identified EL and low income students. BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.
Fieldtrips	5700-5799: Transfers Of Direct Costs	\$2,500.00	3. Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities.
Chromebooks/computer software, technology and supplies	4000-4999: Books And Supplies	\$1,500.00	5. Technology
Common core/ SCOE	5000-5999: Services And Other Operating Expenditures	\$250.00	6. Conference
1. Teacher release time will be provided for these meetings	1000-1999: Certificated Personnel Salaries	\$826.00	1. Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)

Cordova Villa Elementary School

2, Title I resource teacher	1000-1999: Certificated Personnel Salaries	\$18,921.00	1.Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)
3. Title 1 teacher Benefits	3000-3999: Employee Benefits	\$6,086.00	1.Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)
Postage	5000-5999: Services And Other Operating Expenditures	\$200.00	1.Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)
Renaissance Learning/Accelerated Reader	5000-5999: Services And Other Operating Expenditures	\$1,500.00	1.Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)
Books other than text books	4000-4999: Books And Supplies	\$1,000.00	1.Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)
Supplemental materials and supplies determined by the Title I teacher and principal	4000-4999: Books And Supplies	\$3,000.00	1.Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)
Parent Engagement /training	4000-4999: Books And Supplies	\$100.00	1.Initial assessment results of students on District Progress Assessment(I-Ready), Oral Reading Passages, CAASSP data will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting; Renaissance Learning (LCAP 4.1)

Cordova Villa Elementary School

Supplemental books/supplies/computer software, technology and supplies	4000-4999: Books And Supplies	\$1,500.00	5.Instructional Software
Lady Bugs	4000-4999: Books And Supplies	\$1,250.00	5.Instructional Software
Jessica Hutchinson	5000-5999: Services And Other Operating Expenditures	\$250.00	7.Conferences
Fieldtrips	5700-5799: Transfers Of Direct Costs	\$2,500.00	9.Fieldtrips
	None Specified	\$18,469.00	Unallocated
1. Title I resource teacher	1000-1999: Certificated Personnel Salaries	\$18,920.00	1. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.
2. Certificated benefits	3000-3999: Employee Benefits	\$6,085.00	1. Initial assessment results of students on I-Ready mathematics, and CAASPP assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and program improvement coach at Every Child By Name (ECBN) meeting.
4. September 2017; November 2017; February 2017; May 2017	1000-1999: Certificated Personnel Salaries	\$823.00	4. Teacher release time will be provided 2-4 times per year, at a minimum, for grade level teams to meet with principal and lead teacher to prioritize instruction to address individual student academic weaknesses in mathematics and to prepare for standardized assessments.
Chromebooks/computer software, technology and supplies	4000-4999: Books And Supplies	\$1,500.00	Technology
Math	5000-5999: Services And Other Operating Expenditures	\$250.00	Conference
Math	5700-5799: Transfers Of Direct Costs	\$2,500.00	fieldtrips
Special Friends behavior intervention	5700-5799: Transfers Of Direct Costs	\$3,000.00	Continue to implement PIP/Special Friends intervention

Cordova Villa Elementary School

1. Teacher release time will be provided for these meetings. September 2017; November 2017; February 2018; May 2018	1000-1999: Certificated Personnel Salaries	\$823.00	1.Initial assessment results of students on I-Ready assessments, CAASPP, and CELDT (2016) assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and Intervention Teacher at Every Child by Name (ECBN) meeting.
Title I Resource teacher	1000-1999: Certificated Personnel Salaries	\$18,920.00	1.Initial assessment results of students on I-Ready assessments, CAASPP, and CELDT (2016) assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and Intervention Teacher at Every Child by Name (ECBN) meeting.
Supplemental materials determined by the Title teacher and principal	4000-4999: Books And Supplies	\$1,000.00	1.Initial assessment results of students on I-Ready assessments, CAASPP, and CELDT (2016) assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and Intervention Teacher at Every Child by Name (ECBN) meeting.
Certificated benefits	3000-3999: Employee Benefits	\$6,085.00	1.Initial assessment results of students on I-Ready assessments, CAASPP, and CELDT (2016) assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and Intervention Teacher at Every Child by Name (ECBN) meeting.
Accelerated Reader/Other Software License	5000-5999: Services And Other Operating Expenditures	\$1,500.00	1.Initial assessment results of students on I-Ready assessments, CAASPP, and CELDT (2016) assessments will be analyzed by the grade level teaching team, principal, Title I resource teacher(s), and Intervention Teacher at Every Child by Name (ECBN) meeting.
GLAD/Benchmark supplies for teachers	4000-4999: Books And Supplies	\$3,000.00	4.GLAD/Benchmark Supplies
Title I Total Expenditures:		\$158,586.00	
Title I Allocation Balance:		\$0.00	
Cordova Villa Elementary School Total Expenditures:		\$158,786.00	