



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	School Site Council (SSC) Approval Date	Local Board Approval Date
Rancho Cordova Elementary School	34673306033229	May 23, 2023	September 21, 2023

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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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Title I Schoolwide

Additional Targeted Support and Improvement (ATSI) Subgroups - African American, Homeless, Students with Disabilities, Two or More Races.

English Language Arts (ELA), English Language Learners (ELL), and mathematics are areas to target for improvement.

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.

Our purpose is to align the School Plan for Student Achievement with Folsom Cordova's Local Control and Accountability Plan (LCAP). Our focus will be to increase student proficiency in both English Language Arts (ELA) and Mathematics. In order to do so, data will be gathered using Renaissance, California Assessment of Student Proficiency and Progress (CAASPP) scores, and district local assessments. All students will receive Multi-Tiered Systems of Support (MTSS) 4 days a week. We will continue to use evidence-based interventions for students not meeting standards. Our goal will be to follow all of the Every Student Succeeds Act (ESSA) requirements to ensure student success. Two intervention teachers will support our students through MTSS along with an Instructional Coach.

School Vision and Mission

Vision Statement:

Rancho Cordova Elementary's vision is to empower 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 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.

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).

As a Title 1 school, we conduct an annual Title 1 Survey with parents at the beginning of each school year. The survey provides us with information about how parents support student achievement from home, how we can best support their children at school, and how we can effectively involve them in our school community. We look at the results and target our parent involvement efforts to address areas of need. Rancho Cordova students, staff, and families are also encouraged to complete the California Healthy Kids survey. The data from the survey helps us identify areas of strength and areas of growth. Although only 63% of fifth graders responded, the data showed that 75% felt that adults in school had high expectations for them, 71% felt academically motivated, and 74% feel that teachers and other grown-ups make it clear that bullying is not allowed. Areas for improvement include meaningful school participation (29%) and feeling bored at school (49%). In addition, Google surveys are periodically sent to the staff to enable collective decision-making and collect data on areas of need or strength.

Classroom Observations

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

Formal evaluations are completed throughout the school year per the district's evaluation process. Probationary teachers are observed twice in the fall and twice in the spring. Tenured teachers are observed once in the fall and once in the spring. Informal observations occur throughout the year. In addition, the principal regularly visits classrooms to observe teaching and learning. Using the six California Standards for the Teaching Profession (CSTP), the principal provides targeted feedback to teachers on evaluation. Overall findings from the 2022-2023 school year indicate that all classroom teachers at Rancho Cordova Elementary were consistent with professional standards, and high-quality instruction. Formal evaluation results are stored in a system called TalentEd. The principal also conducts informal classroom observations each trimester to support and evaluate the delivery of instruction throughout the school.

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)

Rancho Cordova Elementary takes part in all required State, District, and local testing, such as California Assessments of Student Performance & Progress (CAASPP), English Language Proficiency Assessments for CA (ELPAC), and Renaissance in addition to curriculum embedded assessments and District Diagnostic Assessments. These results are used to plan instruction in the classroom and create instructional groupings for Multi-Tiered Systems of Support (MTSS) blocks. Teachers and Principal meet each trimester during Every Student By Name (ESBN) conferences and every six weeks at grade levels to plan and modify instruction based on the data. Data analysis and planning to improve instruction is the primary goal of our Professional Learning Communities (PLC) time. Our intervention program is using the results of initial Oral Reading Passages (ORP's), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) assessments, Renaissance, math fact assessments, and Basic Phonic Skill Test (BPST) to identify students in need of extra support.

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

To plan instruction and best meet all student needs, teachers work in Professional Learning Community and hold Every Student by Name meetings to analyze data. Data comes from the results of multiple assessments including the California Assessment of Student Performance and Progress (CAASPP) and the district common assessments (Benchmark Unit, enVision MATH topic tests, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) and new Renaissance Star. Data drives our instruction; enabling us to plan and modify as needed in order to continually improve student achievement. Data analysis and planning of common formative assessments to improve instruction is the primary goal of our Professional Learning Communities and Every Student by Name meetings. Rancho Cordova Elementary also collaborates multiple times throughout the year with the District Lead teachers in English Language Arts and Mathematics to discuss our Responses to Intervention (Rtl) and strategies to close the achievement gap.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff is highly qualified and credentialed in the subject area that they teach.

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

All staff participates in ongoing professional development that covers a wide range of topics including instructional delivery, English Language Development, and writing instruction. Specific professional development topics include Benchmark Reading, Guided Language Acquisition Development (GLAD), Renaissance, and Professional Learning Committees (PLC). Trauma based PDs were also provided to our staff. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers and program improvement coaches. All staff also have opportunities to attend professional development of their own choosing provided by our district.

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

All professional development is based on student and teacher needs to support the implementation of ELA, math, science, social studies, writing, and Social Emotional Learning (SEL). For the upcoming school year, Professional Learning Committees (PLC) will continue to be a focus for professional development. We will also be providing professional development around inclusion and Universal Design for Learning (UDL). The teaching staff are given a wide variety of professional development (PD) opportunities throughout the school year. Professional development opportunities can include training in ELA, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), math, science, social studies, writing, technology, Social Emotional Learning (SEL), behavior interventions, and Guided Language Acquisition (GLAD).

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

Rancho Cordova Elementary (RCE) teachers are supported by the Principal, Assistant Principal, two intervention teachers, one Title 1 Instructional Coach, as well as paraprofessionals and bilingual instructional aides who push into classrooms to help with small group instruction. In 2023-2024 we will have a full time, credentialed, instructional coach as a member of our teaching staff instead of the Academic Coach.

Weekly Response to Intervention (RtI) meetings take place with individual grade levels and include a primary teacher, intermediate teacher, Resource Specialist Program (RSP) teacher, Title 1 Instructional Coach, Intervention Specialist, and the school principal and assistant principal. Additionally, instructional assistance and support for teachers is provided by a Department Chair, and district lead teachers. We also have a Climate Facilitator, Instructional Technology coach, and PLC Facilitators to support our needs.

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

Kindergarten through 5th grade collaborate in their Professional Learning Community (PLC) weekly. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis. Best practices are shared for better student outcomes. Each teacher is on a subcommittee under Positive Behavior Intervention Supports (PBIS) that meets monthly to evaluate the social-emotional well-being of students, attendance, school climate activities, and positive behavior incentives.

Teaching and Learning

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

All teachers use adopted curriculum that aligns with the California Common Core Standards. Early childhood teachers follow the alignment of the California Preschool Learning Foundations with Key Early Education Resources and utilize a district lesson plan template to support instructional planning.

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

The school schedule provides students with the required number of instructional minutes per day. Language Arts and Math times are protected. MTSS blocks provide students with differentiated instruction. SIPPS instructional time for K-3 is a protected block of time for phonics instruction. The academic support team (two Intervention teachers) will continue to support small group instruction for MTSS and SIPPS. Our instructional coach will push into classrooms and support both students and teachers to ensure best practices at the Tier I level.

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

District pacing windows allow teachers to monitor their instructional progress. Assessment windows allows teachers to monitor student progress and collaborate with other teachers on the results.

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

The Sacramento County Office of Education conducted a Williams Act review and Rancho Cordova Elementary was in compliance.

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

The school schedule provides students with the required number of instructional minutes per day. Language Arts and Math times are protected. MTSS blocks provide students with differentiated instruction. SIPPS instructional time for K-3 is a protected block of time for phonics instruction. The academic support team (two Intervention teachers) will continue to support small group instruction for MTSS and SIPPS.

Opportunity and Equal Educational Access

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

Rancho Cordova Elementary uses a multi-tiered system of support model (MTSS). This model enables students to be grouped with other students at a similar level and area of need. Students receive instruction in English Language Development, Reading and Writing Strategies, literary analysis, and mathematical foundations. In addition, our site offers before and after school interventions.

Evidence-based educational practices to raise student achievement

In order to create a learning environment that fosters learning, our school has implemented Positive Behavior Intervention Support (PBIS) program with students. Our teachers are trained in PBIS strategies and teach lessons designed to build character in our students. Teachers also use an anti-bullying program called Second Step. The Social Emotional Learning (SEL) of our students is a focus for Rancho Cordova Elementary School. A Marriage Family Therapist (MFT) is on-site two days a week to help support students' well-being.

Parental Engagement

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

Parents are encouraged to attend Back to School Night 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.

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)

Our school's Site Council consists of parents and school staff who meet throughout the year to discuss school progress. In addition, our English Language Advisory Committee meets a minimum three times per year to discuss ways to support English Language learners in our school and surrounding community. PTA is on-going and meets regularly throughout the school year to design fundraisers and school events.

Funding

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

Categorical funds are used to staff a Title 1 intervention teacher who works with students who are performing below standards. These funds are also used to provide professional development opportunities to staff, purchase supplemental support curriculum, provide assemblies that support our goals, and subscribe to web-based technology programs.

Fiscal support (EPC)

Our school has access to English Language Learner (ELL) funding, district support funds, and Title 2 and 3 funding.

Educational Partner 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

The Single Plan for Student Achievement (SPSA) was shared in May of 2023 with the English Language Advisory Committee (ELAC) and School Site Council (SSC).

Categorical Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The school will be expending considerable time and resources establishing strong connections to the parent and family community through SSC, ELAC, ESL classes, parent

leadership activities, family fun nights, Principal's Coffee, and informational events for parents in response to conversations the administration has been having with parents.

Resource Inequities

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

Rancho Cordova Elementary School has a diverse student population with a total of 448 student's preschool through 5th grade. We have a large English Language Learner (ELL) population here at Rancho Cordova with 37% of students labeled ELL. The majority of our ELL students are Latino/Hispanic. However, other languages include Russian, Farsi, and Ukrainian. We support our English Language Learners through our targeted English Language Development block with assistance from bilingual aides and teachers. ELL students not showing growth are also supported by our intervention teachers. We are working on building up our English Language Advisory Committee. The families meet throughout the year to receive and share information and ideas on how to improve student academics, as well as family engagement.

Rancho Cordova Elementary is a Title 1 school with 82% of our families being considered socioeconomically disadvantaged. This allows us to have a full time Instructional Coach and two Intervention teachers to help support students during our Multi-Tiered Systems of Support groups. They use targeted evidence-based instruction for English Language Arts/English Language Development to increase proficiency in listening, speaking, reading, and writing. Response to Intervention and Every Student by Name meetings are held throughout the year to analyze data from our statewide and local assessments. From the data gathered, small group instruction and interventions, target students who need additional support. Extended day interventions have been implemented to support students in English Learner Arts/English Language Development (ELA/ELD).

Additional supports have been given for Positive Behavior Intervention Supports (PBIS) and Social-Emotional Learning (SEL) at Rancho Cordova Elementary. We have a full-time Mental Health Specialist (MHS) who helps support students' emotional needs, as well as provide resources for families and staff. The students are mentored and supported outside/in the classroom with positive role model support and character education.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	0.2%	%	1	1	
African American	4.71%	6.3%	7.37%	21	26	32
Asian	3.36%	2.7%	2.76%	15	11	12
Filipino	0.67%	0.7%	1.15%	3	3	5
Hispanic/Latino	56.28%	56.3%	56.45%	251	233	245
Pacific Islander	1.12%	1.2%	0.92%	5	5	4
White	24.44%	22.7%	21.43%	109	94	93
Multiple/No Response	7.85%	8.7%	8.99%	35	36	39
Total Enrollment				446	414	434

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	75	73	74
Grade 1	79	67	79
Grade 2	81	72	59
Grade3	77	76	78
Grade 4	61	70	75
Grade 5	73	56	69
Total Enrollment	446	414	434

Conclusions based on this data:

1. Rancho Cordova Elementary enrollment has continued to increase over the last couple of years. The 2021-2022 enrollment was at 434. This enrollment number does not include preschool. At the end of 2023, the enrollment was approximately 448.
2. Extra support staff has been added in areas of special education. Special education instructional assistant numbers have increased in order to support the addition of our mild/moderate Autism program.
3. Extra general education instructional assistants were added to help support student academics and behavior.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	167	146	158	37.4%	35.30%	36.4%
Fluent English Proficient (FEP)	40	29	23	9.0%	7.00%	5.3%
Reclassified Fluent English Proficient (RFEP)	2	4		1.2%	2.7%	

Conclusions based on this data:

1. The number of overall English Learners has fluctuated over the last couple of years. With 2021-2022 being at 37%.
2. 75% of our English Learners speak Spanish at home. Russian is the second most frequent home language but accounts for only 6.4%.
3. Additional interventions in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), ELD instruction, Renaissance, Lexia, Read Naturally, MTSS also have contributed to the success of more students.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58	70	82	56	0	80	56	0	80	96.6	0.0	97.6
Grade 4	67	70	75	66	0	73	66	0	73	98.5	0.0	97.3
Grade 5	57	60	67	55	0	66	55	0	66	96.5	0.0	98.5
All Grades	182	200	224	177	0	219	177	0	219	97.3	0.0	97.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2358.		2333.	12.50		3.75	16.07		11.25	19.64		17.50	51.79		67.50
Grade 4	2422.		2393.	15.15		8.22	15.15		13.70	21.21		19.18	48.48		58.90
Grade 5	2427.		2432.	1.82		3.03	20.00		18.18	25.45		24.24	52.73		54.55
All Grades	N/A	N/A	N/A	10.17		5.02	16.95		14.16	22.03		20.09	50.85		60.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.50		1.25	37.50		53.75	50.00		45.00
Grade 4	16.67		8.22	42.42		49.32	40.91		42.47
Grade 5	5.45		6.06	38.18		63.64	56.36		30.30
All Grades	11.86		5.02	39.55		55.25	48.59		39.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	1.79		2.50	39.29		32.50	58.93		65.00
Grade 4	13.64		2.74	36.36		50.68	50.00		46.58
Grade 5	12.73		6.06	36.36		42.42	50.91		51.52
All Grades	9.60		3.65	37.29		41.55	53.11		54.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.07		3.75	46.43		67.50	37.50		28.75
Grade 4	12.12		5.48	65.15		65.75	22.73		28.77
Grade 5	5.45		7.58	50.91		69.70	43.64		22.73
All Grades	11.30		5.48	54.80		67.58	33.90		26.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.93		5.00	42.86		53.75	48.21		41.25
Grade 4	10.61		5.48	39.39		64.38	50.00		30.14
Grade 5	10.91		1.52	38.18		62.12	50.91		36.36
All Grades	10.17		4.11	40.11		59.82	49.72		36.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Although there is ample room for improvement, overall Reading test scores improved between 2018-2019 and 2020-2021 from 39.55% At or Near Standard to 55.25%.
2. In most areas of ELA, students in fourth grade showed a decline in performance. It is hypothesized that the increase in class size may affect them. The dip in scores is reversed in 5th grade.
3. Writing continues to be an area in need of focus and improvement.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	58	70	82	57	0	79	57	0	79	98.3	0.0	96.3
Grade 4	67	70	75	67	0	73	67	0	73	100	0.0	97.3
Grade 5	57	60	67	57	0	66	57	0	66	100	0.0	98.5
All Grades	182	200	224	181	0	218	181	0	218	99.5	0.0	97.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2377.		2345.	5.26		2.53	24.56		8.86	19.30		21.52	50.88		67.09
Grade 4	2425.		2406.	10.45		5.48	10.45		13.70	28.36		30.14	50.75		50.68
Grade 5	2429.		2429.	1.75		3.03	12.28		1.52	33.33		37.88	52.63		57.58
All Grades	N/A	N/A	N/A	6.08		3.67	15.47		8.26	27.07		29.36	51.38		58.72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.54		3.80	28.07		30.38	54.39		65.82
Grade 4	16.42		8.22	20.90		39.73	62.69		52.05
Grade 5	5.26		3.03	28.07		46.97	66.67		50.00
All Grades	13.26		5.05	25.41		38.53	61.33		56.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.77		1.27	47.37		36.71	43.86		62.03
Grade 4	8.96		4.11	38.81		39.73	52.24		56.16
Grade 5	5.26		1.52	35.09		39.39	59.65		59.09
All Grades	7.73		2.29	40.33		38.53	51.93		59.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.53		3.80	45.61		46.84	43.86		49.37
Grade 4	17.91		6.85	34.33		53.42	47.76		39.73
Grade 5	8.77		1.52	40.35		42.42	50.88		56.06
All Grades	12.71		4.13	39.78		47.71	47.51		48.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. From 2018-2019 to 2021-2022, the percent of students Below Standards increased from 51% to 59%.
2. 2018-2019 38.66% of students were At/Near/Above Standard in Concepts & Procedures.
3. 2018-2019 52.49% of students were At/Near/Above Standard in Communicating Reasoning.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1411.2	1383.1	1384.2	1422.7	1395.3	1401.0	1384.1	1354.4	1344.4	41	28	24
1	1412.2	1408.4	1429.2	1433.8	1416.8	1444.7	1390.2	1399.3	1413.3	32	19	28
2	1468.8	1458.9	1427.1	1473.5	1459.7	1435.1	1463.7	1457.7	1418.5	33	27	21
3	1464.4	1459.3	1470.5	1460.1	1459.3	1470.9	1468.3	1458.9	1469.5	19	34	33
4	1500.0	1487.0	1494.3	1505.9	1491.1	1491.9	1493.7	1482.5	1496.0	26	26	36
5	1505.8	1499.6	1516.4	1498.0	1507.7	1508.6	1513.2	1491.0	1523.4	20	19	22
All Grades										171	153	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.88	3.57	4.17	36.59	17.86	29.17	39.02	50.00	37.50	19.51	28.57	29.17	41	28	24
1	3.13	0.00	0.00	9.38	10.53	28.57	46.88	42.11	42.86	40.63	47.37	28.57	32	19	28
2	6.06	3.70	0.00	36.36	44.44	33.33	48.48	25.93	14.29	9.09	25.93	52.38	33	27	21
3	5.26	0.00	6.06	21.05	26.47	33.33	42.11	55.88	33.33	31.58	17.65	27.27	19	34	33
4	15.38	7.69	8.33	34.62	30.77	38.89	34.62	46.15	38.89	15.38	15.38	13.89	26	26	36
5	10.00	10.53	9.09	35.00	21.05	45.45	35.00	31.58	36.36	20.00	36.84	9.09	20	19	22
All Grades	7.02	3.92	4.88	29.24	26.14	34.76	41.52	43.14	34.76	22.22	26.80	25.61	171	153	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.76	3.57	12.50	41.46	32.14	20.83	26.83	32.14	45.83	21.95	32.14	20.83	41	28	24
1	12.50	0.00	17.86	28.13	26.32	32.14	31.25	36.84	39.29	28.13	36.84	10.71	32	19	28
2	18.18	7.41	9.52	45.45	55.56	28.57	24.24	25.93	28.57	12.12	11.11	33.33	33	27	21
3	10.53	17.65	18.18	36.84	41.18	33.33	10.53	23.53	27.27	42.11	17.65	21.21	19	34	33
4	23.08	23.08	16.67	61.54	53.85	63.89	3.85	7.69	8.33	11.54	15.38	11.11	26	26	36
5	30.00	31.58	31.82	40.00	36.84	54.55	15.00	10.53	9.09	15.00	21.05	4.55	20	19	22
All Grades	16.37	13.73	17.68	42.11	41.83	40.24	20.47	22.88	25.61	21.05	21.57	16.46	171	153	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.88	3.57	0.00	17.07	10.71	8.33	65.85	42.86	50.00	12.20	42.86	41.67	41	28	24
1	0.00	0.00	3.57	9.38	15.79	14.29	25.00	21.05	25.00	65.63	63.16	57.14	32	19	28
2	6.06	3.70	0.00	18.18	40.74	28.57	51.52	25.93	14.29	24.24	29.63	57.14	33	27	21
3	0.00	0.00	0.00	10.53	20.59	24.24	52.63	44.12	33.33	36.84	35.29	42.42	19	34	33
4	0.00	3.85	0.00	19.23	11.54	13.89	50.00	38.46	58.33	30.77	46.15	27.78	26	26	36
5	0.00	0.00	9.09	20.00	5.26	13.64	55.00	42.11	54.55	25.00	52.63	22.73	20	19	22
All Grades	2.34	1.96	1.83	15.79	18.30	17.07	50.29	36.60	40.24	31.58	43.14	40.85	171	153	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.88	10.71	16.67	82.93	60.71	66.67	12.20	28.57	16.67	41	28	24
1	31.25	21.05	32.14	53.13	52.63	60.71	15.63	26.32	7.14	32	19	28
2	33.33	25.93	9.52	54.55	55.56	57.14	12.12	18.52	33.33	33	27	21
3	0.00	20.59	21.21	68.42	61.76	54.55	31.58	17.65	24.24	19	34	33
4	19.23	34.62	33.33	73.08	46.15	50.00	7.69	19.23	16.67	26	26	36
5	5.00	26.32	9.09	70.00	63.16	81.82	25.00	10.53	9.09	20	19	22
All Grades	16.96	22.88	21.95	67.25	56.86	60.37	15.79	20.26	17.68	171	153	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.07	0.00	8.33	53.66	53.57	58.33	29.27	46.43	33.33	41	28	24
1	9.38	0.00	10.71	50.00	47.37	60.71	40.63	52.63	28.57	32	19	28
2	33.33	18.52	19.05	51.52	66.67	47.62	15.15	14.81	33.33	33	27	21
3	26.32	41.18	36.36	42.11	38.24	42.42	31.58	20.59	21.21	19	34	33
4	61.54	40.00	27.78	23.08	48.00	63.89	15.38	12.00	8.33	26	25	36
5	65.00	46.67	54.55	15.00	46.67	40.91	20.00	6.67	4.55	20	15	22
All Grades	32.16	24.32	26.22	42.11	50.00	53.05	25.73	25.68	20.73	171	148	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	85.37	67.86	66.67	14.63	32.14	33.33	41	28	24
1	0.00	0.00	7.14	25.00	36.84	42.86	75.00	63.16	50.00	32	19	28
2	6.06	14.81	9.52	60.61	51.85	33.33	33.33	33.33	57.14	33	27	21
3	0.00	2.94	3.03	26.32	29.41	45.45	73.68	67.65	51.52	19	34	33
4	0.00	3.85	0.00	50.00	30.77	69.44	50.00	65.38	30.56	26	26	36
5	10.00	5.26	18.18	65.00	42.11	54.55	25.00	52.63	27.27	20	19	22
All Grades	2.34	4.58	5.49	54.97	43.14	53.05	42.69	52.29	41.46	171	153	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.95	10.71	12.50	51.22	28.57	41.67	26.83	60.71	45.83	41	28	24
1	0.00	5.26	3.57	50.00	42.11	57.14	50.00	52.63	39.29	32	19	28
2	6.06	11.11	9.52	78.79	51.85	38.10	15.15	37.04	52.38	33	27	21
3	0.00	2.94	3.13	78.95	70.59	65.63	21.05	26.47	31.25	19	34	32
4	11.54	0.00	11.76	65.38	61.54	61.76	23.08	38.46	26.47	26	26	34
5	5.00	0.00	9.09	75.00	57.89	81.82	20.00	42.11	9.09	20	19	22
All Grades	8.77	5.23	8.07	64.33	52.94	58.39	26.90	41.83	33.54	171	153	161

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our students showed modest growth in levels 3 and 4 this year. Our focus on English language development will continue.
2. We need to continue to work on our writing domain for our EL students.
3. Our students show substantial growth in the Speaking domain from K to 5th grade.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
434	82.0	36.4	0.5
Total Number of Students enrolled in Rancho Cordova Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	36.4
Foster Youth	2	0.5
Homeless	31	7.1
Socioeconomically Disadvantaged	356	82.0
Students with Disabilities	68	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	7.4
American Indian		
Asian	12	2.8
Filipino	5	1.2
Hispanic	245	56.5
Two or More Races	39	9.0
Pacific Islander	4	0.9
White	93	21.4

Conclusions based on this data:

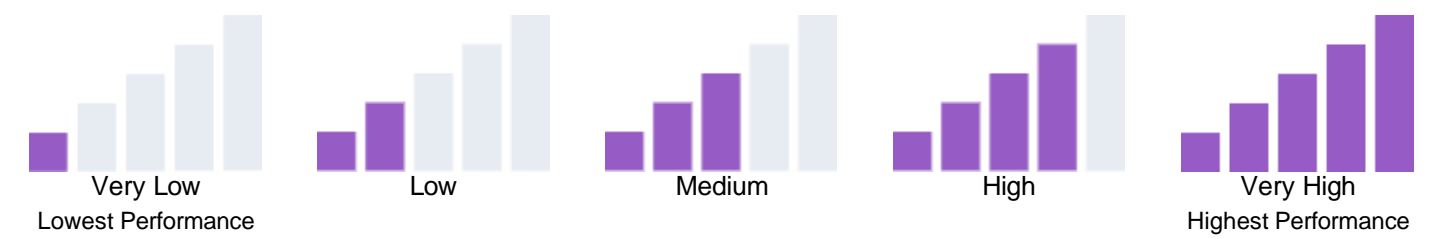
1. Our Latino/Hispanic population makes up the majority of our student population (56.5%). Many of these students are English learners. Therefore, ELL supports using Guided Language Acquisition Development (GLAD), Specially Designed Academic Instruction in English (SDAIE), and ELD targeted support is necessary to increase language proficiency.
2. With 82% of our population falling in the Socioeconomically Disadvantaged category, we must ensure that there are supports in place both academically and social-emotionally for our students and families. Response to Intervention (RtI), Multi-tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS) are implemented to support Tier 1, 2, 3 students in both academics, and behavior.
3. Typically, Rancho Cordova Elementary has a transiency rate of around 40%. This year it has been much lower. High transiency is a challenge that we always have to be prepared for.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Low</div>		

Conclusions based on this data:

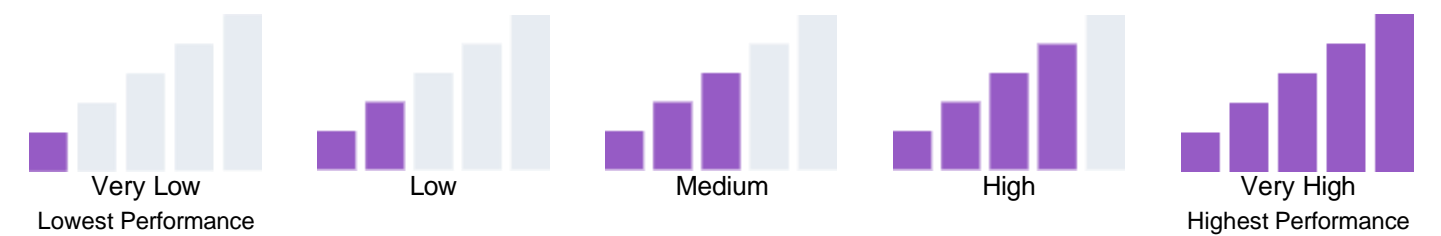
- 2022-2023 eight (8) students were suspended from school.
- RCE is in the low performance level for chronic absenteeism. Attention to attendance initiatives will continue.
- 42.7% of English Learners are making progress toward English language proficiency.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



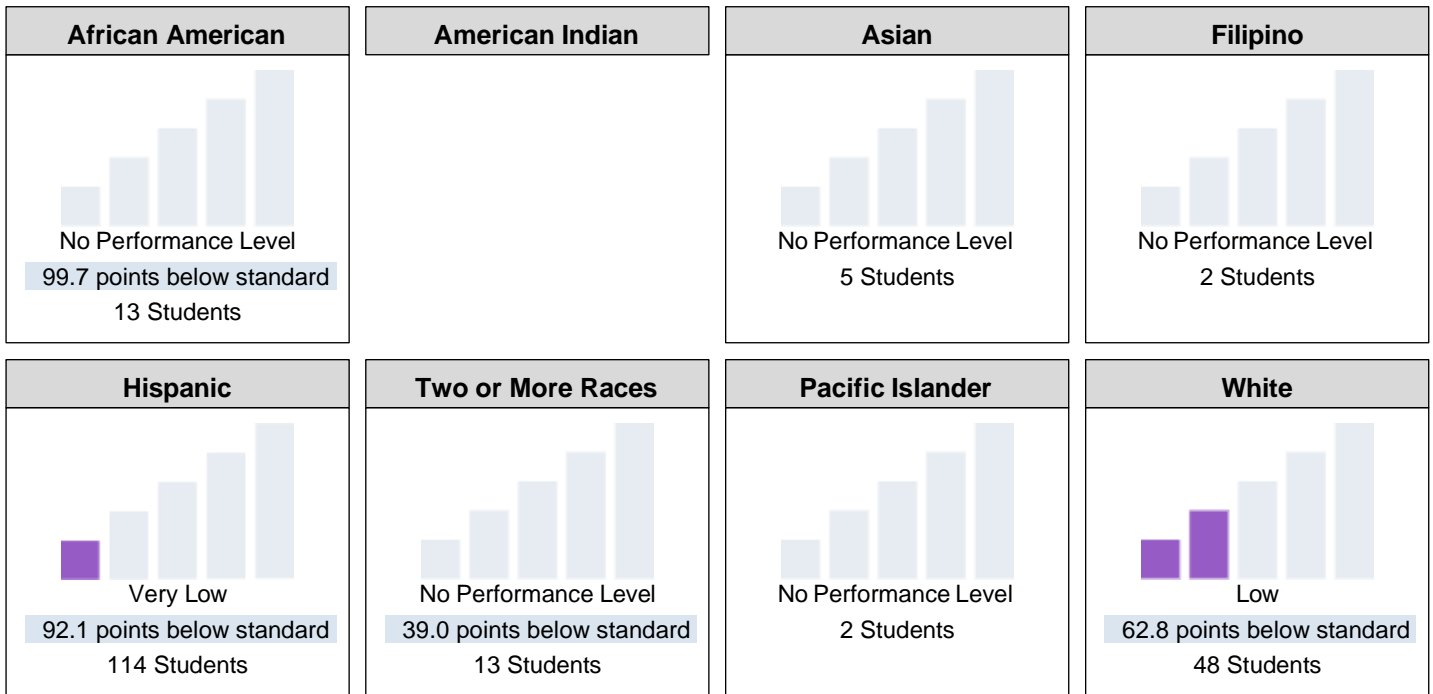
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group					
<div><div>All Students</div><div><p>Very Low</p><p>80.9 points below standard</p><p>201 Students</p></div></div>	<div><div>English Learners</div><div><p>Very Low</p><p>92.8 points below standard</p><p>91 Students</p></div></div>	<div><div>Foster Youth</div><div><p>No Performance Level</p><p>0 Students</p></div></div>	<div><div>Homeless</div><div><p>No Performance Level</p><p>65.0 points below standard</p><p>17 Students</p></div></div>	<div><div>Socioeconomically Disadvantaged</div><div><p>Very Low</p><p>82.2 points below standard</p><p>170 Students</p></div></div>	<div><div>Students with Disabilities</div><div><p>Very Low</p><p>141.1 points below standard</p><p>38 Students</p></div></div>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.6 points below standard 83 Students	8 Students	78.3 points below standard 102 Students

Conclusions based on this data:

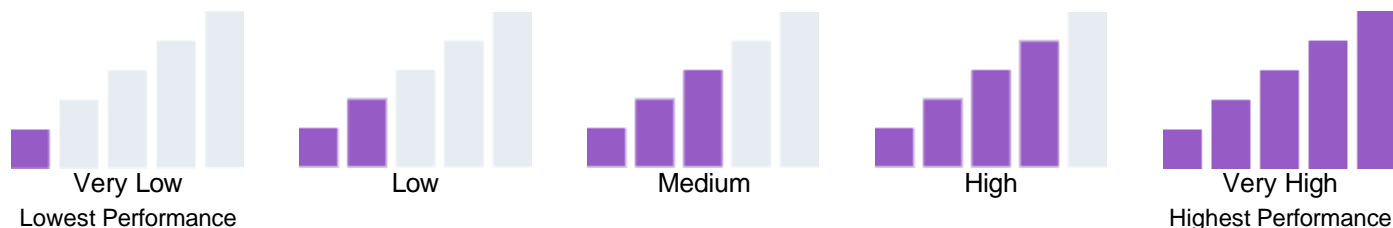
1. Our English Language Arts (ELA) data was low and very low across all demographics. We hypothesize that the disruption caused by school closure partly accounts for this.
2. Our African American population underperformed in ELA. Our work at culturally relevant pedagogy must continue.
3. Our current English Learners performed 23.3 points below our English Only students. Additional resources aimed at improving their performance are planned for next year.

School and Student Performance Data

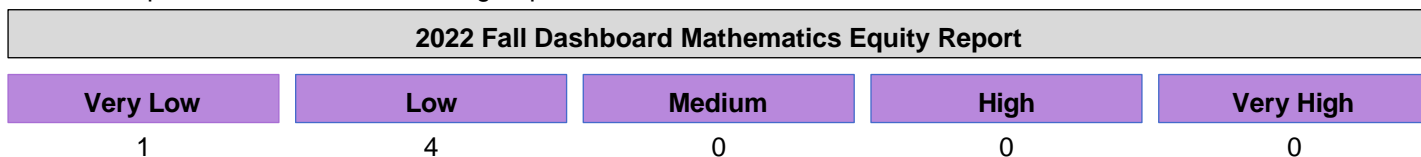
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

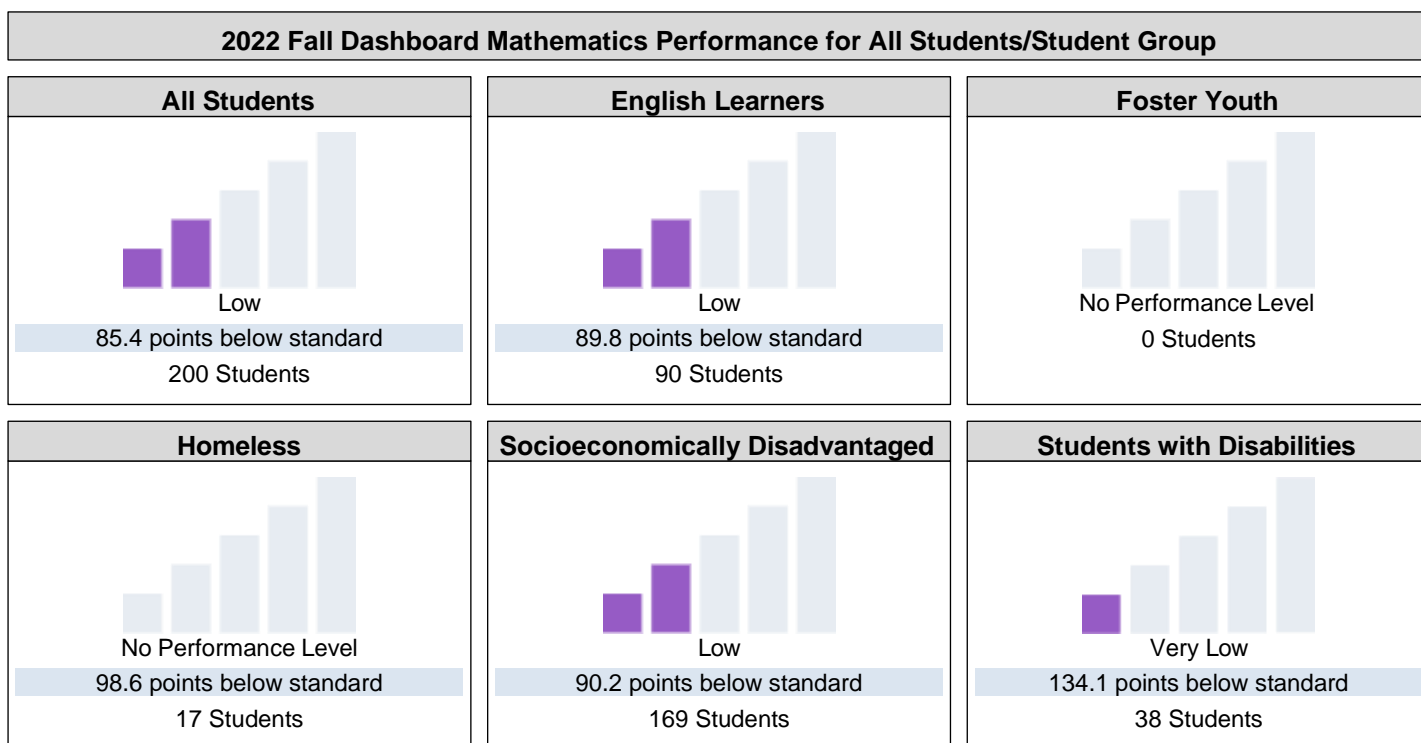
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



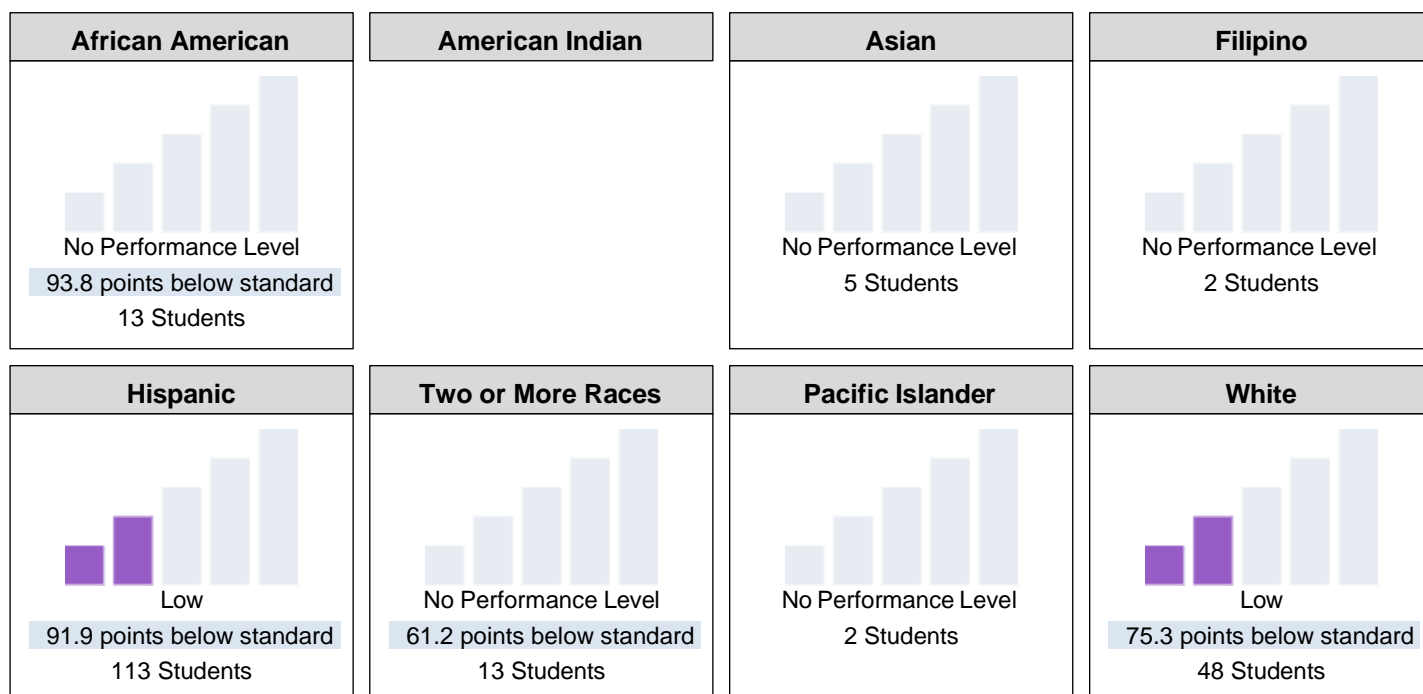
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.4 points below standard 82 Students	8 Students	88.4 points below standard 102 Students

Conclusions based on this data:

- 2022 data shows the majority of our students performing below standard in mathematics.
- EL students performed below their English Only peers by 6 points.
- Homeless students and students with disabilities performed significantly lower than other students at RCE. More support for these students is needed.

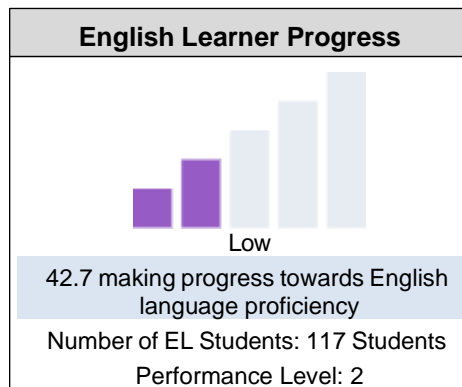
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
20.5%	36.8%	0.0%	42.7%

Conclusions based on this data:

1. In English Language Proficiency Assessments for CA (ELPAC), the majority of our EL learners are in level 2 and 3. GLAD, ELD, and targeted interventions are used to increase English proficiency.
2. For our Level 1 students, extended day has been offered for students K-2 for further SIPPS instruction. Third grade added SIPPS to their instruction this year targeting students that were still not progressing.
3. MTSS has been implemented school wide to address both ELA, and to increase ELL progress. Targeted instruction in ELA (Benchmark, SIPPS, i-Ready, Lexia, Read Naturally) is being used to target Language Arts.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

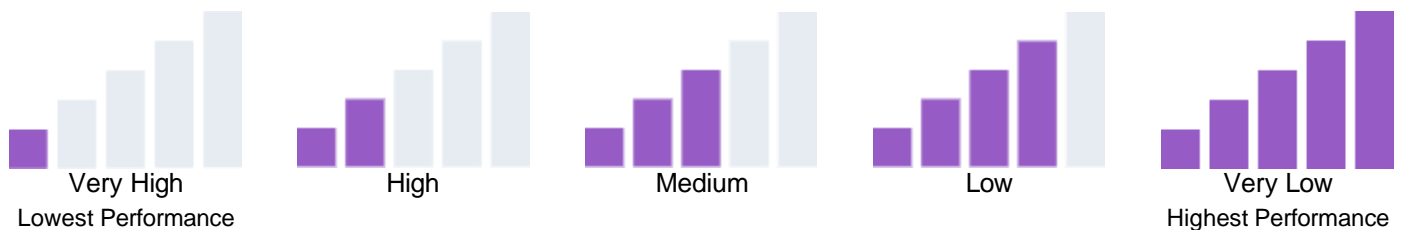
- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

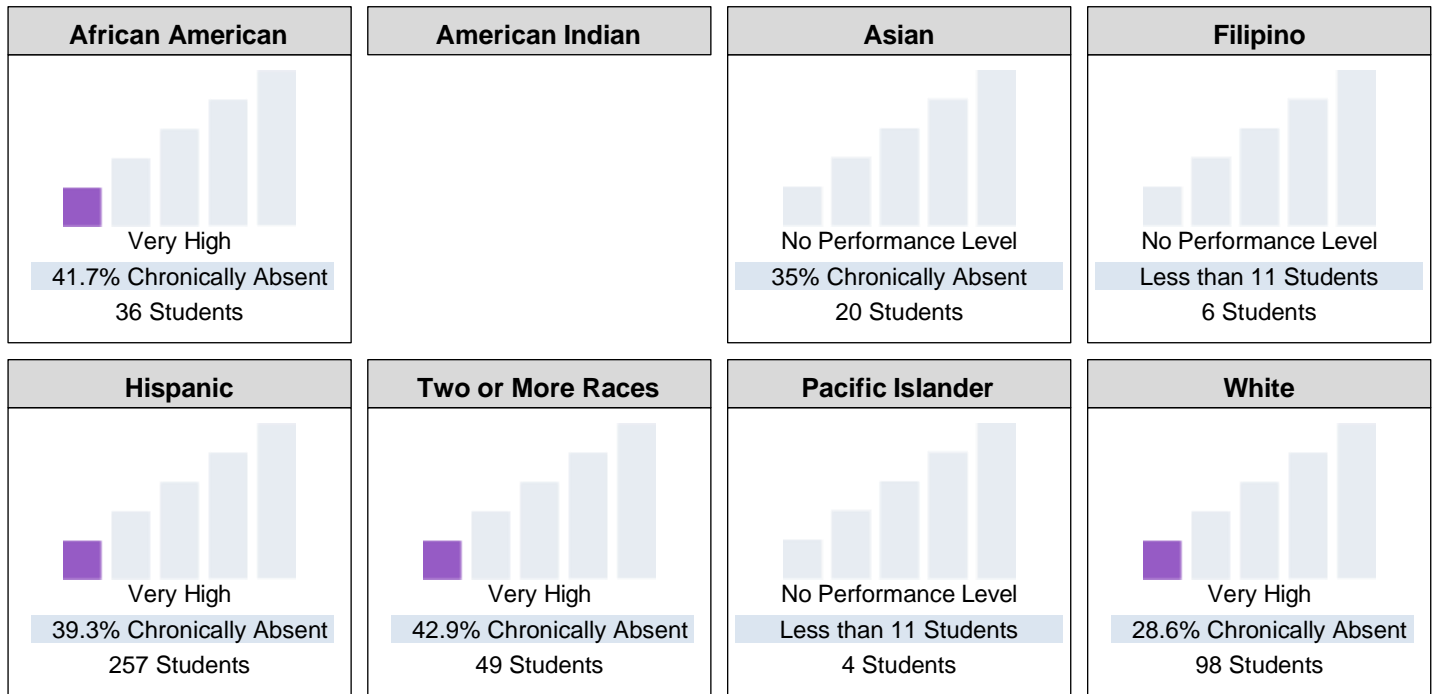
Very High	High	Medium	Low	Very Low
8	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Very High</p> <p>37.9% Chronically Absent</p> <p>470 Students</p>	<p>Very High</p> <p>38.9% Chronically Absent</p> <p>175 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>47.2% Chronically Absent</p> <p>36 Students</p>	<p>Very High</p> <p>41.1% Chronically Absent</p> <p>389 Students</p>	<p>Very High</p> <p>31% Chronically Absent</p> <p>84 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



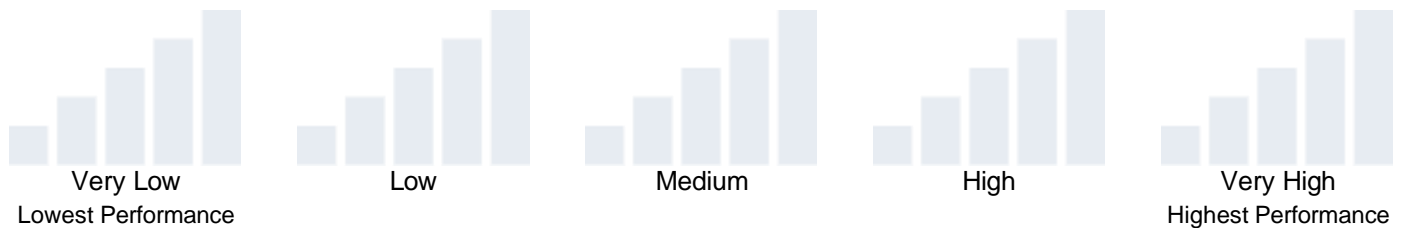
Conclusions based on this data:

1. Attendance is tracked and phone calls and letters are sent home to encourage attendance. For students that are chronically absent School Attendance Review Team (SART), and School Attendance Review Board (SARB) occur in order to ensure students are attending school.
2. Additionally, students with chronic absenteeism received one-on-one support to encourage daily attendance.
3. Monthly recognition for classes with positive percentage of attendance is beginning in September using PBIS incentives throughout the year need to be increased for attendance. The attendance team will help track attendance and support in positive recognition of improved attendance. Administrators and MHS will reach out to families that are continuing to struggle with absenteeism and offer support.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

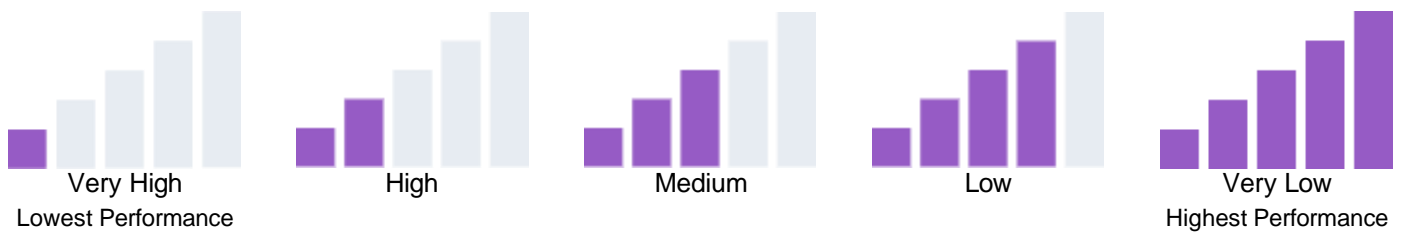
1. All students receive instruction that aligns to California Common Core Standards K-12.
2. As Rancho Cordova Elementary is an elementary school, we do not have data to report on graduation rate.
3. During 2021-2022 school year all of our 5th graders were promoted to 6th grade.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



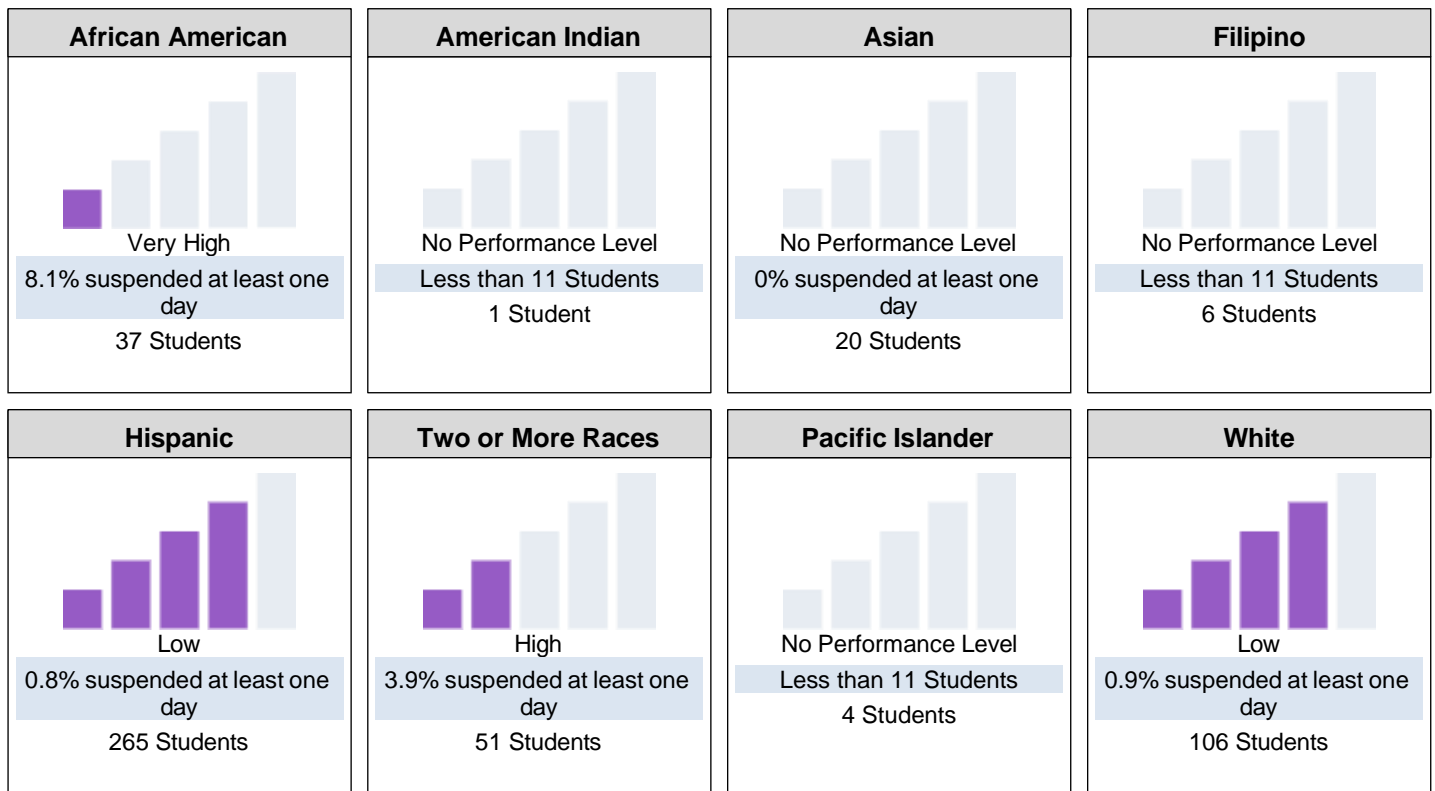
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	2	2	2	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium</p> <p>1.6% suspended at least one day</p> <p>490 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>181 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Medium</p> <p>2.8% suspended at least one day</p> <p>36 Students</p>	<p>Medium</p> <p>1.7% suspended at least one day</p> <p>402 Students</p>	<p>High</p> <p>3.4% suspended at least one day</p> <p>89 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Implementation of School-Wide Information System helped to track behaviors and areas of focus for the PBIS team and for mental health specialist (MHS).
2. Positive Behavior Support Interventions are implemented school-wide to improve positive behavior, teach expectations, reinforce the behavior, and reward students for being safe, respectful, responsible, and kind. Implementation of stronger Tier 1/2/3 PBIS strategies was and will continue to be school-wide focus for the 2023-2024 school year. The result was a decrease in suspensions.
3. Tier 1/2 interventions are implemented for students displaying problematic behavior. Office discipline referrals are given to track data on areas the school needs to address in terms of behavior. RTI, Student Study Team (SST) meetings are held to intervene with students that are continuing to not improve on their behavior. Immediate RTI and SEL strategies contribute to an improvement in most student behaviors. 2022 suspensions were a total of 8. This is less than 1% of the student population.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High Quality Instruction

LEA/LCAP Goal

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

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

1.2 - Maintain schools in good repair

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

1.1 All students will be taught by highly qualified credentialed teachers and have access to a curriculum that supports college and career readiness.

1.2 Williams Act occurs each year. From the findings, work orders are placed, and any findings are fixed.

1.3 All students will have access to grade level curriculum that is aligned to state standards.

1.3 Deepen academic discussions through real-world enrichment experiences that support the adopted curriculum and the Common Core State Standards.

Identified Need

1.1 Support new teachers, new-to-grade level teachers, and teachers who are new to Rancho Cordova Elementary.

1.2 Consistent monthly campus inspections.

1.3 Support all teachers in using the core curriculum with fidelity through professional development and collaboration.

1.3 Continued Professional Development for the instruction of ELL/LI students to increase academic achievement for ALL students.

1.3 Provide enrichment experiences for students that supplement the adopted curriculum and Common Core State Standards and deepen their understanding of core curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 New to a grade level teacher matched with a grade level partner.	1.1 teachers are being hired and assigned to grade levels.	1.2 All new teachers, and teachers new to grade levels, will have a grade level partner and/or team.
1.2 Williamson Audit	1.2 Williams Audit	1.2 Williams Audit report will show Rancho Cordova passing for facilities.
1.2 Monthly facility reports	report/Report findings will be addressed and fixed.	1.2 10/10 monthly facility reports completed
1.3 Grade levels provide enrichment activities.	1.2 0/10 monthly reports completed.	
	1.3 0/6 grade levels engage in student enrichment activities	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		1.3 6/6 grade levels engage in student enrichment 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 Students including our EL/L1 Students and Additional Targeted Support and Improvement (ATSI) Subgroups - African American, Homeless, Students with Disabilities, Two or More Races.

Strategy/Activity

1. Intervention teachers/Instructional Coach. Substitutes for Professional Development (PD) and Every Student by Name (ESBN)
(LCAP 1.1)

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)
22191	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (83.79%)
9059	Title I 3000-3999: Employee Benefits Instructional Coach and Certificated Sub Benefits
1000	Title I 1000-1999: Certificated Personnel Salaries Substitutes for PBIS, PD and ESNB
57198	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (16.21%), Intervention Teacher, Asst. Principal
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher
9337	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits

22423	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Instructional Coach (16.21%), Intervention Teacher, Asst. Principal
8750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Sub for PD, ESNB,
1973	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students especially English language learners

Strategy/Activity

2. Supplemental instructional materials and supplies (e.g., GLAD Materials, EL materials)

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)
1250	Title I 4000-4999: Books And Supplies Books and multicultural supplies
4875	Title I 4000-4999: Books And Supplies Supplemental Instructional and incentive materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students; English Learners, At-Risk students

Strategy/Activity

3. Clerical and Tech support, parent engagement, parent registration, parent outreach, interpreters for parent conferences/IEP's

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)
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	Title I 2000-2999: Classified Personnel Salaries Classified supplemental for interpreter services
	Site Formula Funds 2000-2999: Classified Personnel Salaries Classified supplemental for interpreter services
250	Title I 2000-2999: Classified Personnel Salaries Classified Supplemental OT- Extra Time Classified Clerical /Temp/Hourly
91	Title I 3000-3999: Employee Benefits Classified supplemental for interpreter services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students; EL/L1, homeless, Foster, social economically disadvantaged students

Strategy/Activity

4. Provide additional support for student attendance, health, behavior, language acquisition, and academic achievement

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)
	LCFF - Supplemental None Specified Summer School
	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers
61047	LCFF - Supplemental 2000-2999: Classified Personnel Salaries School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)
26130	LCFF - Supplemental 3000-3999: Employee Benefits School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL/L1

Strategy/Activity

5. Offer additional intervention programs

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)

None Specified
1000-1999: Certificated Personnel Salaries
Provide additional programs and support to LTELs and high need students
Provide additional interventions and services during the school year as student academic needs are determined

None Specified
3000-3999: Employee Benefits

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

Technology Equipment

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)

2007

Source(s)

Title I
4000-4999: Books And Supplies
Technology

Title I
5000-5999: Services And Other Operating
Expenditures

Software license and online services

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve teacher efficacy.

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)

250

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Conferences to support staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students; EL/LI

Strategy/Activity

Experiential learning opportunities (field trips)

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)

2139

Source(s)

Title I
5700-5799: Transfers Of Direct Costs
Transportation

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Assemblies

Annual Review

SPSA Year Reviewed: 2022-23

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 Instructional Coach and Intervention Teachers are integral to providing targeted ELA/ELD support for our students. MTSS is provided to support all students for remediation/interventions. Local assessments show that the interventions were effective for most students. Bilingual Instructional Aides were used to support ELL students in both ELA and Math instruction.

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

There are no intended implementation differences between budgeted expenditures and strategies/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.

There are no foreseen changes being implemented.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning, and outcomes for LCAP student groups (State Priority 3, 5, and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students. Currently, Rancho Cordova Elementary has a 16% chronic absenteeism rate.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

2.1 Decrease chronic absenteeism from 35% to no more than 20%
2.3 Decrease suspension, and expulsion rates, and reduce bullying while creating an increase in school connectedness by implementing PBIS, and Mental Health Specialist (MHS) supports for students and families.
2.5 More parent involvement in ELAC and Parent Teacher Association (PTA) is a focus this year.
2.6 Bring Intel volunteers into Rancho Cordova Elementary to support student learning.
2.7 We will continue to use Blackboard Connect, and letters home to communicate to families.

Identified Need

2.1 Time for the administration to review weekly attendance reports, call parents, and/or perform home visits.
2.1 Increase attendance to 95% from 93.86%
2.1 Implement an attendance and engagement plan for staff, students, and families to encourage positive attendance and frequent communication when students are absent.
2.3 Continue to decrease suspensions.
2.5 More members for ELAC and PTA will better allow for more voices to be heard regarding the programs and needs of Rancho Cordova Elementary School (RCE).
2.6 Increase community partnerships at RCE (Intel, Assistance League, Kiwanis Club). Currently, the Assistance League and Kiwanis Club partnered up with RCE in 2022-2023
2.7 Blackboard Connect was found to be the fastest and more proficient way to communicate with families. Using Blackboard Connect showed 95%-98% of families receiving the messages. Poor phone numbers accounted for not having 100%. Spanish is also used to communicate with families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP, ELPAC, Assessments, Office Discipline	Data collected in CAASP, ELPAC, Renaissance	Increase in ELA/Math performance for all students by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referral (ODR) & suspension data, attendance reports.	Diagnostic, PowerSchool data on suspensions/ODR.	one grade level. ELPAC scores increase from year to year. Reduction in suspensions/ODR's from the previous school year in PowerSchool. With the implementation of PBIS strategies, attendance will increase, and suspensions will decrease using evidence-based practices school-wide.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with a Focus on our Additional Targeted Support and Improvement (ATSI) Subgroups - African American, Homeless, Students with Disabilities, Two or More Races.

Strategy/Activity

1. Academic Instructional Coach; Intervention Teacher

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)
22191	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (83.79%)
9059	Title I 3000-3999: Employee Benefits Instructional Coach and sub Benefits
1000	Title I 1000-1999: Certificated Personnel Salaries Subs for PD, ESNB
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher
9337	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits

57198	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (16.21%), Intervention Teacher, Asst. Principal
8750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for PD, ESNB
22421	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach (16.21%), Intervention Teacher, Asst. Principal
1971	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. Find high quality resources to help train and inform staff. Professional development training for staff to help continue building positive relationships and foster a safe learning environment. In-person PD, if possible. Substitutes for PBIS, PD, PLC training and ESNB.

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)
250	Title I 5000-5999: Services And Other Operating Expenditures Conferences to support staff, students and parents
1250	Title I 4000-4999: Books And Supplies Books other than textbooks, Supplemental Instructional and incentive materials, PBIS
4875	Title I 4000-4999: Books And Supplies Instructional supplies, enrichment materials and PBIS incentives.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL/L1/At-Risk, All Students

Strategy/Activity

3. Extended day interventions and experiential learning (field trips and assemblies)

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)
2138	Title I 5700-5799: Transfers Of Direct Costs Activities fees for field trips, Transportation
	Title I 5800: Professional/Consulting Services And Operating Expenditures Academic and SEL assemblies and speakers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students; EL/LI, Homeless, Foster Youth

Strategy/Activity

4. Provide additional support for student attendance, health, behavior, language acquisition, and academic achievement

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)
61043	LCFF - Supplemental 2000-2999: Classified Personnel Salaries School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)
26129	LCFF - Supplemental 3000-3999: Employee Benefits School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)
250	Title I

	2000-2999: Classified Personnel Salaries IA professional development and translations, extra pay
90	Title I 3000-3999: Employee Benefits IA professional development and translations, extra pay
250	Title I 5900: Communications Postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL/LII/At-Risk

Strategy/Activity

5. Offer additional intervention programs including use of technology

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)

	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTEL's and high need students. Provide additional interventions and services during the school year as student academic needs are determined
	LCFF - Supplemental 3000-3999: Employee Benefits
1003	Title I 4000-4999: Books And Supplies Technology

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6. Supplemental instructional materials and supplies for GLAD, SIPPS, Parent Engagement, Conferences, PBIS, Safety, Healthy Environment.

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)
146	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental material and supplies school wide and in classroom
	Title I 4000-4999: Books And Supplies PBIS Parent Engagement/GLAD Supplies
	Title I 5000-5999: Services And Other Operating Expenditures Professional development
	Title I 4000-4999: Books And Supplies PBIS
1003	Title I 5000-5999: Services And Other Operating Expenditures Software license and & online services

Annual Review

SPSA Year Reviewed: 2022-23

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.

2021-2022-Suspension rates decreased due to better implementation of PBIS and SEL programs. Incentives for attendance help to improve overall attendance. ELAC community had a larger attendance than previous meetings.

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

There are no foreseen differences between intended implementation and strategies/activities to meet the articulated goal.

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.

Continue goal focus to support teaching and learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide students with high quality classroom instruction and access to a broad course of study.

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)

3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.

3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

3.1 More professional development for Benchmark, TCI, Amplify, SIPPS, and Envision are offered throughout the year this upcoming school year. Teachers who are new or need a refresher will be encouraged to attend. Release time for Every Child By Name conferences will be supported by the administration.

3.2 Benchmark ELD program is researched base for improving proficiency for EL learners. ELPAC scores will increase compared to 2019 scores.

3.3 Our newly adopted Amplify will meet the needs of Next Generation Science Standards (NGSS) and provide opportunities for more Science, Technology, Engineering, and Math (STEM) activities.

Identified Need

3.1 RC will highly encourage staff to attend professional development opportunities. The lead teachers will also be invited to develop PD for RCE. Release time can be supported by the site for teachers to attend trainings.

3.2 ELA/ELD is a target of focus for RCE this year as scores declined. RTI strategies tier 1/2 is a focus on staff development.

3.3 The Amplify science curriculum is now aligned with the new NGSS standards for science. Teachers have a curriculum that ensures they are teaching to the standards adopted.

Annual Measurable Outcomes

Metric/Indicator

Teachers attend PD as it is offered based on the need. Lead Teachers working with the administration to develop ELA/Math PD, Inclusion, and PLCs for staff. Virtual and in-person PD.

Baseline/Actual Outcome

The lead teachers are developing PD for ELA/Math, Inclusion, and PLCs.

Expected Outcome

Principal and Assistant Principal will work with lead teachers, and categorical programs to identify virtual PD that is in the areas of: PLCs with a focus on ELA / Math and inclusion.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Instructional/Academic Coach. Substitutes for PBIS, PDs such as PLC training and ESNB.

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)
22191	Title I 1000-1999: Certificated Personnel Salaries Title 1 Instructional Coach (83.79%)
9059	Title I 3000-3999: Employee Benefits Title 1 Instructional/Academic Coach and Substitute benefits
1000	Title I 1000-1999: Certificated Personnel Salaries Substitutes, classified staff, and Teachers
57197	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (16.2%), Intervention Teacher, Asst. Principal
250	Title I 5000-5999: Services And Other Operating Expenditures Professional Development/Conferences
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher
9336	Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits
22421	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach (16.2%), Intervention Teacher, Asst. Principal

8750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Sub for PD, ESNB
1973	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Certificated Sub for PD, ESNB

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. Supplemental instructional books, materials, supplies.

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)
1250	Title I 4000-4999: Books And Supplies Books and multicultural supplies
4875	Title I 4000-4999: Books And Supplies Supplemental and incentive Supplies
2006	Title I 4000-4999: Books And Supplies Technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL/LI/At-Risk

Strategy/Activity

3. Extended day interventions.

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)
	LCFF - Supplemental None Specified

	Summer School
	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4. Offer additional intervention programs, software licensing, conferences, STEM, and field trips.

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)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTELs and high need students. Provide additional interventions and services during the school year as student academic needs are determined
	Title I 5800: Professional/Consulting Services And Operating Expenditures Other Services
	Title I 5000-5999: Services And Other Operating Expenditures Conferences and Professional Development
	Title I 5800: Professional/Consulting Services And Operating Expenditures Interprogram Field trips/assemblies
2138	Title I 5000-5999: Services And Other Operating Expenditures Fieldtrips and transportation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students; EL/LI, Homeless and Foster Youth

Strategy/Activity

5. Provide additional support for student attendance, health, behavior, language acquisition, and academic achievement

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)
61042	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary for School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)
26127	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)
250	Title I 2000-2999: Classified Personnel Salaries Classified Supplemental OT - Extra Time Classified Clerical/Temp/hourly/Interpreter services
90	Title I 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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.

ELA will continue to be more of the focus as our scores declined on the state assessment. Renaissance, Benchmark, and SIPPS will be areas of focus. Support staff and lead teachers will help support these areas during Distance Learning. Common formative assessments will be used

to disaggregate data in order to determine what interventions need to be implemented. Continued PD for effective SIPPS implementation will be a focus for new teacher's grade levels in K-3 in addition to intervention for 4-5. The focus will be on providing intervention in areas of what students need (WIN- What I Need)

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

There are no foreseen major differences between the intended implementation and/or the budgeted expenditures.

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.

Changes can possibly be made as we are in a pandemic. The guidelines are evolving as we experience the results of COVID-19. As new resources and guidance is given, implementation of some of the goals could change.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student progress and educational outcomes will be monitored for success using assessment results.

LEA/LCAP Goal

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

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).

4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

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

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

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

Goal 4

Implementing evidence-based interventions to support students who are not reading at grade level. Access to grade level curriculum that aligns with common core standards is given to ALL students. ELA/ELD is the focus of our MTSS groups at Rancho Cordova. Inclusion with our special education students will increase this year for our moderate autism program. Kindergarten students will be beginning SIPPS instruction no later than January. This can occur sooner if the students have shown mastery of letter names/sounds in the SIPPS program.

Identified Need

4.1 Not all students at RCE were reading at grade level in 1st, 3rd, and 5th grade in 2020.

4.2 Not all students at RCE were meeting grade level standards in math for 1st, 3rd, and 5th grades.

4.3 Comparison of 2019 to 2020 ELPAC will give an indicator of how well we are implementing evidence-based instruction for our ELL learners.

4.4 Access to grade level curriculum and inclusion into the general education classrooms (as appropriate) will give better access to special education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Renaissance SIPPS Common Formative Assessments RTI ESBN	CAASPP review of data at initial staff meeting Renaissance District Assessments are given 3 times a year. SIPPS assessment is done at the start of the year to gather baseline data and form a small group for instruction. Every Student by Name (ESBN) is done 3 times a year	3/3 Renaissance District Assessments given. SIPPS Mastery assessments will be given throughout the year. 3/3 ESNB meetings will occur 9 or more grade-level PLC meetings will occur RTI grade level meetings will begin in September and end in May

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Weekly PLC time to target essential standards and analyze data on common formative assessments Rtl grade level meetings held every 6 weeks for each grade	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Instructional/Academic Coach/Title I/EL/L1 Substitutes for PBIS, PD, ESNB, and conferences. Continued implementation of various interventions.

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)
22191	Title I 1000-1999: Certificated Personnel Salaries Instructional/Academic Coach
9058	Title I 3000-3999: Employee Benefits Employee Benefits for Instructional Coach and Subs
1000	Title I 1000-1999: Certificated Personnel Salaries Subs to release teachers for PD, PBIS and PLC and ESNB
9336	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits
250	Title I 2000-2999: Classified Personnel Salaries Extra hourly for Instructional assistants PD and translations
90	Title I

	3000-3999: Employee Benefits Extra hourly benefits
23816	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher
57197	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (16.21%), Intervention Teacher, Assistant Principal
24393	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach (16.21%), Intervention Teacher, Assistant Principal and certificated subs
8750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for PD, ESNB

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, with an emphasis on EL and LI students

Strategy/Activity

2. Supplies, Glad, Operating expenses, Conferences, and professional and software, consulting services.

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)
4500	Title I 4000-4999: Books And Supplies supplies
250	Title I 5000-5999: Services And Other Operating Expenditures Conference, Student Activity Fees
1250	Title I 4000-4999: Books And Supplies Supplemental materials (books other than textbooks)
	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Support students with supplemental technology resources to meet grade level standards

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)

2006

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Technology Software license and services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4. Experiential learning (field trips and assemblies)

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)

2138

Source(s)

Title I
5700-5799: Transfers Of Direct Costs
Transportation

375

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Assemblies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students; EL/LI, Homeless, Foster Youth

Strategy/Activity

5. Provide additional support for student attendance, health, behavior, language acquisition, and academic achievement

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)
61042	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary for School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)
26126	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for School clerk (.25); BIA (1.995), Health Asst (.125), Parent coordinator (.25), Behavior Specialist (1.0), Behavior support aide (.375), Paraeducator - 3 positions (.4375)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Professional development using the district lead teachers, and virtual PD for Rancho Cordova Elementary (RCE) is a new goal this year. PLC time will be given throughout the year for teachers to analyze data from common formative assessments in order to target areas of need. ESNB and Rtl meetings will continue through the year to adjust groups for intervention and remediation. ELA is the focus this year in our MTSS groups. Every 6 weeks data will be analyzed (SIPPS, i-Ready, Benchmark) to determine interventions. An increase in the inclusion of our special education students (as appropriate) will be another area of focus for our school site.

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

The targeted focus is on ELA/ELD instruction. There are no foreseen differences between intended and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals.

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

The above metrics will be used to target our ELA/ELD instruction. District assessments and evidence-based interventions will be utilized to achieve our goals.

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	\$1,015,498.00

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	\$172,688.00

Subtotal of additional federal funds included for this school: \$172,688.00

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 (\$)
LCFF - Supplemental	\$710,197.00
Learning Recovery	\$132,613.00

Subtotal of state or local funds included for this school: \$842,810.00

Total of federal, state, and/or local funds for this school: \$1,015,498.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	172,688	0.00
LCFF - Supplemental	710,197	0.00
Learning Recovery	132,613	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	710,197.00
Learning Recovery	132,613.00
Title I	172,688.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	451,821.00
2000-2999: Classified Personnel Salaries	245,174.00
3000-3999: Employee Benefits	276,029.00
4000-4999: Books And Supplies	27,280.00
5000-5999: Services And Other Operating Expenditures	8,154.00
5700-5799: Transfers Of Direct Costs	6,415.00
5800: Professional/Consulting Services And Operating Expenditures	375.00
5900: Communications	250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	263,790.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	244,174.00
3000-3999: Employee Benefits	LCFF - Supplemental	202,087.00
4000-4999: Books And Supplies	LCFF - Supplemental	146.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,267.00
3000-3999: Employee Benefits	Learning Recovery	37,346.00
1000-1999: Certificated Personnel Salaries	Title I	92,764.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	36,596.00
4000-4999: Books And Supplies	Title I	27,134.00
5000-5999: Services And Other Operating Expenditures	Title I	8,154.00
5700-5799: Transfers Of Direct Costs	Title I	6,415.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	375.00
5900: Communications	Title I	250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	253,787.00
Goal 2	254,171.00
Goal 3	253,772.00
Goal 4	253,768.00

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
- 0 Secondary Students

Name of Members	Role
Anna Chitwood	Principal
Janell Marton	Classroom Teacher
Mary Jo Novak	Classroom Teacher
Helena Burns	Classroom Teacher
Lea Hernandez	Parent or Community Member
Jessica Hutchinson	Parent or Community Member
Paras Makwana	Parent or Community Member
Victoria Goulet	Other School Staff
Madelaine Sanderson	Parent or Community Member
Lori Gillespie	Parent or Community Member

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
Anna Chitwood	Principal
Helena Burns	Classroom Teacher
Josefina Marcos	Parent or Community Member
Veronica Berber	Parent or Community Member
Parent Coordinator -Krysia del Valle Martinez	Other School Staff
Carmelita Goldsby- Assistant Principal	Other School Staff

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



Other: School Site Council

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.

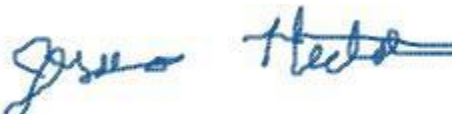
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/23/2023.

Attested:



Principal, Anna Chitwood on 5/23/2023



SSC Chairperson, Jessica Hutchinson on 5/23/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

SSC MEETING- SIGN-IN 5/23/2023 RANCH CORDOVA ELEMENTARY				
Timestamp	Email Address	Date	Last name, first name	Role
5/23/2023 15:06:27	akchitwood@fcusd.org	5/23/2023	Anna	Staff
5/23/2023 15:06:28	vgoulet@fcusd.org	5/23/2023	Goulet, Victoria	Staff
5/23/2023 15:06:45	jhutchin@fcusd.org	5/23/2023	Hutchinson, Jessica	Parent
5/23/2023 15:42:08	hburns@fcusd.org	5/23/2023	Burns, Helena	Staff
5/23/2023 15:42:12	mnovak@fcusd.org	11/8/2022	Novak, Mary Jo	Staff

Meeting Minutes:

5-23-2023

Meeting began at: 3:07pm

In attendance: Anna Chitwood (Principal), Janell Marton (Teacher-Secretary), Mary Jo Novak (Teacher), Jessica Hutichinson (Parent-Chairperson), Tori Goulet (Classified Staff) and Helena Burns (teacher) virtual

Not in attendance: Lori Gillespie (Parent), Lea Hernandez (Parent), and Paras Makwana (Parent)

Meeting Notes
Agenda: Agenda for today's meeting was reviewed
Approval of minutes: Minutes from 4-11-2023 were reviewed and approved by Janell Marton and seconded by Tori Goulet and all in attendance said I. Minutes approved.
Budget/SPSA Reviewed and Approved: A copy of the draft SPSA was shared with all members prior to the meeting. During the meeting, Anna reviewed the budget along with the goals that aligned with the different budget items. A power presentation was included that provided links to the various spreadsheets and a copy of the DRAFT SPSA. The breakdown of the budget that aligned with the various goals and action items were shared. We see the summary of the Budget. Title 1 funds, supplemental funds are listed. We spoke about the budget for positions of teachers and aides on campus. Anna explained how each person's position is funded by the budget. The committee voted to approve the SPSA as is. Jessica Hutchinson motions to approve first and then Helena Burns Second. All in attendance said "I".
SSC for 2023-2024 Discussed how we needed to bring in new parents since two parents on this year's committee were not consistently attending. Helena Burns (Teacher), Tori Goulet (Classified), Janell Marton (Teacher) and Jessica Hutchinson (Parent) all have stated that they would return to the SSC next year for their second year. We will need to hold an election for a few more SSC members.
Meeting adjourned at: 3:39pm

Date: 2-28-2023

Time Meeting started: 8:20 AM

Time Meeting Adjourned: 9:30 AM

Introductions: Anna Chitwood, Krysia Delvalle, Josefina Marcos, Veronica Berber, Sulma Navarijo, Mr. Vaile

Minutes: Approval of 1-17-2023 minutes were made by Veronica Berber and Sulma Navarijo seconded

DELAC Meeting Update: The presentation was mainly regarding LCAP data walks, District is doing better performance wise than surrounding districts. The subgroups had needs that still need to be met. The struggles are with academics, behavior and attendance. EL scores actually went down.

CAASPP Schedule: The updated schedule was shared by Helena Burns. The importance of attendance and a good night's breakfast was shared. Shared that students have an opportunity to share what they have learned and that parents should encourage best effort. First day of testing is on April 13th. We stressed the importance of attendance during the testing blocks.

ELPAC Update: Grades 3-5 reading, writing and listening domains were completed by the intervention team. Now the district testers are on site to test grades K-2 and to complete the speaking domain for grades 3-5. This is going to take some time.

Importance of Attendance: We have a high number of students not attending or coming in late. Even coming late, a student can miss minutes which adds up to lost instruction. For example, if a student misses one day, it actually adds up to 2 days missed when they spend their time making up for what is missed. Went over excused absences versus unexcused.

SPSA and Budget Feedback for 2023-2024: Tentative budget for Title I and Supplemental was shared by the administrator. SWIS data was shared around student behavior. Attendants agreed to the idea of looking into opening a position for a behaviorist using supplemental funds. Attendants also agreed to the intervention position using Title I funds. Admin shared that we currently have 3 BIAs but that next year, it would be increased to 4 to support our EL students. They also agreed to bringing in additional para-educators to support students and additional yard supervisor. Josefina Marcos motioned to approve plans for the SPSA and Veronica Berber second the motion.

***Next meeting to be 3/24/2023 at 8:15 am in the library**

Timestamp	Email Address	Select today's date. Seleccione la fecha de hoy.	Name Nombre	How many of your children attend Rancho Cordova Elementary? ¿Cuántos de sus hijos asisten a la escuela primaria Rancho Cordova?	What language(s) do you speak at home? ¿Qué idioma(s) hablas en casa?	Would you like a copy of the presentation emailed to you? ¿Le gustaría recibir una copia de la presentación de hoy por correo electrónico?	Role
RCE's ELAC Meetings-Sign-ins 2022-2023							
1/17/2023 15:02:39	hburns@fcusd.org	1/17/2023	Helena Burns			no	Staff
1/17/2023 15:04:35	berberveronica275@gmail.com	1/17/2023	Veronica	2	Inglés / Español	yes/sí	Parent
1/17/2023 15:05:52	kdelvallemartinez@fcusd.org	1/17/2023	Krysia Del Valle		English, Spanish	yes/sí	Staff
1/17/2023 15:07:08	jjoelteresa74@gmail.com	1/17/2023	Josefina Marcos	1	Spanish	yes/sí	Parent
1/17/2023 15:08:55	1978@gmail.com	1/17/2023	Gloria Lopez	1	Spanish	yes/sí	Parent
1/17/2023 15:21:35	mpch31@yahoo.com	1/17/2023	Alberto Valle	1	Spanish and a Little english	yes/sí	Parent
2/28/2023 8:32:12	teresa74@gmail.com	2/28/2023	Teresa	1	Spanish	yes/sí	Parent
2/28/2023 8:32:22	hburns@fcusd.org	2/28/2023	Helena Burns		English	no	Staff
2/28/2023 8:32:59	akchitwood@fcusd.org	2/28/2023	Anna Chitwood				Staff
2/28/2023 8:33:45	kdelvallemartinez@fcusd.org	2/28/2023	Krysia Del Valle		English/Spanish	yes/sí	Parent
2/28/2023 8:33:59	sulmanavarijo1999@gmail.com	2/28/2023	Sulma navarijo	1	Espanol	yes/sí	Parent
2/28/2023 8:52:08	mpch31@yahoo.com	2/28/2023	Alberto Valle	1	Spanish and a little english	yes/sí	Parent
3/24/2023 8:39:33	hburns@fcusd.org	3/24/2023	Helena Burns			no	Staff
3/24/2023 8:41:11	kdelvallemartinez@fcusd.org	3/24/2023	Krysia Del Valle		Spanish- English	yes/sí	Staff

Rancho Cordova Elementary

ELAC- English Language Advisory Committee



2/28/2023 @ 8:20 AM
Location: Multi-Purpose Room

Presenter	Agenda Items
Anna Chitwood, Principal	Introduction
Anna Chitwood, Principal	Approval of Minutes (1/17/2023)
Parent/Staff Representatives: Veronica Berber Josefina Marcos Helena Burns	Update on DELAC Meeting (2/14/2023)
Helena Burns	CAASPP Testing Schedule
Anna Chitwood, Principal	Importance of Attendance
Anna Chitwood, Principal	Feedback for SPSA and Budget 2023-2024

Upcoming Meetings	
RCE's ELAC Meetings (Library) (Upcoming meetings have been changed to Friday mornings)	DELAC Meetings (District) Parent Representatives: Veronica Lara Berber & Josefina Marcos
3/24 @ 8:20 AM	Tuesday, March 14 @ 4 PM
5/12 @ 8:20 AM	Tuesday, May 2 @ 4PM



Rancho Cordova Elementary School Site Council Meeting Agenda May 23, 2023 @ 3PM



Location: Conference Room (TEAMS-Optional)

Join on your computer, mobile app or room device.

[Click here to join the meeting](#)

Meeting ID: 213 775 142 331

Passcode: KUKTW7

[Download Teams](#) | [Join on the web.](#)

SSC Members	Elected	Role
Anna Chitwood		Principal
Tori Goulet	8/2022	Classified Staff
Mary Jo Novak	8/2022	Teacher
Janell Marton	8/2022	Teacher (Secretary)
Helen Burns	8/2022	Teacher
Jessica Hutchinson	8/2022	Parent (President)
Madelaine Sanderson	8/2022	Parent (Vice-President)
Lea Colwell Hernandez	8/2022	Parent
Lori Gillespie	8/2022	Parent
Paras Makwana	9/2022	EL Parent

Agenda Items
Approve minutes from 4/11/2022
Budget/SPSA- Review and approve SPSA

Upcoming SSC Meetings

TBD