

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cordova Meadows Elementary School	34673306033179	September 10, 2020	October 22, 2020

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## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
Title I Schoolwide  
ATSI

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

The purpose of our School Plan for Student Achievement (SPSA) is to align the four goals of our district's Learning Continuity and Attendance Plan, including quality teachers, engagement, professional development, and progress monitoring as its basis. Cordova Meadows' goal, in meeting the requirements for Every Student Success Act (ESSA), is to continue to assist all students moving towards proficiency in reading and math as measured by i-Ready assessments, California Assessment of Student Performance and Progress (CAASPP) scores, and other local assessment measures. We have chosen to direct our effort towards supporting our evidence-based intervention programs. All students receive intervention support four or more days a week for at least 30 minutes. Classroom teachers, the Academic Support Coach, and the Intervention Team participate in the effort. Title I and School Improvement Grant (SIG) funds support professional development and training in assessments and intervention curricula. Cordova Meadows is currently on year five of our SIG. By meeting the priorities of the SIG, there will be improvement in all areas, including The California School Dashboard measurement indicators. The four SIG priorities are as follows: 1) Develop Professional Learning Communities (PLCs) centered on student achievement; 2) Provide rigorous student-centered instruction; 3) Develop and identify support that promotes social emotional practices and strategies that target students' long term behavior; and 4) Increase teacher effectiveness through peer observation and coaching. The plan for Cordova Meadows is centered around the SIG priorities both to ensure the conditions of the grant are met and to take best advantage of the benefits to the school and district that the grant confers. This document recognizes the necessary changes due to the COVID-19 pandemic. Our classes are starting the year in a distance learning environment, but this document will also be applicable if we return to campus.

## School Vision and Mission

The mission of Cordova Meadows Elementary School is to ensure that all students learn at grade level or higher. Cordova Meadows Elementary School is a community of stakeholders including students, parents, volunteers, and staff committed to providing excellence in educational programs by providing a safe, caring, and diverse learning environment where students grow academically and socially. Cordova Meadows Elementary School will accomplish this by working as a collaborative team to provide an instructional program focused on standards-aligned instruction. Our team will use data to close learning gaps and to ensure the success of all students.

## School & Community Profile

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along Highway 50. With a population of approximately 20,500 students, the schools in our district are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls preschool through adult. There are twenty elementary schools, one charter school, four middle schools, three

high schools, and five alternative schools. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners. Cordova Meadows Elementary School is an inviting campus with a garden, large trees, a beautiful field, and two colorful murals. Cordova Meadows operates on a traditional schedule, and during the 2019-2020 school year, 383 students were enrolled in grades kindergarten through fifth grade. We also have a State and Federal Preschool on campus. The school's largest ethnic group is Hispanic/Latino, with 37.1% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include Asian 18.5%, White at 14.9%, African-American at 14.6%, Two or More Races, 12.3% and 2.6% of Native American, Filipino, and Pacific Islander. Cordova Meadows Elementary School had 60 students enrolled in the ASES program known as "STARS" daily until 6:00pm before the COVID-19 pandemic and expect a similar enrollment when we return to campus. Our partnership with ASES focuses on providing a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students in the program.

Our staff is trained in effective intervention practices with children, and our teachers are regularly provided professional development to increase and improve their instructional effectiveness. For our Professional Learning Communities, we have created Impact Teams which meet weekly. Funding from our School Improvement Grant (SIG), Local Control Funding Formula (LCFF), and the general fund assist to improve collective teacher efficacy and provide high levels of learning for all students. Our master schedule provides for daily Response to Intervention (RtI) and/or remediation in small(er) group settings. We are a uniform school when we are on campus to minimize the clothing cost to parents, to help focus our students before their arrival at school, and to protect our students physically and socially. Cordova Meadows students in 4th and 5th grade receive music instruction. During distance learning, the music program has been extended to K-5.

Cordova Meadows Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The strong parent and community support we receive supports the goal of providing an excellent educational program in a warm, caring, and safe environment. The school spends considerable time and resources establishing strong connections to the parent and family community. We do this School Site Council (SSC), English Language Advisory Committee (ELAC), English classes, parent leadership activities, family nights, and informational events for parents in response to conversations administration has been having with parents. Parents are recruited to be involved in every aspect of the services to our students. Some examples of opportunities for our parents to get involved are the Parent Teacher Association (PTA), supporting our Community Garden, and taking our Adult English as a Second Language (ESL) classes, as well as other parent engagement opportunities. Unique characteristics about our school make us desirable for many parents to select us through the district School Choice Program. Our community stakeholders like Rotary and Cordova Church of Christ support our students with donations and the gift of time.

Creating a positive culture and climate is a focus at Cordova Meadows. In order to keep the momentum of decreasing suspension rates, Cordova Meadows has expanded our Positive Behavioral Interventions and Supports (PBIS) focus to include a focus on culture and climate. We will continue to build positive school and classroom climates by extending existing Tier 1, Tier 2, and Tier 3 PBIS initiatives. In 2019, we received recognition from the California PBIS Coalition for successful PBIS implementation at the SILVER level. Buddy classrooms have been created to allow students to continue to be at school and learning if/when school rules are broken. Social-emotional development and well-being for educators and students continues to be a priority as we move into developing Tier 2 and Tier 3 PBIS structures during distance learning as well as when we return to campus.

We started the school year in August 2020 in a distance learning environment due to COVID-19 restrictions placed on schools in Sacramento County. We have distributed chrome books, hotspots, and other materials to families to provide supplies for both synchronous and asynchronous learning. We will continue to follow all guidelines provided by Sacramento County and FCUSD as we move forward in providing the instructional minutes each day and prepare to have students back on campus when possible.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Staff and families at Cordova Meadows are encouraged to provide input and feedback about school improvement through the site School Effectiveness Survey, Student School Climate Survey, as well as the California Healthy Kids survey for teachers, students, and parents. Results of these surveys are analyzed to determine areas of strength, as well as areas for on-going development. Surveys administered indicate that all elements in the last School Effectiveness Survey fall within the positive range. The area of "Collegiality and Professionalism" was viewed as an exceptionally strong area. Sub elements identified for focus included integrated curriculum, curriculum design, English Language Arts, and school pride and safety. The Principal and Assistant Principal are involved with PTA meetings and conduct the required meetings for SSC and ELAC. Each year we distribute, collect, analyze, and report feedback from teachers, parents, and students through our annual Title I parent survey. On a monthly basis, the Principal, Assistant Principal, Academic Support Coach, Intervention Teachers, and classroom instructional staff meet with parents to review individual student progress through the Student Study Team process.

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

The areas that get the most negative comments relate to behavior violations and daily attendance.

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Cordova Meadows conducts required state, district, and local testing. Some examples of our assessments are the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC) and i-Ready assessments. Evidence from assessments are analyzed by teachers, Principal, and Assistant Principal, and action plans are created to modify instruction based on the data. When State assessment results are returned at the beginning of each new school year, the results are analyzed by teachers, Principal, and Assistant Principal to determine if the materials, instructional strategies, or instructional priorities need to be continued, modified, or replaced. Data analysis and planning to improve instruction is the primary goal of our Professional Learning Community and Impact Team time.

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

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

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

Cordova Meadows teachers are supported by the School Principal, Assistant Principal, three Intervention Teachers, an Academic Support Coach, two Department Chairs, district lead teachers, and coaches on campus for adoption implementation. We also have a Climate Facilitator, Instructional Technology coach and PLC coaches to support our needs.

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

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

## Teaching and Learning

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

FCUSD provides only curriculum which is aligned with the Common Core State Standards (CCSS).

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement



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

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

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

Parents at Cordova Meadows are valued and prioritized. Parents have space for their own resource sharing and collaborating. Our PTA is growing in numbers. Site Council Members, ELAC, and PTA assist us in monitoring school progress through surveys, meetings, and data walks.

### Funding

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

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

Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Cordova Meadows utilized a variety of outreach efforts for input and feedback on the development of the Single Plan for Student Achievement (SPSA). Student achievement data and relevant topics, including standards, interventions, family engagement strategies, Positive Behavioral Interventions and Supports (PBIS), and suspensions were discussed at each meeting. During the school closure due to COVID-19, we have continued to engage our stakeholders through virtual meetings. The following is a list of committees and meeting dates where the SPSA, Local Accountability Plan (LCAP), and/or School Improvement Grant (SIG) were discussed:

School Site Council:

- August 27, 2019
- September 14, 2019
- December 10, 2019
- March 3, 2020
- September 3, 2020
- September 10, 2020

PTA Meetings:

- August 8, 2019
- August 27, 2019
- September 27, 2019
- December 10, 2019



- March 3, 2020

#### Teacher Meetings:

- August 8, 2019
- August 22, 2019
- August 29, 2019
- September 26, 2019
- October 3, 2019
- October 10, 2019
- October 24, 2019
- October 31, 2019
- November 7, 2019
- January 9, 2020
- January 16, 2020
- February 13, 2020
- April 15, 2020
- May 6, 2020
- May 13, 2020
- May 20, 2020
- August 20, 2020
- September 3, 2020
- September 10, 2020

#### English Language Advisory Committee (ELAC):

- August 27, 2019
- September 14, 2019
- December 10, 2019
- March 3, 2020
- September 3, 2020
- September 10, 2020

#### District English Language Advisory Committee (DELAC):

- March 9, 2020
- June 5, 2020
- September 4, 2020

#### Title 1 Meeting

- August 14, 2020

Based on feedback from stakeholders and analysis of our goals, additional emphasis will be placed on the following:

1. We will continue our targeted professional development through the School Improvement Grant (SIG) to focus on improving literacy and math.
2. Community and family engagement, as well as school culture and climate and Positive Behavioral Interventions and Supports (PBIS) will continue to be a focus.
3. Continued support for Academic Support Coach and Intervention Team to assist with small group instruction and closing the gap.

Public meetings were held on September 3, 2020 and September 10, 2020 to review the SPSA.

Final adoption of the SPSA - September 10, 2020.

## Resource Inequities

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

Due to the COVID-19 pandemic, some families at Cordova Meadows lack appropriate electronic devices and high-speed internet. We provided both chrome books to every student and hotspots to those in need. Stakeholder feedback indicates we need mental health support for families and staff. We have a Climate Facilitator supported by the district and need this continued support. We seek additional professional development for our staff, including our classified staff such as yard supervisors. Another identified need is to improve attendance. The district recently purchased a new attendance tracking program to meet the requirements of Senate Bill 98, and we need to continue our attendance initiatives with our distance learning environment. Also, Cordova Meadows has a diverse English Learner population. With this diverse population comes challenges with supporting English Language Learners and getting more parent involvement. We had a recent influx of Russian students and would benefit from additional Bilingual Instructional Assistant allocation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.27%	%	%	1		0
African American	14.02%	14.62%	16.85%	52	56	62
Asian	15.90%	18.54%	15.22%	59	71	56
Filipino	0.54%	0.52%	0%	2	2	0
Hispanic/Latino	39.62%	37.08%	39.67%	147	142	146
Pacific Islander	2.16%	2.09%	1.63%	8	8	6
White	16.98%	14.88%	14.13%	63	57	52
Multiple/No Response	0.27%	%	12.5%	1		0
<b>Total Enrollment</b>				371	383	368

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	56	56	57
Grade 1	66	69	65
Grade 2	67	71	65
Grade3	62	63	60
Grade 4	54	61	69
Grade 5	66	61	52
Grade 6		2	
<b>Total Enrollment</b>	371	383	368

### Conclusions based on this data:

1. Cordova Meadows' Asian population has increased the past two years due to an influx of students from Afghanistan.
2. Cordova Meadows' Hispanic population increased as demographics in the neighborhood have changed.
3. There has been a decrease in overall enrollment in the past two years at Cordova Meadows.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	179	181	157	48.2%	47.3%	42.7%
Fluent English Proficient (FEP)	16	19	16	4.3%	5.0%	4.3%
Reclassified Fluent English Proficient (RFEP)	2	15	1	1.7%	8.4%	0.6%

### Conclusions based on this data:

1. Due to an influx of English Learners, the number and percentage of English Learners grew exponentially at Cordova Meadows.
2. Cordova Meadows continues to have students at all levels of proficiency and students are receiving systematic English Language Development (ELD) instruction.
3. Cordova Meadows will need to continue to monitor reclassified students through Every Child by Name meetings and other data meetings in a distance learning environment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	64	64	45	57	60	45	57	60	93.8	89.1	93.8
Grade 4	64	50	58	56	44	57	56	44	57	87.5	88	98.3
Grade 5	68	70	53	60	56	51	60	55	50	88.2	80	96.2
All	180	184	175	161	157	168	161	156	167	89.4	85.3	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2353.	2361.	2363.	8.89	3.51	11.67	11.11	24.56	15.00	20.00	17.54	18.33	60.00	54.39	55.00
Grade 4	2398.	2405.	2399.	3.57	9.09	8.77	16.07	20.45	17.54	21.43	15.91	15.79	58.93	54.55	57.89
Grade 5	2417.	2430.	2432.	5.00	5.45	14.00	13.33	14.55	12.00	18.33	29.09	14.00	63.33	50.91	60.00
Grade 6	0														
All Grades	N/A	N/A	N/A	5.59	5.77	11.38	13.66	19.87	14.97	19.88	21.15	16.17	60.87	53.21	57.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	14.04	10.00	28.89	42.11	38.33	64.44	43.86	51.67
Grade 4	9.09	18.18	8.77	45.45	40.91	35.09	45.45	40.91	56.14
Grade 5	5.00	1.82	16.00	41.67	43.64	24.00	53.33	54.55	60.00
All Grades	6.88	10.90	11.38	39.38	42.31	32.93	53.75	46.79	55.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.22	1.75	10.00	35.56	33.33	36.67	62.22	64.91	53.33
Grade 4	0.00	6.98	3.51	36.36	34.88	47.37	63.64	58.14	49.12
Grade 5	6.67	12.73	6.00	36.67	34.55	44.00	56.67	52.73	50.00
All Grades	3.13	7.10	6.59	36.25	34.19	42.51	60.63	58.71	50.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	10.53	16.67	48.89	52.63	51.67	37.78	36.84	31.67
Grade 4	10.91	13.64	7.02	45.45	43.18	59.65	43.64	43.18	33.33
Grade 5	5.00	1.82	14.00	45.00	70.91	42.00	50.00	27.27	44.00
All Grades	9.38	8.33	12.57	46.25	56.41	51.50	44.38	35.26	35.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	7.02	10.00	42.22	47.37	43.33	46.67	45.61	46.67
Grade 4	9.09	6.82	10.53	41.82	40.91	36.84	49.09	52.27	52.63
Grade 5	13.33	7.27	14.00	36.67	40.00	30.00	50.00	52.73	56.00
All Grades	11.25	7.05	11.38	40.00	42.95	37.13	48.75	50.00	51.50

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic school closures, we did not administer the CAASPP test.
2. Research/Inquiry remain essentially unchanged except in 5th grade. We will target professional development for teachers so they understand the ways in which to incorporate higher level thinking strategies into their core instruction.
3. Proficient writing has increased by 10%. We will continue to use our intervention team and schedule to grow students' writing ability.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	62	64	47	62	63	47	62	63	97.9	100	98.4
Grade 4	64	50	58	60	50	58	60	50	58	93.8	100	100
Grade 5	68	70	53	65	67	52	65	66	52	95.6	95.7	98.1
All	180	182	175	172	179	173	172	178	173	95.6	98.4	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2368.	2368.	2375.	4.26	3.23	6.35	8.51	17.74	14.29	23.40	24.19	23.81	63.83	54.84	55.56
Grade 4	2403.	2385.	2398.	3.33	2.00	3.45	5.00	8.00	8.62	35.00	24.00	39.66	56.67	66.00	48.28
Grade 5	2412.	2422.	2432.	0.00	4.55	3.85	7.69	9.09	5.77	20.00	16.67	23.08	72.31	69.70	67.31
All Grades	N/A	N/A	N/A	2.33	3.37	4.62	6.98	11.80	9.83	26.16	21.35	28.90	64.53	63.48	56.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.38	6.45	11.11	27.66	32.26	30.16	65.96	61.29	58.73
Grade 4	3.33	4.00	3.45	26.67	16.00	22.41	70.00	80.00	74.14
Grade 5	6.15	7.58	3.85	15.38	13.64	26.92	78.46	78.79	69.23
All Grades	5.23	6.18	6.36	22.67	20.79	26.59	72.09	73.03	67.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.51	11.29	7.94	31.91	37.10	42.86	59.57	51.61	49.21
Grade 4	1.67	4.00	3.45	40.00	36.00	39.66	58.33	60.00	56.90
Grade 5	3.08	3.03	9.62	27.69	27.27	26.92	69.23	69.70	63.46
All Grades	4.07	6.18	6.94	33.14	33.15	36.99	62.79	60.67	56.07



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	6.38	9.68	9.52	42.55	37.10	36.51	51.06	53.23	53.97
<b>Grade 4</b>	5.00	2.00	5.17	35.00	36.00	39.66	60.00	62.00	55.17
<b>Grade 5</b>	1.54	3.03	7.69	27.69	28.79	34.62	70.77	68.18	57.69
<b>All Grades</b>	4.07	5.06	7.51	34.30	33.71	36.99	61.63	61.24	55.49

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, we did not administer the CAASPP test because of school closures.
2. The overall performance of students not meeting standards in Mathematics decreased by almost 7%. Impact Team work will continue in the area of math.
3. The above standard claim score levels for Communicating Reasoning trend is an increase. We will continue to focus on the ability to support mathematical conclusions.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1397.2	1390.6	1394.2	1395.3	1404.2	1379.2	26	26
Grade 1	1441.1	1452.9	1430.2	1444.7	1451.6	1460.7	34	32
Grade 2	1441.8	1453.6	1444.7	1452.4	1438.4	1454.3	26	32
Grade 3	1462.9	1446.0	1462.4	1446.1	1462.8	1445.3	22	30
Grade 4	1436.9	1468.7	1438.3	1465.8	1435.2	1471.2	30	23
Grade 5	1469.6	1476.3	1462.7	1460.2	1476.0	1492.0	23	31
All Grades							161	174

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.85	*	23.08	42.31	46.15	*	26.92	26	26
1	*	9.38	*	37.50	*	34.38	35.29	18.75	34	32
2	*	6.25	*	34.38	*	31.25	*	28.13	26	32
3	*	3.33	*	26.67	*	23.33	*	46.67	22	30
4	*	13.04	*	8.70	*	39.13	43.33	39.13	30	23
5	*	16.13	*	22.58	*	25.81	*	35.48	23	31
All Grades	18.63	8.62	21.74	26.44	21.12	32.76	38.51	32.18	161	174

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	26.92	*	34.62	*	30.77	26	26
1	32.35	15.63	*	21.88	*	50.00	32.35	12.50	34	32
2	*	12.50	*	34.38	*	28.13	*	25.00	26	32
3	*	16.67	*	26.67	*	13.33	*	43.33	22	30
4	*	13.04	*	30.43	*	30.43	43.33	26.09	30	23
5	*	25.81	*	25.81	*	16.13	*	32.26	23	31
All Grades	28.57	15.52	18.63	27.59	14.91	28.74	37.89	28.16	161	174

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	11.54	*	73.08	*	15.38	26	26
<b>1</b>	38.24	46.88	32.35	40.63	*	12.50	34	32
<b>2</b>	*	18.75	57.69	59.38	*	21.88	26	32
<b>3</b>	*	6.67	*	40.00	*	53.33	22	30
<b>4</b>	*	21.74	36.67	52.17	36.67	26.09	30	23
<b>5</b>	*	12.90	*	45.16	*	41.94	23	31
<b>All Grades</b>	29.19	20.11	38.51	51.15	32.30	28.74	161	174

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	11.54	42.31	42.31	53.85	46.15	26	26
<b>1</b>	*	3.13	41.18	75.00	38.24	21.88	34	32
<b>2</b>	50.00	12.50	*	65.63	*	21.88	26	32
<b>3</b>	*	30.00	*	36.67	*	33.33	22	30
<b>4</b>	46.67	21.74	*	43.48	46.67	34.78	30	23
<b>5</b>	*	38.71	*	29.03	*	32.26	23	31
<b>All Grades</b>	31.68	19.54	27.95	49.43	40.37	31.03	161	174

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	0.00	57.69	88.46	*	11.54	26	26
<b>1</b>	32.35	28.13	*	56.25	38.24	15.63	34	32
<b>2</b>	*	3.13	42.31	56.25	50.00	40.63	26	32
<b>3</b>		0.00	*	33.33	77.27	66.67	22	30
<b>4</b>	*	4.35	36.67	34.78	56.67	60.87	30	23
<b>5</b>	*	16.13	*	38.71	*	45.16	23	31
<b>All Grades</b>	14.29	9.20	37.89	51.15	47.83	39.66	161	174

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	42.31	38.46	50.00	50.00	*	11.54	26	26
<b>1</b>	*	12.50	52.94	71.88	*	15.63	34	32
<b>2</b>	*	3.13	42.31	59.38	42.31	37.50	26	32
<b>3</b>	*	3.33	50.00	56.67	*	40.00	22	30
<b>4</b>	*	13.04	*	43.48	50.00	43.48	30	23
<b>5</b>	*	19.35	*	48.39	56.52	32.26	23	31
<b>All Grades</b>	18.63	14.37	43.48	55.75	37.89	29.89	161	174

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, we did not complete the administration of the ELPAC.
2. Listening and speaking trends are higher than the reading and writing domains.
3. Continued professional development is needed to support our English Learners (ELs).

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>383</b>	<b>93.0</b>	<b>47.3</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	47.3
Homeless	23	6.
Socioeconomically Disadvantaged	356	93.0
Students with Disabilities	37	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	14.6
Asian	71	18.5
Filipino	2	0.5
Hispanic	142	37.1
Two or More Races	47	12.3
Pacific Islander	8	2.1
White	57	14.9




### Conclusions based on this data:

1. Our number of English Learners continues to rise due to demographic changes.
2. Our socioeconomically disadvantaged student group also increased.
3. Our Asian population has increased.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1243 506 1333 537">Yellow</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 378 735">Orange</p>		

### Conclusions based on this data:

1. As the Dashboard from 2019 indicates, Cordova Meadows Suspension Rate category is in the Yellow performance level, improving from Red the previous year.
2. Cordova Meadows is in the Orange performance level for Chronic Absenteeism. Attention to attendance initiatives will continue.
3. Cordova Meadows is in the Orange performance level in Mathematics and English Language Arts.

# School and Student Performance Data

## Academic Performance English Language Arts







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 65.7 points below standard Maintained ++0.1 points 158	<p><b>English Learners</b></p>  Red 98.2 points below standard Declined Significantly -27 points 82	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 67.5 points below standard Maintained ++0.7 points 147	<p><b>Students with Disabilities</b></p>  Orange 88.2 points below standard Increased Significantly ++25.9 points 33



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

African American	American Indian	Asian	Filipino
 No Performance Color 79.4 points below standard Increased ++13.3 points 19	 No Performance Color 0 Students	 No Performance Color 135.4 points below standard 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.4 points below standard Increased Significantly ++17 points 68	 No Performance Color 0.1 points above standard Increased Significantly ++22.1 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 63.8 points below standard Increased ++14.8 points 20

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
112.3 points below standard Declined -14.7 points 73	Less than 11 Students - Data Not Displayed for Privacy 9	33 points below standard Increased Significantly ++32.1 points 74

**Conclusions based on this data:**

- As of the Dashboard in 2019, Cordova Meadows' English Language Arts English Only subgroup status increased. Our focus on master schedule was a success.
- Students with Disabilities increased significantly. This subgroup will continue to be a focus and use of our unique curriculum.
- Our current English learners declined. We will continue to work on designated and integrated English Language Development professional development for teachers.

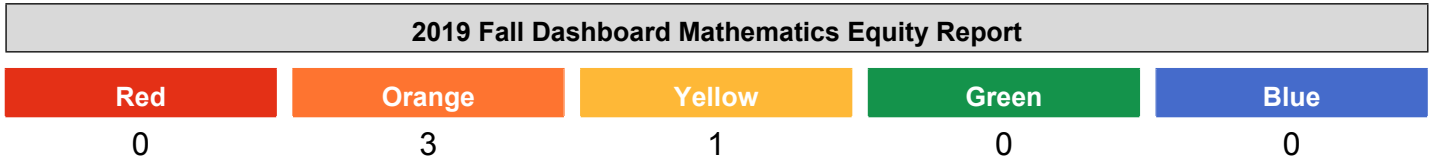
# School and Student Performance Data

## Academic Performance Mathematics







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 76.3 points below standard Maintained ++0.5 points 158	<p><b>English Learners</b></p>  Orange 94.4 points below standard Declined Significantly -24.9 points 82	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 79 points below standard Maintained -0.6 points 147	<p><b>Students with Disabilities</b></p>  Orange 113.9 points below standard Increased ++7.6 points 33

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

African American	American Indian	Asian	Filipino
 No Performance Color 99.6 points below standard Increased ++14.2 points 19		 No Performance Color 106.2 points below standard 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 73.8 points below standard Increased ++3.1 points 68	 No Performance Color 40.1 points below standard Increased ++13.5 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 59.2 points below standard Increased Significantly ++18.5 points 20

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.7 points below standard Declined -13.2 points 73	Less than 11 Students - Data Not Displayed for Privacy 9	60 points below standard Increased Significantly ++25.6 points 74

#### Conclusions based on this data:

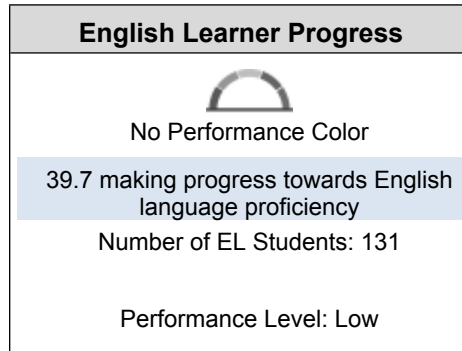
1. As of the Dashboard in 2019, Cordova Meadows' Mathematics status maintained after an increase in 2018.
2. Students with disabilities increased by 7.6 points. We have started to offer math during Multi-Tiered System of Supports (MTSS) and will continue to do so.
3. African American students increased by 14.2 points. We will continue to offer beyond the bell math interventions.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	50	6	46

#### Conclusions based on this data:

1. As of the Dashboard in 2019, Cordova Meadows' has 131 English Learners (ELs), a decrease of 30 ELs from 2018.
2. Cordova Meadows' has approximately 100 English Learners from Afghanistan who need additional designated and integrated language support, as many of them are new to the country.
3. Our beginning stage students are our highest group. We will continue to focus on designated and integrated English Language Development (ELD).

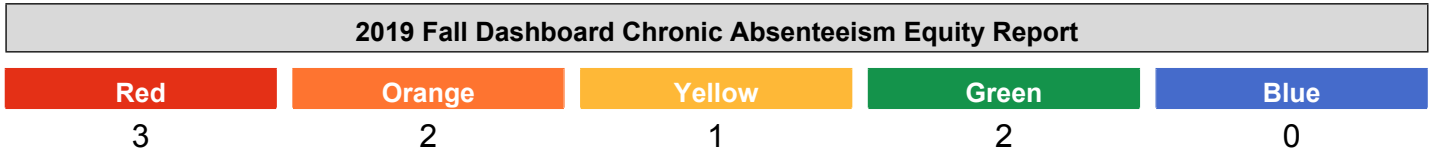
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 15.7 Maintained +0.3 434	<p><b>English Learners</b></p>  Green 7.8 Declined -1.4 204	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>  No Performance Color 37.9 Increased +19.7 29	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 14.6 Maintained -0.1 398	<p><b>Students with Disabilities</b></p>  Red 35.4 Increased +10.9 48

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 28.4 Increased +4.2 67	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.6 Declined -5.8 78	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.8 Declined Significantly -3.4 162	 Red 21.8 Increased +13.5 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 16.1 Increased +2.1 62

**Conclusions based on this data:**

1. We need to continue to expand our school initiatives to assure that chronically absent students attend school more often. Our A2A attendance program will be used to support those initiatives.
2. Our attendance initiatives with our Homeless population were successful overall.
3. Our Socioeconomically Disadvantaged student's attendance maintained.

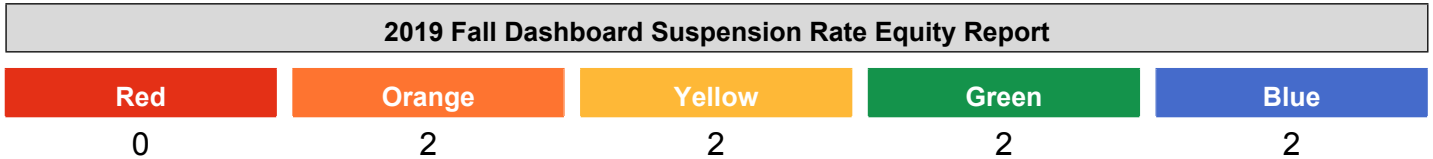
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 3.8 Declined Significantly -3.2 471	<p><b>English Learners</b></p>  Blue 0.5 Declined -0.5 213	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 6
<p><b>Homeless</b></p>  No Performance Color 5.6 Increased +5.6 36	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 3.5 Declined Significantly -3 429	<p><b>Students with Disabilities</b></p>  Orange 10.9 Declined -1.8 55



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

African American	American Indian	Asian	Filipino
 Orange 8.3 Declined -9.8 72	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 84	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.3 Declined Significantly -1.7 171	 Green 1.6 Declined -6.2 61	 No Performance Color Less than 11 Students - Data 10	 Green 2.9 Declined -1.6 69

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	7	3.8

**Conclusions based on this data:**

- As of the Dashboard in 2019, Cordova Meadows' suspension rate status declined. Our PBIS initiatives have been working.
- Cordova Meadows' English Learner suspension rate is Blue, an increase from Yellow last year.
- Cordova Meadows' suspension rate for White students is Green.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

1.2 Maintain schools in good repair.

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

## Goal 1

All students have access to both grade level and instructional level curriculum.

## Identified Need

Continue to provide access to grade level curriculum for all students starting in a distance learning environment because of the COVID-19 pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential Audit	100% appropriately assigned	Maintain 100%
Facilities Audit	100% in good repair	Maintain 100%
Instructional Materials Audit	100% compliance	Maintain 100%

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Maintain an Academic Support Coach and Intervention Team.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11212	Title I 1000-1999: Certificated Personnel Salaries Academic Support Coach

3326

Title I

3000-3999: Employee Benefits  
Benefits for Academic Support Coach, Teacher,  
Substitutes and IA hourly

## Strategy/Activity 2

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

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

Release time and hourly stipends for teachers to support instruction

### Strategy/Activity

Release time and hourly stipends for teachers to attend professional development and improve instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

837

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
Substitutes and hourly stipends to support  
teachers' professional development and  
instructional effectiveness.

## Strategy/Activity 3

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

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

English Learners

### Strategy/Activity

Maintain Bilingual Instructional Assistants and clerical extra time to support instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

240

Source(s)

Title I

2000-2999: Classified Personnel Salaries  
Bilingual Instructional Assistants will provide  
translations for students and families to support  
instruction.

88

Title I

2000-2999: Classified Personnel Salaries  
Clerical extra time to support instruction

## Strategy/Activity 4

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

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

All

### Strategy/Activity

Supplemental instructional materials and postage to support family engagement and instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

636

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Funding for supplemental materials, including books, supplies, equipment, and technology, to support instruction

## Strategy/Activity 5

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

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

All

### Strategy/Activity

Experiential Learning and Conferences to support instruction

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

100

#### Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
Field trip transportation expenses to support instruction

1541

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
Experiential assemblies to support instruction

300

Title I  
5000-5999: Services And Other Operating Expenditures  
Conferences to support instruction and Field trip activity expenses.

60

Title I  
5900: Communications  
postage

### Strategy/Activity 6

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

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

All students

#### Strategy/Activity

SIG - School Improvement Grant

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

66886

School Improvement Grant (SIG)  
1000-1999: Certificated Personnel Salaries  
SIG: Assistant Principal and Intervention  
Teacher Salaries

3906

School Improvement Grant (SIG)  
4000-4999: Books And Supplies  
Books and supplies

17443

School Improvement Grant (SIG)  
3000-3999: Employee Benefits  
SIG: Benefits

2500

School Improvement Grant (SIG)  
5000-5999: Services And Other Operating  
Expenditures  
Conferences

12086

School Improvement Grant (SIG)  
5800: Professional/Consulting Services And  
Operating Expenditures  
Services

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The implementation of the Academic Support Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. The metrics that are used to measure effectiveness show that this strategy was effective for some students. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for our students.

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

Due to the COVID-19 pandemic, we went to a distance learning environment on March 13, 2020 and continue in a distance learning environment. However, there were no significant differences in Goal 1 intended implementation and the strategies and activities.

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

No foreseeable changes can be anticipated but implementation will be modified to fit a distance learning environment where applicable.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

## Goal 2

All staff will collaborate to increase attendance, school connectedness, family engagement, and community partnerships.

## Identified Need

Increase stakeholder's partnerships to improve student attendance and engagement starting in a distance learning environment because of the COVID-19 pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	94.18%	96%
Suspension Rate	36 suspensions	30 suspensions
Community Partnership Events	2 events	2 events
Family Survey	1 survey	2 surveys

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Maintain an Academic Support Coach and intervention staff.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
11212	Title I 1000-1999: Certificated Personnel Salaries Academic Support Coach to support instruction and school connectedness
3326	Title I 3000-3999: Employee Benefits Benefits for Academic Support Coach, Teacher, Substitutes and IA hourly

## Strategy/Activity 2

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

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

All

### Strategy/Activity

Release time and hourly for teachers to support school connectedness, family and community engagement, and positive behavioral interventions and supports through our Academic Support coach as well as other offerings.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2211	Title I 1000-1999: Certificated Personnel Salaries Substitutes and hourly stipends to support teachers' professional development around school connectedness.

## Strategy/Activity 3

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

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

English Learners

### Strategy/Activity

Maintain bilingual instructional assistants to support instruction and school connectedness.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
80	Title I 2000-2999: Classified Personnel Salaries

	Bilingual instructional assistants will provide translations to students and families to support school connectedness.
175	Title I 2000-2999: Classified Personnel Salaries Clerical and extra time to support school connectedness.

**Strategy/Activity 4**

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

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

All

Strategy/Activity

Instructional materials to support instruction and school connectedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1302	Title I 4000-4999: Books And Supplies Funding for supplemental materials, including books, supplies, equipment, and technology, to support instruction

**Strategy/Activity 5**

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

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

All

Strategy/Activity

Experiential Learning and Conferences to support instruction and school connectedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title I 5700-5799: Transfers Of Direct Costs Field trips and experiential assemblies expenses to support instruction and school connectedness
300	Title I

	5800: Professional/Consulting Services And Operating Expenditures Field trip activity fees
700	Title I 5800: Professional/Consulting Services And Operating Expenditures Services to support school connectedness and PBIS
600	Title I 5000-5999: Services And Other Operating Expenditures Conferences to support school connectedness and PBIS
841	Title I 5800: Professional/Consulting Services And Operating Expenditures Services to support school connectedness and PBIS
500	Title I 5900: Communications Postage and parent communication

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

SIG - School Improvement Grant

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

66886

#### Source(s)

School Improvement Grant (SIG)  
1000-1999: Certificated Personnel Salaries  
SIG: Assistant Principal and Intervention Teacher Salaries

3906

School Improvement Grant (SIG)  
4000-4999: Books And Supplies  
Books and supplies

17443

School Improvement Grant (SIG)  
3000-3999: Employee Benefits  
SIG: Benefits

12086

School Improvement Grant (SIG)

	5800: Professional/Consulting Services And Operating Expenditures Services
2500	School Improvement Grant (SIG) 5000-5999: Services And Other Operating Expenditures Conferences

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The implementation of the Academic Support Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. The metrics that are used to measure effectiveness show that this strategy was effective for some students. The addition of math intervention during the day showed a positive result in the data. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for our students. Special Friends provides continued social emotional learning (SEL) support for our students. To further assist with our SEL goals, we added a structured recess program through ASSIST that teaches students sportsmanship and teamwork. This benefited our suspension rate as well.

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

Due to the COVID-19 pandemic, we went to a distance learning environment on March 13, 2020 and continue in a distance learning environment. However, there were no significant differences in Goal 1 intended implementation and the strategies and activities.

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

To meet Goal 2 in a distance learning environment, we are still going to have our PBIS, attendance initiatives, and stakeholder supports. The difference is that they will be in a distance learning format, so support will be in a virtual environment.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

Cordova Meadows will provide staff with opportunities for professional development to improve classroom instruction and practices, as well as ensure access to a broad course of study.

## Identified Need

The need to increase teacher efficacy in literacy and math skills starting in a distance learning environment because of the COVID-19 pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	School Improvement Grant Professional Development	Maintain professional development opportunities
EL Instructional Strategies	Integrated and designated ELD within curriculum	Professional development opportunities for integrated and designated ELD within curriculum
Access to STEM	2 activities	2 activities

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Maintain Academic Support Coach and Intervention Staff to support students and staff.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19,219	Title I 1000-1999: Certificated Personnel Salaries Academic Support Coach to support instruction and professional development
5,702	Title I 3000-3999: Employee Benefits Benefits for Academic Support Coach

**Strategy/Activity 2**

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

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

All

Strategy/Activity

Release time and hourly stipend for teachers to support professional development.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,211	Title I 1000-1999: Certificated Personnel Salaries Substitutes and hourly stipends to support professional development, including EL strategies and STEM

**Strategy/Activity 3**

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

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

English Learners

Strategy/Activity

Maintain bilingual instructional assistants and clerical extra time to support instruction in a broader course of study.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40	Title I 2000-2999: Classified Personnel Salaries Bilingual instructional assistants will provide translations to students and families to support a broad course of study

150

Title I

2000-2999: Classified Personnel Salaries  
Clerical and Tech extra time to support a broad  
course of study

**Strategy/Activity 4**

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

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

All

**Strategy/Activity**

Instructional materials that support professional development, EL instructional strategies, and  
STEM.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding  
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as  
applicable), Other State, and/or Local.

Amount(s)

1,802

Source(s)

Title I

4000-4999: Books And Supplies  
Funding for supplemental materials, including  
books, supplies, equipment, and technology that  
support professional development, EL  
strategies, and STEM

**Strategy/Activity 5**

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

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

All

**Strategy/Activity**

Experiential Learning and Conferences to support professional development, EL strategies, and  
STEM.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding  
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as  
applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Title I

5700-5799: Transfers Of Direct Costs  
Field trips and experiential assembly expenses  
to support STEM and a broader course of study

2642

Title I

5800: Professional/Consulting Services And  
Operating Expenditures

	Services to support professional development, EL strategies, and STEM
600	Title I 5000-5999: Services And Other Operating Expenditures Conferences to support STEM and a broad course of study
300	Title I 5800: Professional/Consulting Services And Operating Expenditures Field trip activity fees
50	Title I 5900: Communications postage

## Strategy/Activity 6

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

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

All

### Strategy/Activity

SIG - School Improvement Grant

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
66885	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG: Assistant Principal and Intervention Teacher Salaries
3905	School Improvement Grant (SIG) 4000-4999: Books And Supplies Books and supplies
17443	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG: Benefits
2500	School Improvement Grant (SIG) 5000-5999: Services And Other Operating Expenditures Conferences
12086	School Improvement Grant (SIG) 5800: Professional/Consulting Services And Operating Expenditures Services



# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The implementation of the Academic Support Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. The metrics that are used to measure effectiveness show that this strategy was effective for some students. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for our students. We increased our Guided Language Acquisition Design (GLAD) trained teachers by three.

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

Due to the COVID-19 pandemic, we went to a distance learning environment on March 13, 2020 and continue in a distance learning environment. However, there were no significant differences in Goal 1 intended implementation and the strategies and activities.

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

In a distance learning environment, we will continue to focus on professional development opportunities using designated and integrated ELD curriculum in a virtual environment.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

- 4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
- 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
- 4.3 Ensure English Learners make yearly progress.
- 4.4 Ensure Special Education students make yearly progress.
- 4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
- 4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

## Goal 4

Cordova Meadows will provide students with opportunities to show success through assessments.

## Identified Need

There is a need for a continued professional learning focus and professional development related to generating assessments starting in a distance learning environment because of the COVID-19 pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2018 CAASPP results	Increase by 2%
i-Ready	Fall 2018 Diagnostic results	Increase by 2%
ELPAC	ELPAC results	Increase by 2%

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Maintain Academic Support Coach and Intervention staff.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

22,422	Title I 1000-1999: Certificated Personnel Salaries Academic Support Coach to support early identification of deficits and facilitate Every Child By Name
6,652	Title I 3000-3999: Employee Benefits Benefits for Academic Support Coach

**Strategy/Activity 2**

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

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

All

Strategy/Activity

Release time and hourly for teachers to support assessment monitoring.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,211	Title I 1000-1999: Certificated Personnel Salaries Substitutes and hourly stipends to support assessment monitoring

**Strategy/Activity 3**

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

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

English Learners

Strategy/Activity

Maintain bilingual instructional assistants and clerical extra time to support translations regarding assessments.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40	Title I 2000-2999: Classified Personnel Salaries Bilingual instructional assistants will provide translations to students and families regarding student successes and deficits.

87

Title I  
2000-2999: Classified Personnel Salaries  
Clerical and Tech extra time to support  
translations

**Strategy/Activity 4**

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

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

All

Strategy/Activity

Instructional materials that support assessment-ready students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,602

Source(s)

Title I  
4000-4999: Books And Supplies  
Funding for supplemental materials, including  
books, supplies, equipment, and technology that  
support assessment

**Strategy/Activity 5**

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

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

All

Strategy/Activity

Experiential Learning and Conferences that support assessment-ready students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Title I  
5700-5799: Transfers Of Direct Costs  
Field trips and experiential assembly expenses  
that support assessment ready students

600

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Conferences to support assessment-ready  
students

1,400	Title I 5800: Professional/Consulting Services And Operating Expenditures Services to support assessment-ready students
1,683	Title I 5000-5999: Services And Other Operating Expenditures Services to support professional development in math
300	Title I 5800: Professional/Consulting Services And Operating Expenditures Field trip activity fees
50	Title I 5900: Communications postage

## Strategy/Activity 6

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

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

All

### Strategy/Activity

SIG - School Improvement Grant

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
66885	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG: Assistant Principal and Intervention Teacher Salaries
3905	School Improvement Grant (SIG) 4000-4999: Books And Supplies Books and supplies
17442	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG: Benefits
2500	School Improvement Grant (SIG) 5000-5999: Services And Other Operating Expenditures Conferences
12087	School Improvement Grant (SIG)

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The implementation of the Academic Support Coach and Intervention Team support provides access to core level instruction along with remediation and instruction. The metrics that are used to measure effectiveness show that this strategy was effective for some students. The BIA support was essential in providing individual students with language needs in addition to stakeholder support. The increase in experiential learning opportunities provided background knowledge for our students.

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

Due to the COVID-19 pandemic, we went to a distance learning environment on March 13, 2020 and continue in a distance learning environment. However, there were no significant differences in Goal 1 intended implementation and the strategies and activities.

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

Due to the COVID-19 pandemic, experiential learning opportunities will be more limited. We will be restricted to virtual experiences only until campus and businesses are open.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$521,530.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$110,250.00

Subtotal of additional federal funds included for this school: \$110,250.00

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

State or Local Programs	Allocation (\$)
School Improvement Grant (SIG)	\$411,280.00

Subtotal of state or local funds included for this school: \$411,280.00

Total of federal, state, and/or local funds for this school: \$521,530.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Marie Pawlek	Principal
Silia Blount	Other School Staff
La'Shay Woods	Classroom Teacher
Taylor Jacobs	Parent or Community Member
Crecenciana Jimenez	Classroom Teacher
Kim Bland	Parent or Community Member
Kelly Hill	Parent or Community Member
Guadalupe Lugo	Parent or Community Member
Nicole Friedrich	Classroom Teacher
Daniel Lahey	Classroom Teacher

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



# English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Marie Pawlek	Principal
La'Shay Woods	Classroom Teacher
Nicole Friedrich	Classroom Teacher
Daniel Lahey	Classroom Teacher
Silia Blount	Other School Staff
Crecenciana Jimenez	Parent or Community Member
Guadalupe Lugo	Parent or Community Member
Kelly Hill	Parent or Community Member
Kimberly Bland	Parent or Community Member
Taylor Jacobs	Parent or Community Member

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

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

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 10, 2020.

Attested:



Principal, Marie Pawlek on 9/10/20



SSC Chairperson, Kelly Hill on 9/10/20

# Cordova Meadows Elementary

2550 La Loma Drive  
Rancho Cordova, CA 95760  
(916)294-9120

## NOTICE OF SITE COUNCIL/ELAC MEETING

OPEN TO THE PUBLIC

September 3, 2020

11:30am via Microsoft Teams

Please email [mpawlek@fcusd.org](mailto:mpawlek@fcusd.org) for link to meeting

1. Welcome and Introductions
2. Purpose
3. Review purpose of School Site Council and responsibilities of members
4. Year 2 of combined ELAC and Site Council Meetings
5. Resources:
  - a. [Bylaws](#)
  - b. [Robert's Rules](#)
6. SSC officer Elections
7. Superintendent's recorded presentation of the LCP to School Site Council members
  - a. [Click here to access this 10-minute presentation.](#)
  - b. LCP Stakeholder Feedback Survey
8. Single Plan for Student Achievement (SPSA)
  - a. Input and Goal Setting
  - b. Dashboard and other school data
  - c. Monitoring of SPSA goals
  - d. Title 1 and SIG Budget
9. Future Meeting Dates
10. Good of the Order

# Escuela Primaria Cordova Meadows

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

## AVISO DE REUNIÓN DEL CONSEJO DEL SITIO/ELAC

### ABIERTO AL PÚBLICO

3 de septiembre del 2020

11:30 am a través de Microsoft Teams

Envíe un correo electrónico a [mpawlek@fcusd.org](mailto:mpawlek@fcusd.org) para obtener un enlace a la reunión

1. Bienvenida y presentaciones
2. Propósito
3. Revisar el propósito del consejo del sitio escolar y las responsabilidades de los miembros.
4. 2do año de reuniones combinadas de ELAC y del consejo del sitio
5. Recursos:
  - a. Estatutos
  - b. Reglas de Robert
6. Elecciones de oficiales del SSC
7. Presentación grabada del Superintendente del LCP a los miembros del Consejo del Plantel Escolar
  - a. Haga clic aquí para acceder a esta presentación de 10 minutos.
  - b. Encuesta de opinión de las partes interesadas del LCP
8. Plan único para el rendimiento estudiantil (SPSA)
  - a. Entrada y establecimiento de metas
  - b. Tablero y otros datos escolares
  - c. Seguimiento de las metas del SPSA
  - d. Título 1 y presupuesto SIG
9. Fechas de reuniones futuras
10. Bien de la Orden

# Cordova Meadows Elementary

School Site Council/ELAC Meeting

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# Escuela Primaria Cordova Meadows

## REUNIÓN DEL CONSEJO DEL SITIO/ELAC

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10. Bien de la Orden

MINUTES  
Cordova Meadows Site Council and ELAC  
September 3, 2020

The general meeting of the Cordova Meadows Site Council and English Learners Advisory Committee was called to order by Marie Pawlek at 11:31am via Microsoft Teams on September 3, 2020.

The meeting was attended by La'Shay Woods, Silia Blount, Marie Pawlek, Rachel Roeschen, Nicole Freidrich, Sandy Herrera, Ana Jimenez, Guadalupe Lugo, Lupita Flores, Taylor Jacobs, and Kelly Hill.

Quorum was not established.

Marie Pawlek led a discussion on the purpose of the Site Council, including a discussion on the vision and mission statement, goals, and budget in the Single Plan for Student Achievement (SPSA). The Site Council must be comprised of an equal number of school staff and parents. Marie shared that last year SSC voted to combine with ELAC for two years. This will be our second year for the combined SSC and ELAC. Marie also shared the Bylaws of the Site Council and Roberts Rules. There was a discussion about officers. Taylor Jacobs agreed to continue serving as Vice Chair. Lupita Flores self-nominated to serve as Chair. Silia Blount self-nominated to serve as Secretary. Nicole Friedrich, Rachel Roeschen, and La'Shay Woods self-nominated to serve on the school side. Site Council will vote on officers at the next meeting assuming quorum is met.

A video presentation from Dr. Sarah Koligian regarding the Learning Continuity Plan was shared with the group. Site Council/ELAC attendees were asked to take the Stakeholder Feedback Survey. Lupita Flores suggested that a technology training be offered to parents to help them better support their students. Rachel Roeschen suggested that videos to help parents with English and technology be made available to parents.

Marie Pawlek reviewed the SPSA and asked for input on SPSA goals and budget items from attendees. Marie reviewed the Title 1 and SIG budgets, and asked for input from attendees. Marie will send full SPSA to attendees and other interested parties, as well as post on the website, and ask for feedback. Attendees can email Marie and/or share their ideas during the next meeting, scheduled for September 10, 2020.

The meeting was adjourned at 12:17pm.

Silia Blount  
Attendance Clerk

Consejo del sitio de Cordova Meadows y ELAC  
3 de septiembre de 2020

Marie Pawlek convocó a la reunión general del Consejo del Sitio de Cordova Meadows y del Comité Asesor de Estudiantes de Inglés a las 11:31 am a través de Microsoft Teams en 3 de septiembre de 2020.

A la reunión asistieron La'Shay Woods, Silia Blount, Marie Pawlek, Rachel Roeschen, Nicole Freidrich, Sandy Herrera, Ana Jiménez, Guadalupe Lugo, Lupita Flores, Taylor Jacobs y Kelly Hill.

No se estableció quórum.

Marie Pawlek dirigió una discusión sobre el propósito del Consejo del Sitio, incluida una discusión sobre la visión y la declaración de misión, las metas y el presupuesto en el Plan Único para el Rendimiento Estudiantil (SPSA). El consejo del sitio debe estar compuesto por un número igual de padres y personal escolar. Marie compartió que el año pasado SSC votó para combinarse con ELAC durante dos años. Este será nuestro segundo año para el SSC y ELAC combinados. Marie también compartió los estatutos del consejo del sitio y las reglas de Roberts. Hubo una discusión sobre los oficiales. Taylor Jacobs acordó continuar sirviendo como vicepresidente. Lupita Flores se nombró a sí misma para servir como presidenta. Silia Blount se auto nominó para desempeñarse como Secretaria. Nicole Friedrich, Rachel Roeschen y La'Shay Woods se auto-nominaron para servir en la escuela. El consejo del sitio votará sobre los oficiales en la próxima reunión asumiendo que se alcanza el quórum.

Se compartió con el grupo una presentación en video de la Dra. Sarah Koligian sobre el Plan de Continuidad del Aprendizaje. Se pidió a los asistentes al Consejo Escolar / ELAC que respondieran la Encuesta de comentarios de las partes interesadas. Lupita Flores sugirió que se ofrezca una capacitación tecnológica a los padres para ayudarlos a apoyar mejor a sus estudiantes. Rachel Roeschen sugirió que se pongan a disposición de los padres videos para ayudar a los padres con el inglés y la tecnología.

Marie Pawlek revisó el SPSA y pidió a los asistentes su opinión sobre las metas y los elementos presupuestarios del SPSA. Marie revisó los presupuestos de Título 1 y SIG, y solicitó la opinión de los asistentes. Marie enviará el SPSA completo a los asistentes y otras partes interesadas, además de publicarlo en el sitio web y solicitar comentarios. Los asistentes pueden enviar un correo electrónico a Marie y / o compartir sus ideas durante la próxima reunión, programada para el 10 de septiembre de 2020.

La reunión terminó a las 12:17 pm.

Silia Blount  
Auxiliar de asistencia



**Cordova Meadows Elementary**

2550 La Loma Drive

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(916) 294-9120

**NOTICE OF SITE COUNCIL/ELAC MEETING**

OPEN TO THE PUBLIC

September 10, 2020

5:30pm via Microsoft Teams

Please email [mpawlek@fcusd.org](mailto:mpawlek@fcusd.org) for link to meeting

1. Purpose
2. Establish quorum
3. Review purpose of School Site Council and responsibilities of members
4. SSC officer Elections
5. Needs Assessment
6. Single Plan for Student Achievement (SPSA)
  - a. Evaluation of 2019-20 data and actions
  - b. Goal Setting
  - c. Additional input about actions and recommendations
  - d. Approval
7. Future Meeting Dates
8. Good of the Order

## Escuela Primaria Cordova Meadows

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

### AVISO DE REUNIÓN DEL CONSEJO DEL SITIO/ELAC

#### ABIERTO AL PÚBLICO

10 de septiembre del 2020

5:30 pm a través de Microsoft Teams

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1. Propósito
2. Establecer quórum
3. Revisar el propósito del consejo del sitio escolar y las responsabilidades de los miembros.
4. Elecciones de oficiales del SSC
5. Necesita valoración
6. Plan único para el rendimiento estudiantil (SPSA)
  - a. Evaluación de datos y acciones 2019-20
  - b. El establecimiento de metas
  - c. Información adicional sobre acciones y recomendaciones
  - d. Aprobación
7. Fechas futuras de reuniones
8. Buena de la orden

# **Cordova Meadows Elementary**

School Site Council/ELAC Meeting

September 10, 2020

5:30pm via Microsoft Teams

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# Escuela Primaria Cordova Meadows

REUNIÓN DEL CONSEJO DEL SITIO/ELAC

10 de septiembre del 2020

5:30pm a través de Microsoft Teams

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7. Fechas futuras de reuniones
8. Buena de la orden

MINUTES  
Cordova Meadows Site Council and ELAC  
September 10, 2020

The general meeting of the Cordova Meadows Site Council and English Learners Advisory Committee was called to order by Marie Pawlek at 5:36pm via Microsoft Teams on September 10, 2020.

The meeting was attended by Jessica Kortuem, Karen Gilliland, Daniel Lahey, Shelley Motoyoshi, Rebecca Racaj, Stephanie Johnson, Danielle Butler, Amber Fontaine, Barbara Bradshaw, Stephanie Carroll, Bet Kolstad, La'Shay Woods, Silia Blount, Marie Pawlek, Nicole Freidrich, Sandy Herrera, Ana Jimenez, Guadalupe Lugo, Kim Bland, Kelly Hill, and Taylor Jacobs.

Quorum was established.

Marie Pawlek reviewed the purpose of the Site Council, including a discussion on the vision and mission statement, goals, and budget in the Single Plan for Student Achievement (SPSA). The Site Council must be comprised of an equal number of school staff and parents. Marie shared that last year SSC voted to combine with ELAC for two years. This will be our second year for the combined SSC and ELAC. Marie reviewed the responsibilities of SSC members. Marie reminded everyone that Taylor Jacobs is serving her second year as Vice Chair. Marie mentioned that Ana Jimenez and Guadalupe Lugo both self-nominated to be Voting Parent Members and represent ELAC. Kim Bland self-nominated to be a Parent Voting Member and Kelley Hill self-nominated to be Chair. Daniel Lahey, Nicole Friedrich, and La'Shay Woods self-nominated to be Staff Voting Members.

Elections were held to appoint officers and voting members. Silia Blount moved to appoint Kelly Hill as Chair, Taylor Jacobs as Vice Chair, Silia Blount as Secretary, Daniel Lahey as a Staff Voting Member, Nicole Friedrich as a Staff Voting Member, La'Shay Woods as a Staff Voting Member, Kim Bland as a Parent Voting Member, Ana Jimenez as a Parent Voting Member, and Guadalupe Lugo as a Parent Voting Member. Nicole Freidrich seconded the motion. Motion carried.

Marie Pawlek reviewed the SPSA, Title 1, and SIG budget and asked for additional input on SPSA goals and budget items from attendees. She also discussed a needs assessment will be emailed to all members to discuss strengths, weaknesses, and priorities for developing and revising future plans. Kelly Hill suggested exercise balls or lap desks be purchased for students to help keep them focused during class. Kelly also suggested that a parent outreach group be formed to help support parents on technology issues, or that binders be created with resources on how to manage different technology issues. Lastly, Kelly suggested that a student outreach group be formed to help mitigate the social/emotional impact of distance learning on students. Karen Gilliland suggested that the student leadership group could help with this by creating videos for students to help them keep connected with school. Penpal groups for students can also be Ana Jimenez suggested that physical education equipment be made available for students to use at home to help get them more physically active since they are missing in person physical education, and time on the playground for during recess and lunch breaks.

Nicole Friedrich suggested that goals be set for student movement so that students are not just sitting in front of their Chromebooks all day.

La'Shay Woods moved to approve the SPSA goals and budget, and the Title 1 and SIG budgets as amended. Kim Bland seconded the motion. Motion carried.

Attendees agreed that future SSC/ELAC meetings be held in the evening, around 5pm.

Good of the order- Ana Jimenez asked about the PE schedule for each class.

The meeting was adjourned at 6:23pm.

Silia Blount  
Attendance Clerk

MINUTOS  
Consejo del sitio de Cordova Meadows y ELAC  
3 de septiembre de 2020

La reunión general del Consejo del Sitio de Cordova Meadows y el Comité Asesor de Estudiantes de Inglés fue convocada por Marie Pawlek a las 5:36 pm a través de Microsoft Teams en 10 de septiembre de 2020.

A la reunión asistieron Jessica Kortuem, Karen Gilliland, Daniel Lahey, Shelley Motoyoshi, Rebecca Racaj, Stephanie Johnson, Danielle Butler, Amber Fontaine, Barbara Bradshaw, Stephanie Carroll, Bet Kolstad, La'Shay Woods, Silia Blount, Marie Pawlek, Nicole Freidrich, Sandy Herrera, Ana Jiménez, Guadalupe Lugo, Kim Bland, Kelly Hill y Taylor Jacobs.

Se estableció quórum.

Marie Pawlek repasó el propósito del Consejo del Sitio, incluida una discusión sobre la visión y la declaración de misión, las metas y el presupuesto del Plan Único para el Rendimiento Estudiantil (SPSA). El consejo del sitio debe estar compuesto por un número igual de padres y personal escolar. Marie compartió que el año pasado SSC votó para combinarse con ELAC durante dos años. Este será nuestro segundo año para el SSC y ELAC combinados. Marie revisó las responsabilidades de los miembros del SSC. Marie les recordó a todos que Taylor Jacobs está cumpliendo su segundo año como vicepresidenta. Marie mencionó que tanto Ana Jiménez como Guadalupe Lugo se auto-nominaron para ser miembros votantes y representar a ELAC. Kim Bland se nombró a sí misma para ser miembro con derecho a voto y Kelley Hill se nominó a sí misma para ser presidenta. Daniel Lahey, Nicole Friedrich y La'Shay Woods se auto-nominaron para ser miembros del personal con derecho a voto.

Se llevaron a cabo elecciones para nombrar funcionarios y miembros con derecho a voto. Silia Blount propuso nombrar a Kelly Hill como presidente, Taylor Jacobs como vicepresidente, Silia Blount como secretaria, Daniel Lahey como miembro del personal con derecho a voto, Nicole

Friedrich como miembro del personal con derecho a voto, La'Shay Woods como miembro del personal con derecho a voto y Kim Bland miembro con derecho a voto, Ana Jiménez como miembro con derecho a voto y Guadalupe Lugo como miembro con derecho a voto. Nicole Freidrich apoyó la moción. Movimiento llevado.

Marie Pawlek revisó el presupuesto de SPSA, Título 1 y SIG y pidió a los asistentes aportes adicionales sobre las metas y elementos presupuestarios de SPSA. También habló sobre una evaluación de necesidades que se enviará por correo electrónico a todos los miembros para discutir las fortalezas, debilidades y prioridades para desarrollar y revisar planes futuros. Kelly Hill sugirió que se compren pelotas de ejercicio o escritorios para los estudiantes para ayudarlos a mantenerse concentrados durante la clase. Kelly también sugirió que se forme un grupo de extensión para padres para ayudar a apoyar a los padres en temas de tecnología, o que se creen carpetas con recursos sobre cómo manejar diferentes temas de tecnología. Por último, Kelly sugirió que se forme un grupo de extensión estudiantil para ayudar a mitigar el impacto social / emocional del aprendizaje a distancia en los estudiantes. Karen Gilliland sugirió que el grupo de liderazgo estudiantil podría ayudar con esto creando videos para los estudiantes para ayudarlos a mantenerse conectados con la escuela. Los grupos de amigos por correspondencia para los estudiantes también pueden ser Ana Jiménez sugirió que el equipo de educación física esté disponible para que los estudiantes lo usen en casa para ayudarlos a estar más activos físicamente, ya que faltan educación física en persona y tiempo en el patio de recreo durante el recreo y el almuerzo. . Nicole Friedrich sugirió que se establezcan metas para el movimiento de los estudiantes, de modo que los estudiantes no estén sentados frente a sus Chromebooks todo el día.

La'Shay Woods presentó la moción de aprobar las metas y el presupuesto de SPSA, y los presupuestos de Título 1 y SIG en su forma enmendada. Kim Bland secundó la moción. Movimiento llevado.

Los asistentes acordaron que las futuras reuniones de SSC / ELAC se llevarán a cabo por la noche, alrededor de las 5 pm.

Bueno de la orden- Ana Jiménez preguntó sobre el horario de educación física para cada clase.

La reunión terminó a las 6:23 pm.

Silia Blount  
Auxiliar de asistencia