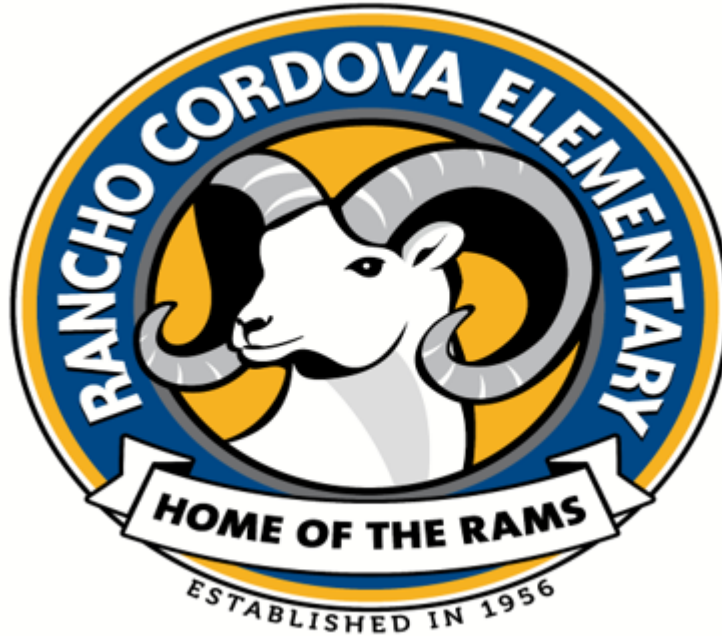


# Rancho Cordova Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Rancho Cordova Elementary School
<b>Street</b>	2562 Chassella Way
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9165
<b>Principal</b>	Anna Chitwood
<b>Email Address</b>	akchitwood@fcusd.org
<b>School Website</b>	<a href="https://www.fcusd.org/Domain/20">https://www.fcusd.org/Domain/20</a>
<b>County-District-School (CDS) Code</b>	34673306033229

## 2023-24 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>Email Address</b>	skoligian@fcusd.org
<b>District Website</b>	www.fcusd.org

## 2023-24 School Description and Mission Statement

### Vision Statement:

Rancho Cordova Elementary's vision is empowering lifelong learners with skills essential to navigating a complex world.

### Mission Statement:

Rancho Cordova Elementary staff, students, family, and community members collaborate to provide a safe and healthy

## 2023-24 School Description and Mission Statement

learning environment with high expectations. Students engage in daily social emotional learning to develop positive character traits and solve real world problems. With fostered confidence, students rise above academic and social challenges as inspired, compassionate, and creative individuals.

### School & Community Profile:

Rancho Cordova School has a student body enrollment of 402 Kindergarten through fifth-grade students, representing the diverse cultural backgrounds of the Rancho Cordova community. About 34% of our student body are English Language Learners (ELL). The school's largest ethnic group is Hispanic/Latino, with 58% of the school population describing themselves as Latino/Hispanic our other subgroups, significant numbers include White at 16%, African American at 5%, and others at 17%. Eighty-three percent of our students are socioeconomically disadvantaged.

The school campus houses a library, multipurpose room, 3 playgrounds with updated equipment, and 21 classrooms. Additionally, Rancho Cordova has a state preschool, 3 classes for students with mild to moderate learning disabilities. Rancho Cordova Elementary teams with a state program, After School Education Safety (ASES), to be able to offer an after-school program to support students on campus until 6:00 pm Monday-Friday. The academic program at Rancho Cordova Elementary School stresses the importance of every child mastering grade-level anchor standards. Student progress is continually monitored with Every Student By Name (ESBN) meetings when staff group students to target individual student needs. Building reading skills and proficiency in mathematics is our top priority. Support for students goes way beyond the core classroom experience. A coordinated effort between teachers, a Title 1 Instructional Coach, two Intervention Specialists, bilingual instructional assistants, Mental Health Specialist, Behavior Specialist, Assistant Principal, and the school principal's goal is success for all students. All students receive Multi-tiered Systems of Support (MTSS) for both academics and Social-Emotional learning.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	73
Grade 2	83
Grade 3	51
Grade 4	74
Grade 5	73
Total Enrollment	423

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7%
Male	47.3%
Asian	4.3%
Black or African American	7.6%
Filipino	1.4%
Hispanic or Latino	57%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	10.2%
White	18%
English Learners	36.9%
Homeless	5.2%
Socioeconomically Disadvantaged	81.6%
Students with Disabilities	13.2%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.10	91.35	820.90	87.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.90	0.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.60	1.24	12115.80	4.41
<b>Unknown</b>	2.00	8.65	88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>	23.10	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.80	86.20	893.90	90.67	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.40	0.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.40	0.96	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.94	12.70	1.30	11953.10	4.28
<b>Unknown</b>	2.50	9.85	62.20	6.31	15831.90	5.67
<b>Total Teaching Positions</b>	25.30	100.00	985.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Year and month in which the data were collected</b>	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

## School Facility Conditions and Planned Improvements

Rancho Cordova Elementary School was originally constructed in 1957 and is comprised of 22 classrooms, 1 cafeteria, 1 library, 1 staff lounge, and 3 playgrounds. Buildings were added in 1963 and 1967. Portables were added in 1999, 2002, 2004 and 2008. The school was modernized in 1999. There are three storage sheds on this site. The play apparatuses are in good condition.

Rancho Cordova Elementary School underwent some modernization during the summer of 2014. Landscaping, irrigation, and plumbing were upgraded in targeted areas. In addition, a shade structure was erected on the intermediate playground, and benches were installed to provide students with a space to comfortably work. In the summer of 2017, a ball wall was installed on the playground. In 2021 the front office was modernized.

During the summer of 2023, Building G was updated adding 2 student restrooms, 1 staff restroom, a collaborative space, and an additional office which is currently used by the Behavior Specialists. A door was added to have access to this office from the outside of the building.

Increasing staff and student access to technology has been a long-term goal. Internet connectivity is available with wireless connectivity across campus and Chromebooks are available for students to use in their classrooms. Smart Boards are installed in every classroom, the computer lab, the conference room, and the Science Technology Engineering and Math STEM Lab. Document cameras have been installed in each classroom.

The primary and intermediate yard equipment is routinely inspected and updated to meet state standards for safety.

Every effort is made to maintain our campus as a welcoming, safe place. Students and staff alike pick up litter and ensure that the grounds are clean and in good repair. The lawns and landscaping add to the beauty of our campus.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 10 through October 13, 2023

<b>Year and month of the most recent FIT report</b>	2023 October
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System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	19	26	59	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	12	15	48	48	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	197	193	97.97	2.03	26.42
<b>Female</b>	95	93	97.89	2.11	32.26
<b>Male</b>	102	100	98.04	1.96	21.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	14	14	100.00	0.00	21.43
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	110	109	99.09	0.91	24.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	17.65
<b>White</b>	43	40	93.02	6.98	40.00
<b>English Learners</b>	76	76	100.00	0.00	13.16
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	13	92.86	7.14	15.38
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	157	156	99.36	0.64	22.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	10.81

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	197	193	97.97	2.03	14.51
<b>Female</b>	95	93	97.89	2.11	15.05
<b>Male</b>	102	100	98.04	1.96	14.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	14	14	100.00	0.00	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	110	109	99.09	0.91	12.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	17.65
<b>White</b>	43	40	93.02	6.98	22.50
<b>English Learners</b>	76	76	100.00	0.00	9.21
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	13	92.86	7.14	15.38
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	157	156	99.36	0.64	12.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	2.70

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.58	12.50	44.81	45.75	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	12.50
Female	32	32	100.00	0.00	15.63
Male	41	40	97.56	2.44	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	5.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	28.57
English Learners	31	31	100.00	0.00	3.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	1.69	8.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0.986301369863014	0.986301369863014	0.986301369863014	0.986301369863014	1

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are encouraged to attend Back to School Night in order to receive materials about their child's classroom expectations. Information is also provided in the form of Blackboard Connect messages that discuss upcoming school events. Our English Language Learner families (ELL) are encouraged to participate in our English Language Advisory Committee (ELAC) meetings held multiple times throughout the year. Parents are encouraged to join our School Site Council (SSC) meetings that are held throughout the year as well to stay informed about the current status of the school. All parents and community members are encouraged to attend a monthly Principal's Coffee, as well. Conferences are held with families throughout the year to discuss student progress. Parent Teacher Association (PTA) allows for families to be active in participating in their child's school experience. Information from the school goes out in both English and Spanish.

Rancho Cordova Elementary (RCE) utilized a variety of outreach efforts for input and feedback on the development of our Single Plan for Student Achievement (SPSA). Our School Site Council (SSC) provides input into the plan during our scheduled meetings, noting areas of concern and growth. Our site council reviewed the final SPSA in May 2023.

Throughout the year, Rancho Cordova involves our school community, including parents, staff, and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership teams (Curriculum & Instruction Team/ Climate Facilitator Team, monthly)

School Site Council (SSC) meets 5 times a year (reviews and approves the plan by June 2023; monitors throughout the year)

English Learner Advisory Committee (ELAC) minimum 3-4 times a year.

Parent Survey (fall and spring)

Every Student by Name (ESBN) meeting two times a year

Consultations with the Director of Categorical Programs (ongoing)

Faculty meetings (LCAP workshop and review)

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	458	441	133	30.2
Female	243	234	75	32.1
Male	215	207	58	28.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	22	19	4	21.1
Black or African American	37	34	12	35.3
Filipino	6	6	2	33.3
Hispanic or Latino	256	248	83	33.5
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	47	46	13	28.3
White	82	80	16	20.0
English Learners	162	158	42	26.6
Foster Youth	2	2	1	50.0
Homeless	36	32	13	40.6
Socioeconomically Disadvantaged	377	365	117	32.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	76	20	26.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	1.63	1.75	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.75	0
Female	0.82	0
Male	2.79	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.95	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.13	0
White	2.44	0
English Learners	0.62	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	1.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.9	0

## 2023-24 School Safety Plan

The School Safety Plan is housed in our school administration building and provides information regarding the site and District Code of Conduct, discipline procedures, emergency evacuation protocols, communication plans, and board policies and administrative regulations on all matters relating to school safety, including bullying, harassment, child abuse reporting, and sexual harassment. School safety drills are practiced regularly. There were 13 student accidents reported at our school in the 2022-2023 school year.

We have a site Safety Team that supports the general emergency procedures. All staff has immediate communication to the office by use of two-way radios and/or classroom phones. Staff also uses the Instant Message (IM) feature on teacher computers as a possible option for reaching staff. This feature is also a way for the office to 'broadcast' a message to all staff. We have monthly fire drill practice along with active shooter and lock-down drills. Each classroom has a red emergency bag with status cards, class lists and supplies, and an Emergency Quick Reference Guide posted by the door.

Date of Staff Review: 10/12/2023

Date of SSC review and approval: 10/25/2023

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	40		2	2
1	30	3		1
2	34	1	2	1
3	36		3	1
4	44		1	1
5	25	1	4	1
Other	20	5		2

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	44		2	2
2	27	3		1
3	37		3	1
4	51		1	2
5	33	1	2	3
Other	20	6		1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,390	\$3,294	\$6,096	\$83,149
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	-32.1	3.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-7.8	-6.1

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Rancho Cordova receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,379	\$55,550
<b>Mid-Range Teacher Salary</b>	\$74,289	\$84,645
<b>Highest Teacher Salary</b>	\$101,614	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$133,273	\$139,860
<b>Average Principal Salary (Middle)</b>	\$143,251	\$146,440
<b>Average Principal Salary (High)</b>	\$148,555	\$158,447
<b>Superintendent Salary</b>	\$320,000	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	34.44%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.64%	4.89%

## Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

It is the goal of Rancho Cordova Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

In addition, teachers attend Program Monitor and coach's meetings at our district office to receive training on curriculum that can be shared at the school site. Grade levels are given days for PLC meetings on Thursdays during Professional Learning Time (PLT)

A team of teachers attended a Professional Learning Community (PLC) training in October of 2022 and Administration attended another PLC training in November 2022.

In addition: Rancho Cordova participates in site PLCs in the areas of ELA and Math, and SIPPS interventions during the school day and emotional support program by a district Mental Health Specialist. RCE has also done work with Trauma Base Training. Certificated teachers have committed to intensive professional development in the Language Essentials for Teachers of Reading and Spelling (LETRS), the Professional learning that provides K–5 teachers with deep knowledge to be literacy and language experts.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2