



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rancho Cordova Elementary School	34673306033229	May 7, 2025	August 14, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by Rancho Cordova Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Title I School.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Rancho Cordova Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Title I School.

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 and designated English Language Development (ELD) 3-4 times a week. Students far below standards will also receive WIN time (What I Need) in small groups 3-4 times a week with the intervention teachers. We will continue to use evidence-based interventions for students not meeting standards. Our goal will be to follow all of Every Student Succeeds Act (ESSA) requirements to ensure student success. Two intervention teachers will support our students through MTSS, an ELD intervention teacher, 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.

School & Community Profile

Rancho Cordova School has a student body enrollment of 407 kindergarten through fifth-grade students, representing the diverse cultural backgrounds of the Rancho Cordova community. About 34% of our student body are English Language Learners (ELL). The school's largest ethnic group is Hispanic/Latino, with 58% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include Whites at 16%, African Americans at 6%, and others at 20%. 78% percent of our students are socioeconomically disadvantaged and 80% of unduplicated students.

The school campus houses a library, multipurpose room, three playgrounds with updated equipment, and 22 classrooms. Additionally, Rancho Cordova has a state preschool, two classes for students with moderate learning disabilities, and one class for students with intense learning disabilities. Rancho Cordova Elementary teams with a state program, After School Education Safety (ASES), to be able to offer an after-school program to support students on campus until 6:00 pm Monday-Friday.

The academic program at Rancho Cordova Elementary School stresses the importance of every child mastering grade level anchor standards. Student progress is continually monitored with Every Child by Name (ECBN) meetings when staff group students to target individual student needs. Building reading skills and proficiency in mathematics is our top priority. Support for students goes way beyond the core classroom experience. A coordinated effort between teachers, a Title 1 Instructional Coach, 1 Intervention Specialist, 1 MTSS Specialist, 1 ELD Intervention specialist, bilingual instructional assistants, General Ed Paras, the assistant principal, and the school principal is aimed at success for all students. All students receive Multi-tiered Systems of Support (MTSS) for both academics and Social-Emotional learning. We also have a full time Mental Health Specialist (MHS) and a full time Behavior Specialist (BS).

Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district adopted materials. We have Chromebooks for students to use in the classroom and are currently at a 1:1 ratio for grades 3-5.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Association (PTA) is growing, providing many activities and events for Rancho Cordova students and families. Our school webpage keeps parents informed about schedules, events, and activities happening at school. Frequent communication, monthly calendars, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

Rancho Cordova School has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

Educational Partner Involvement

How, when, and with whom did Rancho Cordova Elementary 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 on January 8, 2025, with the English Language Advisory Committee (ELAC) and on January 21st with our School Site Council (SSC). The SSC reviewed the plan again and voted on it on May 7, 2025.

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

Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

We are not an ATSI school for 2025-2026. However, we are closely monitoring our students since we are in red for multiple areas.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Our 2024 California School Dashboard indicates Rancho Cordova Elementary was in the "orange" performance category for mathematics. In order to support students who are still struggling in math, we will provide additional intervention during "W.I.N." time (What I Need). Students will receive small group or 1:1 support 3-4 times a week with an intervention teacher who is focusing on math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Our 2024 California School Dashboard indicates that our EL students were in the red for English learner progress. We have added an ELD intervention teacher who will support the level one students and newcomers. The classroom teachers will also provide designated ELD instruction to students at their instructional level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Rancho Cordova School provides professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they benefit from culturally responsive tier 1 instruction and interventions.

Our district has committed to ongoing PD in Behavior Rtl to create a restorative and instructional response to student behavior. Other school climate PD our staff have received include (creating welcoming schools, increasing family engagement, trauma informed schools, Responsive Classrooms...) FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making and we teach all students these specific skills through tier 1 instruction using the Second Step/Base Education curriculum.

We strive to fully implement all features of the Positive Behavior Interventions and Supports (PBIS) fidelity inventories as evidenced by 89 of students receiving 0-1 office disciplinary referral (ODR), 8% of students receiving 2-5 ODRs, and 3% receiving 6+ ODRs. The number of students receiving 0-1 ODR is 1% lower than expected, and the number receiving 6+ ODRs is 2% less than expected.

Teachers provide second step curriculum to all their students that supports positive behavior and Social Emotional Learning (SEL). We also provide lessons on Positive Behavior Intervention and Supports (PBIS). This year our Mental Health Specialist (MHS) provided students with 1:1 counseling as well as small group support based on teacher referrals. In addition, our MHSs as well as our new Behavior Support Specialist (BSS) provided workshops and academies to support students who were receive multiple ODRs.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rancho Cordova Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.25%	0	0	1
African American	7.37%	7.57%	5.97%	32	32	24
Asian	2.76%	4.26%	4.48%	12	18	18
Filipino	1.15%	1.42%	1.00%	5	6	4
Hispanic/Latino	56.45%	56.97%	58.46%	245	241	235
Pacific Islander	0.92%	1.42%	1.24%	4	6	5
White	21.43%	17.97%	16.42%	93	76	66
Multiple/No Response	8.99%	10.17%	12.19%	39	43	49
Total Enrollment				434	423	402

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	69	60
Grade 1	79	73	59
Grade 2	59	83	73
Grade3	78	51	77
Grade 4	75	74	63
Grade 5	69	73	70
Total Enrollment	434	423	402

Conclusions based on this data:

1. Rancho Cordova Elementary enrollment has dropped slightly the 2022-2023 enrollment was at 423. This enrollment number does not include preschool. At the end of 2025, the enrollment was approximately 407.
2. Additional support has increased to support behavior and Social Emotional Learning (SEL). We now have a full time Mental Health Specialist (MHS), a Behavior Specialist and part time Behavior Specialist Aide.
3. Extra general education instructional assistants were added to help support student academics and behavior.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	158	156	136	35.3%	36.4%	33.8%
Fluent English Proficient (FEP)	23	14	20	7.0%	5.3%	5.0%
Reclassified Fluent English Proficient (RFEP)	0	5		2.7%	0%	

Conclusions based on this data:

1. The number of overall English Learners has been pretty consistent over the last couple of years. With 2024-2025 being at 34%.
2. 74% of our English Learners speak Spanish at home. Russian is the second most frequent home language but accounts for only 8%.
3. Additional interventions in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), University of Florida Literacy Institute Foundations Toolbox (UFLI), ELD instruction, Renaissance, Lexia, Read Naturally, and MTSS also have contributed to the success of more students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	54	72	80	54	69	80	54	69	97.6	100.0	95.8
Grade 4	75	70	71	73	67	67	73	67	67	97.3	95.7	94.4
Grade 5	67	73	73	66	72	71	66	72	71	98.5	98.6	97.3
All Grades	224	197	216	219	193	207	219	193	207	97.8	98.0	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2333.	2381.	2341.	3.75	14.81	1.45	11.25	12.96	14.49	17.50	27.78	26.09	67.50	44.44	57.97
Grade 4	2393.	2388.	2410.	8.22	2.99	13.43	13.70	19.40	17.91	19.18	13.43	17.91	58.90	64.18	50.75
Grade 5	2432.	2433.	2420.	3.03	9.72	4.23	18.18	19.44	9.86	24.24	15.28	28.17	54.55	55.56	57.75
All Grades	N/A	N/A	N/A	5.02	8.81	6.28	14.16	17.62	14.01	20.09	18.13	24.15	60.73	55.44	55.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.25	14.81	1.45	53.75	55.56	57.97	45.00	29.63	40.58
Grade 4	8.22	7.46	8.96	49.32	53.73	65.67	42.47	38.81	25.37
Grade 5	6.06	11.11	7.04	63.64	54.17	54.93	30.30	34.72	38.03
All Grades	5.02	10.88	5.80	55.25	54.40	59.42	39.73	34.72	34.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.50	5.56	1.45	32.50	50.00	46.38	65.00	44.44	52.17
Grade 4	2.74	1.49	5.97	50.68	46.27	47.76	46.58	52.24	46.27
Grade 5	6.06	8.33	2.82	42.42	40.28	35.21	51.52	51.39	61.97
All Grades	3.65	5.18	3.38	41.55	45.08	43.00	54.79	49.74	53.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.75	3.70	4.35	67.50	77.78	69.57	28.75	18.52	26.09
Grade 4	5.48	7.46	8.96	65.75	68.66	67.16	28.77	23.88	23.88
Grade 5	7.58	2.78	8.45	69.70	65.28	70.42	22.73	31.94	21.13
All Grades	5.48	4.66	7.25	67.58	69.95	69.08	26.94	25.39	23.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	14.81	1.45	53.75	57.41	53.62	41.25	27.78	44.93
Grade 4	5.48	7.46	14.93	64.38	55.22	47.76	30.14	37.31	37.31
Grade 5	1.52	11.11	7.04	62.12	55.56	54.93	36.36	33.33	38.03
All Grades	4.11	10.88	7.73	59.82	55.96	52.17	36.07	33.16	40.10

Conclusions based on this data:

1. In 2023-2024, we tested 94.4% of 4th grade students which is below the goal of 95% although 95.8% of all 3rd-5th grade students were tested.
2. Year to year data between 2022-2023 and 2023-2024 show scores increasing in one grade level and decreasing in two grade levels. Fourth grade scores increased from 22.39% to 31.34% of students meeting/exceeding standards. Scores decreased in 3rd grade from 27.77% to 15.94%, and in 5th grade from 29.16% to 14.09% of students meeting/exceeding standards. In addition, student cohort data show scores increasing from 27.77% in 3rd grade 2022-2023 to 31.34% in 4th grade 2023-2024 of students meeting/exceeding standards.
3. Performance on the reading and listening standards continue to be our areas of strength. In 2023-2024, 65.22% of students scored above and at/near standard in reading and 76.33% in listening. Writing is our area of growth with 46.38% of students scoring above and at/near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	54	72	79	54	71	79	54	71	96.3	100.0	98.6
Grade 4	75	70	71	73	67	71	73	67	71	97.3	95.7	100
Grade 5	67	73	73	66	72	71	66	72	71	98.5	98.6	97.3
All Grades	224	197	216	218	193	213	218	193	213	97.3	98.0	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2345.	2384.	2361.	2.53	7.41	1.41	8.86	16.67	14.08	21.52	29.63	30.99	67.09	46.30	53.52
Grade 4	2406.	2393.	2414.	5.48	2.99	1.41	13.70	5.97	19.72	30.14	28.36	32.39	50.68	62.69	46.48
Grade 5	2429.	2422.	2403.	3.03	5.56	0.00	1.52	6.94	7.04	37.88	19.44	14.08	57.58	68.06	78.87
All Grades	N/A	N/A	N/A	3.67	5.18	0.94	8.26	9.33	13.62	29.36	25.39	25.82	58.72	60.10	59.62

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.27	11.11	1.41	36.71	44.44	47.89	62.03	44.44	50.70
Grade 4	4.11	2.99	0.00	39.73	29.85	53.52	56.16	67.16	46.48
Grade 5	1.52	4.17	1.41	39.39	33.33	29.58	59.09	62.50	69.01
All Grades	2.29	5.70	0.94	38.53	35.23	43.66	59.17	59.07	55.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.80	9.26	4.23	46.84	64.81	57.75	49.37	25.93	38.03
Grade 4	6.85	4.48	4.23	53.42	53.73	53.52	39.73	41.79	42.25
Grade 5	1.52	1.39	1.41	42.42	48.61	45.07	56.06	50.00	53.52
All Grades	4.13	4.66	3.29	47.71	54.92	52.11	48.17	40.41	44.60

Conclusions based on this data:

1. Year to year data between 2022-2023 and 2023-2024 show overall stagnant scores from 14.51% to 14.56% of students meeting/exceeding standards with scores increasing in one grade level, and decreasing in two grade levels. Fourth grade scores increased from 8.96% to 21.13% of students meeting/exceeding standards. Scores decreased in 3rd grade from 24.08% to 15.49%, and in 5th grade from 12.5% to 7.04% of students meeting/exceeding standards.
2. Student performance on the problem solving and modeling/data analysis standards improved from 40.93% in 2022-2023 to 44.6% in 2023-2024 scoring above and at/near standard.
3. Student performance on the communicating reasoning standards declined from 59.58% in 2022-2023 to 55.4% in 2023-2024 scoring above and at/near standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1384.2	1415.5	1393.8	1401.0	1423.5	1405.9	1344.4	1396.5	1365.1	24	21	24
1	1429.2	1428.2	1398.4	1444.7	1451.4	1400.3	1413.3	1404.3	1395.9	28	21	26
2	1427.1	1479.6	1444.8	1435.1	1485.8	1439.8	1418.5	1472.9	1449.1	21	30	25
3	1470.5	1471.9	1475.3	1470.9	1468.8	1478.3	1469.5	1474.8	1471.6	33	17	27
4	1494.3	1503.1	1477.9	1491.9	1502.4	1469.9	1496.0	1503.2	1485.3	36	28	21
5	1516.4	1531.4	1501.3	1508.6	1525.6	1495.7	1523.4	1536.7	1506.6	22	31	22
All Grades										164	148	145

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	14.29	0.00	29.17	38.10	37.50	37.50	28.57	41.67	29.17	19.05	20.83	24	21	24
1	0.00	0.00	0.00	28.57	28.57	15.38	42.86	52.38	38.46	28.57	19.05	46.15	28	21	26
2	0.00	10.00	4.00	33.33	50.00	32.00	14.29	26.67	36.00	52.38	13.33	28.00	21	30	25
3	6.06	11.76	11.11	33.33	29.41	22.22	33.33	29.41	51.85	27.27	29.41	14.81	33	17	27
4	8.33	25.00	4.76	38.89	21.43	42.86	38.89	32.14	14.29	13.89	21.43	38.10	36	28	21
5	9.09	22.58	9.09	45.45	45.16	31.82	36.36	19.35	31.82	9.09	12.90	27.27	22	31	22
All Grades	4.88	14.86	4.83	34.76	36.49	29.66	34.76	30.41	36.55	25.61	18.24	28.97	164	148	145

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	4.76	4.17	20.83	42.86	37.50	45.83	33.33	37.50	20.83	19.05	20.83	24	21	24
1	17.86	9.52	0.00	32.14	42.86	30.77	39.29	38.10	42.31	10.71	9.52	26.92	28	21	26
2	9.52	30.00	8.00	28.57	46.67	40.00	28.57	16.67	28.00	33.33	6.67	24.00	21	30	25
3	18.18	29.41	33.33	33.33	29.41	25.93	27.27	23.53	22.22	21.21	17.65	18.52	33	17	27
4	16.67	35.71	38.10	63.89	25.00	23.81	8.33	25.00	9.52	11.11	14.29	28.57	36	28	21
5	31.82	32.26	36.36	54.55	51.61	36.36	9.09	6.45	9.09	4.55	9.68	18.18	22	31	22
All Grades	17.68	25.00	19.31	40.24	40.54	32.41	25.61	22.30	25.52	16.46	12.16	22.76	164	148	145

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	9.52	0.00	8.33	9.52	20.83	50.00	52.38	50.00	41.67	28.57	29.17	24	21	24
1	3.57	0.00	0.00	14.29	19.05	15.38	25.00	23.81	26.92	57.14	57.14	57.69	28	21	26
2	0.00	3.33	4.00	28.57	36.67	32.00	14.29	43.33	32.00	57.14	16.67	32.00	21	30	25
3	0.00	0.00	0.00	24.24	29.41	14.81	33.33	29.41	55.56	42.42	41.18	29.63	33	17	27
4	0.00	3.57	0.00	13.89	28.57	19.05	58.33	25.00	38.10	27.78	42.86	42.86	36	28	21
5	9.09	16.13	0.00	13.64	19.35	31.82	54.55	41.94	31.82	22.73	22.58	36.36	22	31	22
All Grades	1.83	6.08	0.69	17.07	24.32	22.07	40.24	36.49	39.31	40.85	33.11	37.93	164	148	145

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	4.76	12.50	66.67	71.43	75.00	16.67	23.81	12.50	24	21	24
1	32.14	23.81	15.38	60.71	66.67	57.69	7.14	9.52	26.92	28	21	26
2	9.52	26.67	16.00	57.14	66.67	60.00	33.33	6.67	24.00	21	30	25
3	21.21	11.76	33.33	54.55	35.29	40.74	24.24	52.94	25.93	33	17	27
4	33.33	32.14	33.33	50.00	39.29	33.33	16.67	28.57	33.33	36	28	21
5	9.09	22.58	22.73	81.82	64.52	50.00	9.09	12.90	27.27	22	31	22
All Grades	21.95	21.62	22.07	60.37	58.11	53.10	17.68	20.27	24.83	164	148	145

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	19.05	8.33	58.33	57.14	50.00	33.33	23.81	41.67	24	21	24
1	10.71	9.52	0.00	60.71	76.19	61.54	28.57	14.29	38.46	28	21	26
2	19.05	40.00	12.50	47.62	50.00	66.67	33.33	10.00	20.83	21	30	24
3	36.36	29.41	29.63	42.42	58.82	51.85	21.21	11.76	18.52	33	17	27
4	27.78	39.29	28.57	63.89	46.43	42.86	8.33	14.29	28.57	36	28	21
5	54.55	74.19	45.45	40.91	16.13	31.82	4.55	9.68	22.73	22	31	22
All Grades	26.22	38.51	20.14	53.05	47.97	51.39	20.73	13.51	28.47	164	148	144

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	9.52	0.00	66.67	61.90	79.17	33.33	28.57	20.83	24	21	24
1	7.14	4.76	7.69	42.86	38.10	26.92	50.00	57.14	65.38	28	21	26
2	9.52	10.00	0.00	33.33	60.00	68.00	57.14	30.00	32.00	21	30	25
3	3.03	0.00	0.00	45.45	47.06	48.15	51.52	52.94	51.85	33	17	27
4	0.00	3.57	0.00	69.44	57.14	52.38	30.56	39.29	47.62	36	28	21
5	18.18	19.35	9.09	54.55	54.84	40.91	27.27	25.81	50.00	22	31	22
All Grades	5.49	8.78	2.76	53.05	54.05	52.41	41.46	37.16	44.83	164	148	145

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	23.81	25.00	41.67	57.14	45.83	45.83	19.05	29.17	24	21	24
1	3.57	0.00	0.00	57.14	66.67	53.85	39.29	33.33	46.15	28	21	26
2	9.52	16.67	16.67	38.10	66.67	54.17	52.38	16.67	29.17	21	30	24
3	3.13	18.75	0.00	65.63	62.50	84.62	31.25	18.75	15.38	32	16	26
4	11.76	30.77	15.00	61.76	42.31	45.00	26.47	26.92	40.00	34	26	20
5	9.09	10.34	15.00	81.82	79.31	55.00	9.09	10.34	30.00	22	29	20
All Grades	8.07	16.78	11.43	58.39	62.94	57.14	33.54	20.28	31.43	161	143	140

Conclusions based on this data:

- Overall, student performance at the highest level of English proficiency (level 4) declined from 14.86% in 2022-2023 to 4.83% in 2023-2024. In written language, the percentage of students scoring at level 4 declined schoolwide from 6.08% to 0.69% during the last 2 school years. In oral language, the percentage of students scoring at level 4 also declined schoolwide from 25% to 19.31%. However, student performance in oral language improved in 3rd through 5th grades. Students in 5th grade showed the highest gains in oral language from 32.26% to 36.36% scoring at level 4.

2. Year to year data from 2022-2023 to 2023-2024 show improved student performance at the well-developed level in the listening domain from 21.62% to 22.07%. Students in 3rd grade made the highest gains in the listening domain from 11.76% to 33.33% scoring at the well-developed level.
3. From 2022-2023 to 2023-2024, student performance at the well-developed level declined in the speaking (38.51% to 20.14%), reading (8.78% to 2.76%), and writing (16.78% to 11.43%) domains. Student performance in the reading domain continues to be our highest level of need.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	82.6%	33.8%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	33.8%
Foster Youth	0	0.0%
Homeless	12	3%
Socioeconomically Disadvantaged	332	82.6%
Students with Disabilities	62	15.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	6%
American Indian	1	0.2%
Asian	18	4.5%
Filipino	4	1%
Hispanic	235	58.5%
Two or More Races	49	12.2%
Pacific Islander	5	1.2%
White	66	16.4%

Conclusions based on this data:

1. Our Latino/Hispanic population makes up the majority of our student population at 58.5%. Many of these students are emergent bilingual students/English learners, and English learners make up 33.8% of our students' population.

Therefore, ongoing professional development, teacher collaboration, consistent schedules and differentiated instruction for designated ELD at all grade levels are essential to increase language proficiency. In addition, administering ELPAC interim assessments will better prepare students for the test and provide teachers with feedback on instructional needs.

2. With 82.6% of our population identified in the Socioeconomically Disadvantaged category, we must ensure supports are in place for our students and families. The Coordination of Services Team (COST) coordinates the delivery of tiered interventions and supports in all areas (academics, behavior, and social-emotional learning) as described in the Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS) frameworks.
3. Students with disabilities account for 15.4% of our student population. It will be important to continue our social, physical, and academic inclusion efforts by collaborating with inclusion consultant Sam Drazin and fostering collaboration between our general education and special teachers.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

1. In 2023-2024, students scored at the red performance level in 3 indicators (English language arts, English learner progress, and suspension rate).
2. In 2023-2024, students scored at the orange performance level in mathematics.
3. In 2023-2024, students scored at the yellow performance level in chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

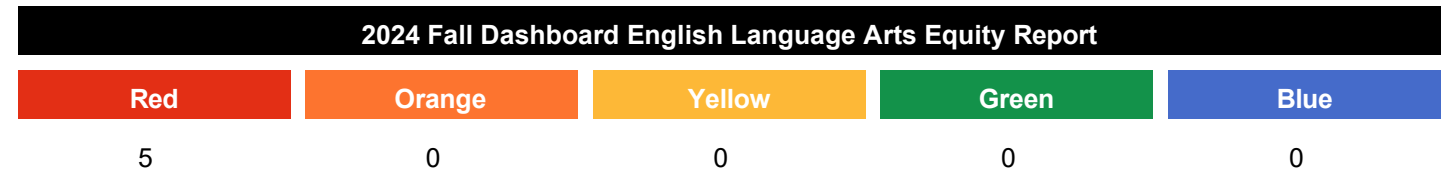
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 79.4 points below standard Declined 13.7 points 196 Students	English Learners  Red 92.0 points below standard Declined 9.4 points 73 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Red 82.0 points below standard Declined 8.1 points 169 Students

Students with Disabilities  Red 152.8 points below standard Declined 30.2 points 41 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Red 70.3 points below standard Declined 3.9 points 125 Students
Two or More Races  No Performance Color 86.6 points below standard Declined 12.5 points 18 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Red 79.8 points below standard Declined 32.5 points 34 Students

Conclusions based on this data:

1. All 5 reporting student groups scored in the red performance level. These students' groups are English learners, socioeconomically disadvantaged, students with disabilities, Hispanic, and White.
2. The performance of our White students and students with disabilities declined the most. Our White student group declined by 32.5 points and our students with disabilities declined by 30.2 points.
3. Our students with disabilities scored 152.8 points below standard.

School and Student Performance Data

Academic Performance Mathematics

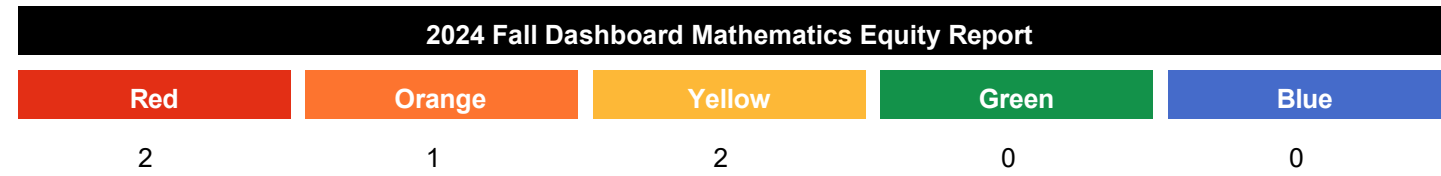
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 89.7 points below standard Declined 4.1 points 198 Students	English Learners  Yellow 87.8 points below standard Increased 14.4 points 75 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color 57.8 points below standard Increased 40.0 points 11 Students	Socioeconomically Disadvantaged  Orange 90.4 points below standard Maintained 2.5 points 171 Students

Students with Disabilities  Red 142.0 points below standard Declined 8.5 points 41 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 8 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 80.8 points below standard Increased 8.4 points 126 Students
Two or More Races  No Performance Color 107.2 points below standard Declined 18.8 points 18 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Red 95.6 points below standard Declined 25.7 points 33 Students

Conclusions based on this data:

1. Overall, we maintained our performance in mathematics, scoring in the orange performance level.
2. Our students with disabilities, white and 2 or more races declined decreased their performance, scoring in the red performance level.
3. Our English learners, Hispanic and Homeless students increased into yellow.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
35.7% making progress.	making progress.
Number Students: 98 Students	Number Students: 0 Students

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.

2024 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
20.4%	43.9%	0%	35.7%

Conclusions based on this data:

- 58% of our English learners advanced at least one English language proficiency level.
- 14% of our English learners decreased one English language proficiency level.
- We need to provide additional support around designated ELD instruction with a focus on oral and written language.

School and Student Performance Data

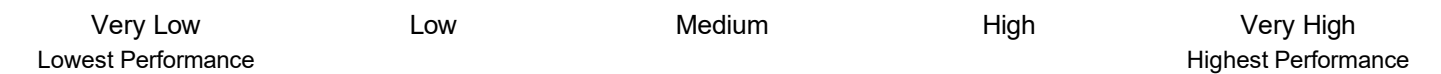
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 21.2% Chronically Absent Declined 8.9 433 Students	English Learners  Yellow 16.6% Chronically Absent Declined 10 163 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 13.8% Chronically Absent Declined 26.8 29 Students	Socioeconomically Disadvantaged  Yellow 22.5% Chronically Absent Declined 9.6 365 Students

Students with Disabilities  Yellow 19.3% Chronically Absent Declined 7 83 Students	African American  No Performance Color 29.6% Chronically Absent Declined 5.7 27 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 10.5% Chronically Absent Declined 10.5 19 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Yellow 21.3% Chronically Absent Declined 12.1 253 Students
Two or More Races  Orange 23.1% Chronically Absent Declined 6.1 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Red 20.8% Chronically Absent Increased 0.8 72 Students

Conclusions based on this data:

1. Overall, our chronic absenteeism rate declined significantly in all groups, placing our school in the yellow performance level.
2. The three student groups that declined significantly were our Hispanic, socioeconomically disadvantaged, and English learner groups.
3. No student groups increased their chronic absenteeism rate nor are there groups in the red performance level.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

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

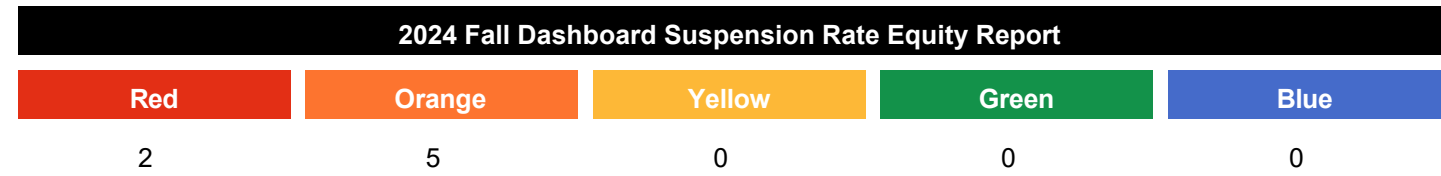
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 4% suspended at least one day Increased 2.3% 450 Students	English Learners  Orange 1.8% suspended at least one day Increased 1.1% 170 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  Orange 6.5% suspended at least one day Declined 1.9% 31 Students	Socioeconomically Disadvantaged  Orange 3.5% suspended at least one day Increased 1.6% 376 Students

Students with Disabilities  Red 7.2% suspended at least one day Increased 3.3% 83 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 29 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Orange 3.9% suspended at least one day Increased 1.9% 257 Students
Two or More Races  Orange 3.5% suspended at least one day Increased 1.5% 57 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Red 7.8% suspended at least one day Increased 5.4% 77 Students

Conclusions based on this data:

1. Overall, we dropped from yellow to red for suspensions.
2. Suspension rates increased for 6 student groups (English learners, Socioeconomically Disadvantaged, students with disabilities, White, and Hispanic).
3. There were no suspensions for our Homeless students and African American students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Implementing evidence-based interventions to support students who are not reading at grade level is our goal. Access to grade level curriculum that aligns with common core standards is given to ALL students utilizing UFLI curriculum in the primary grades and SIPPS in the upper grades. MTSS leveled reading groups are also scheduled for all students with the support of our intervention teachers utilizing SIPPS. ELA and math are our focus areas for WIN intensive intervention with the support of our intervention teachers. Designated ELD schedules have been developed for all grade levels with the support of our ELD intervention teacher. Inclusion efforts for our special education students will continue this year for our moderate and intensive special day programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1.01 During the 2024-2025 school year, we increased the percentage of students scoring at/above the 50th percentile rank by 7% from 19% to 26% on the Renaissance STAR Early Literacy assessment. We increased the percentage of students scoring at/above the 50th percentile rank by 6% from 29% to 35% on the Renaissance STAR Reading assessment. We decreased the percentage of students scoring at/above the 40th percentile rank by 6% from 45% to 39% on the Renaissance STAR Math assessment. We exceeded our goals in reading but need to place a little more focus on math. We will assign a specific intervention teacher to focus on math tier 2 and tier 3 support in 2025-2026 for all grade levels. This year, both intervention teachers were responsible for both ELA and math, and we did not have a designated tier 3 support built into the schedule.

1.02 On the 2024 California School Dashboard, we declined by 13.7 points on the English language arts performance indicator. We declined by 4.1 points on the mathematics performance indicator. We declined by 23 points on our English learner progress indicator.

1.03 To support the progress of our emergent bilingual students/English learners, we will continue efforts that indicate success for our multilingual learners. These efforts include ongoing professional development around the purpose/importance of designated and integrated ELD, a master schedule that ensures designated ELD instruction at all grade levels, release time for teacher planning/collaboration around ELD schedules, and orders of the ELD companion supplemental notebooks. A designated ELD intervention teacher will support our level 1 English learners as well as our newcomers. There will be scheduled time for our ELD intervention teacher to provide push-in support to our newcomers and to assess students through progress monitoring assessments. Classroom teachers will continue to provide English learners with designated and integrated ELD instruction. In addition, we will continue to provide whole staff professional development to explore ELPAC interim assessments, analyze and interpret ELPAC interim assessment data, and explore options on how to respond to the data. Our instructional coach and ELD intervention teacher will provide additional support for pull-out and push-in interim ELPAC administration. All teachers will be required to do at least one ELPAC interim assessment with the option to do more as early as the beginning of the year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts	20% meeting/exceeding standards in 2024	Increase by 5%
CAASPP Mathematics	15% meeting/exceeding standards in 2024	Increase by 5%
ELPAC	36% progressed at least one ELPI level in 2024	Progress by 5%
Attendance	94.2% average daily attendance in 2023-2024	Increase by 0.8%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Instructional Coach: Support the implementation of an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 2. Intervention Teachers: Provide intervention opportunities for students performing below grade-	All Students	24377 Title I 1000-1999: Certificated Personnel Salaries Certificated Salary for... - Instructional Coach (78.58%) - Certificated Subs

	level standards in reading. Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support emergent bilingual students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 3. Teacher Substitutes: Used to release teachers in order for teachers to participate in the following: -Every Student by Name (ESBN) -Positive behavior interventions and supports (PBIS) and guiding coalition committee planning -Professional development -Safe School Buddies -Sly Park overnight 5th grade science camp -Student success team (SST) meetings -Meetings and conferences with parents including individualized education program (IEP) meetings -Professional learning community (PLC) meetings -Safe School Buddies' meetings -Other related activities 4. Classified Extra Hourly: Compensate classified staff to support family engagement, participate in professional development, provide clerical/technology support, assist with student registration, provide parent outreach, and serve as interpreters for parent conferences/IEP meetings. 5. Substitute on Special Assignment (SOSA): Our SOSA supports instructional continuity by substituting for teachers, paraeducators, instructional aides, and behavior aides. It has helped maintain the integrity of the intervention schedule.	6123 Title I 3000-3999: Employee Benefits Employee Benefits for. • Instructional Coach • Subs • certificated hourly 931 Title I 1000-1999: Certificated Personnel Salaries Extra hourly for PD, PBIS, IEPs, SSTs, PLCs, ESBN, etc. 8544 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits 28241 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 74768 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries • Instructional Coach (21.42%), Intervention Teacher, • Assistant Principal • Certificated subs/SOSA 21240 LCFF - Supplemental 3000-3999: Employee Benefits • Instructional Coach (21.42%), Intervention Teacher • Assistant Principal • Certificated subs/SOSA 20319 California Community Schools 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher (80%) 4519
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			California Community Schools 3000-3999: Employee Benefits ELD Intervention Teacher Benefits
1.2	Supplies, strategies for integrated and designated ELD, operating expenses, conferences, professional development, technology, software, and consulting services	All Students, with an emphasis on EL and LI students	5675 Title I 4000-4999: Books And Supplies supplies 250 Title I 5000-5999: Services And Other Operating Expenditures Conference, Student Activity Fees 625 Title I 4000-4999: Books And Supplies Supplemental materials (books other than textbooks) Title I 5800: Professional/Consulting Services And Operating Expenditures California Community Schools 4000-4999: Books And Supplies Computers
1.3	Support students with supplemental technology resources to meet grade level standards	All Students	2150 Title I 5000-5999: Services And Other Operating Expenditures Technology Software license and services
1.4	Experiential learning (field trips and assemblies)	All students	3666 Title I 5700-5799: Transfers Of Direct Costs Transportation Title I 5800: Professional/Consulting Services And Operating Expenditures Assemblies
1.5	1. Behavior Specialist: Creates/monitors PBIS plans, designs/leads behavior academy sessions, oversees behavior check-in/check-out (CICO) mentoring, provides professional development to yard supervisors, attends IEP/SST meetings as a contributing member, and provides in the moment support to individual students. She is also part of	All students; EL/LI, Homeless, Foster Youth	68033 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary for... - School clerk (.25) - BIA (1.995) - Health Asst (.125)

	our PBIS and Coordination of Services Team (COST) Committees. 2. Behavior Support Aide: Provides behavioral support for students struggling with behavior in multiple settings. 3. General Education Paraeducators/Instructional Aides: Under the direction of classroom teachers, our general education paraeducators lead small group instruction, provide 1:1 support to students under the direction of the classroom teacher, support the use of instructional accommodations/adaptive devices, and implement behavior supports. 4. Community School Facilitator (CSF): Our CSF educates site staff on California Community Schools Partnership Program (CCSPP) core principles and partners with them to successfully implement and progress-monitor our implementation plan around the 4 pillars (integrated student & family supports, active family engagement, shared leadership & decision-making, and student-centered teaching & learning/enriched learning time & opportunities). 5. Classified Extra Hourly: Compensate classified staff to support family engagement and professional development (i.e. translating, registration, PDs, etc.).		• Parent coordinator (.25) • Behavior Specialist (1.0) • Behavior support aide (.375) • Paraeducator (1.25 & .125) • Yard Supervisors (.5788) 30361 LCFF - Supplemental 3000-3999: Employee Benefits Classified 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) • Yard Supervisors (.5788) 20840 California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 10443 California Community Schools 3000-3999: Employee Benefits Community School Facilitator 125 California Community Schools employee mileage 242 Title I 2000-2999: Classified Personnel Salaries Classified Extra hourly... • professional development • translations • family engagement 91 Title I 3000-3999: Employee Benefits
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			Classified Extra hourly... • professional development • translations • family engagement
1.6	Use teacher-created common formative assessments and progress monitoring tools including SIPPS placement/mastery tests	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

After analyzing state and local data points, we determined that our site's plan was implemented and has several opportunities for growth. Three goals were not met in 2024. Our overall CAASPP English Language Arts (ELA) test scores for all students declined between 2022-2023 and 2023-2024 by 6% from 26% to 20% meeting/exceeding standards. CAASPP scores in mathematics for all students remained stagnant at 15% meeting/exceeding standards. In 2023, 58% of our English learners progressed at least one ELPI level and in 2024 this rate dropped to 36%. However, we did meet our attendance goal by increasing our attendance rate from 92.6% in 2022-2023 to 94.2% in 2023-2024.

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

At Rancho Cordova Elementary, there were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet this 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.

After careful analysis, we need to continue implementing the strategies outlined in the plan as well as add new strategies/activities to service the instructional needs of all students as described in the Identified Need section above. We will change our master schedule to allow more time for tier 3 intensive intervention for ELA and math by our intervention teachers. We will also assign intervention teachers to specific content areas for tier 2 and 3 instruction. New efforts will be implemented to utilize our ELD intervention teacher and interim ELPAC assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Promoting positive student behavior and attendance is our goal. Support staff including our community school facilitator, mental health specialist, and behavior specialist will provide leadership in implementing evidence-based supports/interventions to students and families demonstrating need. The collaborative work of our COST, PBIS, and attendance committees will continue. Parent outreach opportunities will continue through our English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and principal coffees. We will continue to utilize Parent Square for mass communications to families in multiple languages and to foster 2-way communication with individual families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input, and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2.1 Increase attendance from 94.2% to 95% in order to meet the districtwide goal of 95% for all Title I schools.

2.2 Decrease chronic absenteeism rates from 18% to 15% by reviewing daily attendance reports, holding frequent school attendance and review team (SART) meetings, performing home visits, and scheduling attendance challenges with incentives at key points throughout the school year.

2.3 Continue to decrease our suspension rate by utilizing other means of correction and using restorative practices.

2.4 Continue to increase parent involvement at parent meetings such as ELAC and PTA, to allow for more voices to be heard regarding the programs and needs of Rancho Cordova Elementary School (RCE).

2.5 Increase community partnerships at RCE with the support of our community school facilitator.

2.6 Analyze Parent Square usage to identify families who have not registered and support them in registering for the platform. This action will ensure that all families are receiving important information from the school district, school, and classroom teachers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Discipline Referral (ODR)	89% of students with 1 or zero ODRs	Increase by 4%
Suspension Data	4% of students receive 1 or more suspensions	Decrease by 1%

Attendance	94.2% average daily attendance in 2024-2025	Increase by 0.8%
Chronic Absenteeism	18% in 2024-2025	Decrease by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Instructional Coach: Support the implementation of an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 2. Intervention Teachers: Provide intervention opportunities for students performing below grade-level standards in reading. Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support emergent bilingual students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 3 Teacher Substitutes: Used to release teachers in order for teachers to participate in the following: -Every Student by Name (ESBN) -Positive behavior interventions and supports (PBIS) and guiding coalition committee planning -Professional development -Safe School Buddies -Sly Park overnight 5th grade science camp -Student success team (SST) meetings -Meetings and conferences with parents including individualized education program (IEP) meetings -Professional learning community (PLC) meetings -Safe School Buddies' meetings -Other related activities 4. Certificated Extra Hourly: Compensate teachers when working outside contract hours to attend and participate in professional development and meetings such as SSTs, section 504, PBIS, and guiding coalition. 5. Substitute on Special Assignment (SOSA): Our SOSA supports instructional continuity by substituting for teachers, paraeducators, instructional aides, and behavior aides. Has helped maintain the integrity of the intervention schedule.	All Students	22374 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (78.58%), 6123 Title I 3000-3999: Employee Benefits • Instructional Coach • Certificated extra hourly • Certificated subs 2931 Title I 1000-1999: Certificated Personnel Salaries • Certificated extra hourly • Subs for PD, ESBN, SSTs, Sly Park, PBIS etc. 28241 Learning Recovery 1000-1999: Certificated Personnel Salaries • Intervention teacher 8544 Learning Recovery 3000-3999: Employee Benefits • Intervention Teacher Benefits 74768 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salary for Certificated... • Instructional Coach (21.42%), • Intervention Teacher, • Assistant Principal

			• SOSA (Sub) for PD, ESNB, SSTs, IEPs, Sly Park, etc. 21240 LCFF - Supplemental 3000-3999: Employee Benefits Salaries for Certificated staff.... • Instructional Coach (21.42%), • Intervention Teacher, • Assistant Principal • Benefits for Subs (SOSA) 4519 California Community Schools 3000-3999: Employee Benefits • ELD Intervention Teacher 20319 California Community Schools 1000-1999: Certificated Personnel Salaries • ELD Intervention Teacher
2.2	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. Substitutes for PBIS, PD, PLC training, and ESNB.	All Students	250 Title I 5000-5999: Services And Other Operating Expenditures • Conferences to support staff, students and parents 5575 Title I 4000-4999: Books And Supplies Supplemental Materials... • Instructional supplies • Enrichment materials • PBIS incentives.
2.3	Extended day interventions and experiential learning (field trips and assemblies)	EL/L1/At-Risk, All Students	3667 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
2.4	1. Behavior Specialist: Creates/monitors PBIS plans, designs/leads behavior academy sessions, oversees behavior check-in/check-out (CICO) mentoring, provides professional development to yard supervisors, attends IEP/SST meetings as a contributing member, and provides in the moment support to individual students. She is also part of our PBIS and Coordination of Services Team (COST) Committees. 2. Behavior Support Aide: Provides behavioral support for students struggling with behavior in multiple settings. 3. General Education Paraeducators/Instructional Aides: Under the direction of classroom teachers, our general education paraeducators lead small group instruction, provide 1:1 support to students under the direction of the classroom teacher, support the use of instructional accommodations/adaptive devices, and implement behavior supports. 4. Community School Facilitator (CSF): Our CSF educates site staff on California Community Schools Partnership Program (CCSPP) core principles and partners with them to successfully implement and progress-monitor our implementation plan around the 4 pillars (integrated student & family supports, active family engagement, shared leadership & decision-making, and student-centered teaching & learning/enriched learning time & opportunities). 5. Classified Extra Hourly: Compensate classified staff to support family engagement, participate in professional development, provide clerical/technology support, assist with student registration, provide parent outreach, and serve as interpreters for parent conferences/IEP meetings.	All students; EL/LI, Homeless, Foster Youth	68030 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 (1.25 & .125) • Yard Supervisors (.5788) 30361 LCFF - Supplemental 3000-3999: Employee Benefits Classified Benefits for... School clerk (.25) • BIA (1.995) • Health Asst (.125) • Parent coordinator (.25) • Behavior Specialist (1.0), • Behavior support aide (.375) • Paraeducator (1.25 & .125) • Yard Supervisors (.5788) 242 Title I 2000-2999: Classified Personnel Salaries Classified Extra hourly... • professional development • translations • family engagement 91 Title I 3000-3999: Employee Benefits Classified Extra hourly Benefits...

			• professional development • translations • family engagement Title I 5900: Communications Postage 20840 California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 10443 California Community Schools 3000-3999: Employee Benefits Community School Facilitator California Community Schools 4000-4999: Books And Supplies computers 125 California Community Schools 5000-5999: Services And Other Operating Expenditures Employee Mileage
2.5	Offer additional intervention programs including use of technology	EL/LII/At-Risk	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTEL's (Long Term English Learners) 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
2.6	Supplemental instructional materials and supplies for GLAD, SIPPS, Parent Engagement, Conferences, PBIS, Safety, Healthy Environment.	All Students	625 Title I 4000-4999: Books And Supplies Books other than textbooks • Student Books • Professional Books

			200 Title I 5000-5999: Services And Other Operating Expenditures Postage Title I 4000-4999: Books And Supplies PBIS 1250 Title I 5000-5999: Services And Other Operating Expenditures Software license and & online services 30011 California Community Schools 5000-5999: Services And Other Operating Expenditures • family engagement • expanded learning • PC Care
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

After analyzing our local/state data for attendance and behavior, we determined that our site's plan was implemented and mostly effective. Our chronic absenteeism rate declined by 5% from 23% in 2023-2024 to 18% in 2024-2025, exceeding our goal of a 3% decrease. Our attendance rate increased from 92.6% in 2023-2024 to 94.2% in 2024-2025.

We did not meet our goals for office discipline referrals (ODR) and our suspension rate. However, the rates remained the same between the 2023-2024 and 2024-2025 school years with 89% of students receiving 0-1 ODRs and having a suspension rate of 4%.

During the 2024-2025 school year, there were several highlights including our PBIS implementation and expanded tier 2 interventions/supports. In the fall of 2024, we won the Gold Positive Behavior Interventions and Supports (PBIS) Implementation Award from the California PBIS Coalition. In spring 2025, we applied for the Platinum PBIS Implementation Award. We added more behavior academies to address a wider variety of needs. We also implemented the first year of the 5-year community schools' grant to fund additional interventions, supports, and community engagement activities. With the support of our community school facilitator, we were able to form an attendance committee to monitor student attendance/truancy concerns more closely and provide outreach services to families.

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

At Rancho Cordova Elementary, there were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet this 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.

In 2025-2026, we plan to expand our tier 1 behavioral interventions/supports by increasing student incentive programs such as opening a student store using earned Right On Ram tickets for positive behavior. Our attendance committee will continue to meet, analyze data, collaborate with families, and coordinate student attendance incentives. With the support of our community school facilitator, we plan to offer more after school clubs such as Girls on the Run.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Our goal is to offer more professional development to staff throughout this upcoming school year during staff meetings, after school, and on scheduled professional development days. Based on our teacher survey, we plan to focus on standards-based writing instruction while offering opportunities for cross grade level collaboration. We plan to provide professional development on Robert Marzano's New Science of Teaching and Learning. We intend to deepen the work of our professional learning community by gaining familiarity with our newly published FCUSD strategy implementation guide (SIG).

Inclusion consultant Sam Drazin will continue to support our inclusion efforts of students in special education by supporting our vision of creating a school community where all students-regardless of ability, background, identity, or learning style-feel respected, valued, and empowered to reach their full potential. We have established two inclusion goals for the 2025-2026 school year. The first inclusion goal is around building teachers' capacity to align curriculum with the Universal Design for Learning (UDL) framework. The second inclusion goal is to create opportunities to further build awareness of disabilities amongst students and staff to foster greater empathy within the RCE school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

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

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development (PD) Opportunities	Teachers have attended PD opportunities through our Curriculum and Instruction Department (C&I), the Sacramento County Office of Education (SCOE), conferences, and at our staff meetings. In 2024-2025, all teachers participated in professional development at our staff meetings in the following areas: ELD, inclusion, PBIS, and the PLC cycle. We also sent a team of teachers and supporting staff to the PBIS Conference in the fall.	Administration will provide opportunities to attend PD workshops, trainings, and conferences. Administration will work with our guiding coalition to design and deliver PD at staff meetings in the following areas: ELD, inclusion, PBIS, Writing, and the PLC cycle.
15 Day Professional Learning Community (PLC) Challenge	In 2024-2025, all grade levels planned at least one 15- day challenge in math or ELA.	In 2025-2026, all grade levels teams will plan at least three 15-day challenges in math or ELA.
Master Schedule	All grade levels scheduled common times for ELA, math and designated ELD schedules	Continue with common schedules. ELD teacher also has scheduled push to support newcomers and for assessment to do progress monitoring.
Instructional Coach	In 2024-2025, our instructional coach provided support to teachers around the University of Florida Literacy Institute (UFLI) implementation strategies, interim assessments, inclusion, and PLC. She also provided optional PD on topics selected by teacher interest.	Our instructional coach will continue to focus on supporting new teachers and will work with veteran teachers on individually identified growth areas.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Instructional Coach: Support the implementation of an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 2. Intervention Teachers: Provide intervention opportunities for students performing below grade-level standards in reading. Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support emergent bilingual students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 3. Teacher Substitutes: Used to release teachers in order for teachers to participate in the following: -Every Student by Name (ESBN)	All Students	22374 Title I 1000-1999: Certificated Personnel Salaries Title 1 Instructional Coach (78.58%) 6125 Title I 3000-3999: Employee Benefits • Instructional Coach • Certificated extra hourly • Certificated subs 3931 Title I 1000-1999: Certificated Personnel Salaries

	-Positive behavior interventions and supports (PBIS) and guiding coalition committee planning -Professional development -Safe School Buddies -Sly Park overnight 5th grade science camp -Student success team (SST) meetings -Meetings and conferences with parents including individualized education program (IEP) meetings -Professional learning community (PLC) meetings -Safe School Buddies' meetings -Other related activities 4. Certificated Extra Hourly: Compensate teachers when working outside contract hours to attend and participate in professional development and meetings such as SSTs, section 504, PBIS, and guiding coalition. 5. Substitute on Special Assignment (SOSA): Our SOSA supports instructional continuity by substituting for teachers, paraeducators, instructional aides, and behavior aides. It has helped maintain the integrity of the intervention schedule.		• Certificated Hourly for release/meetings and PDs • Certificated Subs 74768 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salaries: • Instructional Coach (21.42%), Intervention Teacher, • Asst. Principal • Certificated Sub/SOSA for PD, ESBN, teacher release, Sly Park, Conferences, etc. 28241 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 8544 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits 21239 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits: • Instructional Coach (21.42%), Intervention Teacher, • Asst. Principal • Certificated Sub/SOSA 4519 California Community Schools 3000-3999: Employee Benefits ELD Intervention Teacher 20319 California Community Schools 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher
3.2	Supplemental instructional books, materials, supplies and technology.	All Students	625 Title I 4000-4999: Books And Supplies

			Books and multicultural supplies 5674 Title I 4000-4999: Books And Supplies Supplemental and incentive Supplies California Community Schools 4000-4999: Books And Supplies Computers
3.3	Extended day interventions.	EL/LI/At-Risk	LCFF - Supplemental None Specified Summer School LCFF - Supplemental None Specified Translation/Testing/Lead Teachers
3.4	Offer additional intervention programs, software licensing, conferences, STEM, and field trips.	All Students	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 250 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 1250 Title I 5000-5999: Services And Other Operating Expenditures Software and online licenses

3.5	1. Behavior Specialist: Creates/monitors PBIS plans, designs/leads behavior academy sessions, oversees behavior check-in/check-out (CICO) mentoring, provides professional development to yard supervisors, attends IEP/SST meetings as a contributing member, and provides in the moment support to individual students. She is also part of our PBIS and Coordination of Services Team (COST) Committees. 2. Behavior Support Aide: Provides behavioral support for students struggling with behavior in multiple settings. 3. General Education Paraeducators/Instructional Aides: Under the direction of classroom teachers, our general education paraeducators lead small group instruction, provide 1:1 support to students under the direction of the classroom teacher, support the use of instructional accommodations/adaptive devices, and implement behavior supports. 4. Community School Facilitator (CSF): Our CSF educates site staff on California Community Schools Partnership Program (CCSPP) core principles and partners with them to successfully implement and progress-monitor our implementation plan around the 4 pillars (integrated student & family supports, active family engagement, shared leadership & decision-making, and student-centered teaching & learning/enriched learning time & opportunities). 5. Classified Extra Hourly: Compensate classified staff to support family engagement, participate in professional development, provide clerical/technology support, assist with student registration, provide parent outreach, and serve as interpreters for parent conferences/IEP meetings.	All Students	68029 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 (1.25 & .125) • Yard Supervisors (.5788) 30361 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 (1.25 & .125) • Yard Supervisors (.5788) 242 Title I 2000-2999: Classified Personnel Salaries Classified Extra Hourly for... • professional development • translations • family engagement 91 Title I 3000-3999: Employee Benefits Classified Extra Hourly Benefits for... • professional development • translations • family engagement 20840
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			California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 10444 California Community Schools 3000-3999: Employee Benefits Community School Facilitator 125 California Community Schools 5000-5999: Services And Other Operating Expenditures Employee Mileage
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers have attended professional development (PD) opportunities through our Curriculum and Instruction Department (C&I), the Sacramento County Office of Education (SCOE), conferences, and our staff meetings. In 2024-2025, all teachers participated in professional development at our staff meetings in the following areas: ELD, inclusion, PBIS, Interim assessments, and the PLC cycle. In addition, a team was sent to the annual PBIS conference in the Fall. All of our teachers have attended Maria Nielsen’s 15-day challenge training the previous year past. New teachers and teachers who missed the training from the previous year were able to attend in August. Following this training, all teachers were given release time to plan 15-day challenges as well as to work on master schedules with their grade level teams. Site administration with our guiding coalition was successful in developing school wide physical and social inclusion goals. In collaboration with consultant Sam Drazin, site administration with our guiding coalition designed and provided professional development to all certificated and classified staff members towards the achievement of these goals.

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

At Rancho Cordova Elementary, there were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet this 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.

Teachers will be given release time so they can continue focusing on the development of 15-day challenges in ELA or mathematics. Release time with Sam Drazin will be provided so that teachers can review lessons from the lens of inclusivity and eliminating barriers.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction

Our goal is to staff classrooms with highly qualified credentialed teachers and support their professional growth with clear, supportive, and frequent feedback using the Talent Ed evaluation system and ongoing quick visits. We strive to provide facilities that are well-maintained, clean, and in good working order. We ensure that all students have access to academic and social-emotional standards-based grade level curriculum, supporting college and career readiness with opportunities for real-world enrichment experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

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

4.02 - Maintain schools in good repair.

4.03 - 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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

4.2 Consistent monthly campus inspections.

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

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

4.5 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Credential Audit	91% appropriately assigned	Increase to 100%
Facilities Audit	100% in good repair	Maintain 100%
Instructional Materials Audit	100% compliance	Maintain 100%
Evaluations	Temporary, probationary, and first year tenured teachers were evaluated in the Talent Ed evaluation system.	Temporary, probationary, and first year tenured teachers will be evaluated in the Talent Ed evaluation system. Site administration will conduct regular quick visits for all teachers with written or verbal feedback.

Beginning Teacher Induction Program	New teachers participated in the induction program with a support provider.	Principal will meet with the support provider and new teacher to ensure that the focus of support aligns with school goals.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	1. Instructional Coach: Support the implementation of an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 2. Intervention Teachers: Provide intervention opportunities for students performing below grade-level standards in reading. Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support emergent bilingual students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. 3. Teacher Substitutes: Used to release teachers in order for teachers to participate in the following: -Every Student by Name (ESBN) -Positive behavior interventions and supports (PBIS) and guiding coalition committee planning -Professional development -Safe School Buddies -Sly Park overnight 5th grade science camp -Student success team (SST) meetings -Meetings and conferences with parents including individualized education program (IEP) meetings -Professional learning community (PLC) meetings -Safe School Buddies' meetings -Other related activities 4. Certificated Extra Hourly: Compensate teachers when working outside contract hours to attend and participate in professional development and meetings such as SSTs, section 504, PBIS, and guiding coalition. 5. Substitute on Special Assignment (SOSA): Our SOSA supports instructional continuity by substituting for teachers, paraeducators, instructional aides, and behavior aides. Has helped maintain the integrity of the intervention schedule.	All Students	25305 Title I 1000-1999: Certificated Personnel Salaries - Title 1 Instructional Coach (78.58%) - Substitutes for PBIS, PD, SSTs, IEPs, and ESNB - Extra certificated hourly 6125 Title I 3000-3999: Employee Benefits - Instructional Coach - Certificated Sub Benefits - Extra certificated hourly 4521 California Community Schools 3000-3999: Employee Benefits ELD Intervention Teacher 74768 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salaries: - Instructional Coach (21.42%), Intervention Teacher, - Asst. Principal - SOSA (Sub) 28242 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 8545

			Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits 21237 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits for... • Instructional Coach (21.42%), Intervention Teacher, • Asst. Principal • SOSA (Sub) 20320 California Community Schools 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher
4.2	Supplemental instructional materials and supplies (e.g., GLAD Materials, EL materials)	All students especially English language learners	625 Title I 4000-4999: Books And Supplies Books and multicultural supplies 5674 Title I 4000-4999: Books And Supplies Supplemental Instructional and incentive materials
4.3	Classified Extra Hourly: Compensate classified staff to support family engagement, participate in professional development, provide clerical/technology support, assist with student registration, provide parent outreach, and serve as interpreters for parent conferences/IEP meetings.	All students; English Learners, At-Risk students	241 Title I 2000-2999: Classified Personnel Salaries Classified Extra Hourly for... • professional development • translations • family engagement 90 Title I 3000-3999: Employee Benefits Classified Extra Hourly Benefits for... • professional development • translations • family engagement
4.4	1. Behavior Specialist: Creates/monitors PBIS plans, designs/leads behavior academy sessions, oversees behavior check-in/check-out (CICO) mentoring, provides professional development to yard supervisors, attends IEP/SST meetings as a	All Students	LCFF - Supplemental None Specified Summer School

	contributing member, and provides in the moment support to individual students. She is also part of our PBIS and Coordination of Services Team (COST) Committees. 2. Behavior Support Aide: Provides behavioral support for students struggling with behavior in multiple settings. 3. General Education Paraeducators/Instructional Aides: Under the direction of classroom teachers, our general education paraeducators lead small group instruction, provide 1:1 support to students under the direction of the classroom teacher, support the use of instructional accommodations/adaptive devices, and implement behavior supports. 4. Community School Facilitator (CSF): Our CSF educates site staff on California Community Schools Partnership Program (CCSPP) core principles and partners with them to successfully implement and progress-monitor our implementation plan around the 4 pillars (integrated student & family supports, active family engagement, shared leadership & decision-making, and student-centered teaching & learning/enriched learning time & opportunities).	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers 68028 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified Salary... • School clerk (.25) • BIA (1.995) • Health Asst (.125) • Parent coordinator (.25) • Behavior Specialist (1.0), • Behavior support aide (.375) • Paraeducator (1.25 & .125) • Yard Supervisors (.5788) 30359 LCFF - Supplemental 3000-3999: Employee Benefits Classified Benefits ... • School clerk (.25) • BIA (1.995) • Health Asst (.125) • Parent coordinator (.25) • Behavior Specialist (1.0), • Behavior support aide (.375) • Paraeducator (1.25 & .125) • Yard Supervisors (.5788) 20840 California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 10444 California Community Schools 3000-3999: Employee Benefits Community School Facilitator 125 California Community Schools 5000-5999: Services And Other Operating Expenditures Mileage
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			California Community Schools 5000-5999: Services And Other Operating Expenditures Family engagement, expanded learning activities and PC Care
4.5	Offer additional intervention programs	EL/L1	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
4.7	Technology Equipment, Software Licenses and online services	All Students	Title I 4000-4999: Books And Supplies Technology 1250 Title I 5000-5999: Services And Other Operating Expenditures Software license and online services California Community Schools 4000-4999: Books And Supplies Computers
4.8	Improve teacher efficacy.	All students	250 Title I 5000-5999: Services And Other Operating Expenditures Conferences to support staff
4.9	Experiential learning opportunities (field trips)	All students	Title I 5700-5799: Transfers Of Direct Costs Transportation Title I 5800: Professional/Consulting Services And Operating Expenditures Assemblies

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 2024-2025, we passed all audits for instructional materials, facilities, and teacher credentials. All teachers on the evaluation cycle were formally evaluated on TalentEd. Site administrators conducted and kept track of mini classroom observations. They also provided teachers with written or verbal feedback.

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

At Rancho Cordova Elementary, there were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet this 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.

After careful analysis, we need to continue implementing the strategies outlined in the plan to ensure compliance in several areas and to provide a safe, healthy, and positive school environment where students feel connected and thrive.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the 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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,347,312.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$167,580.00

Subtotal of additional federal funds included for this school: \$167,580.00

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 (\$)
California Community Schools	\$255,000.00
LCFF - Supplemental	\$777,590.00
Learning Recovery	\$147,142.00

Subtotal of state or local funds included for this school: \$1,179,732.00

Total of federal, state, and/or local funds for this school: \$1,347,312.00

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	167580	0.00
LCFF - Supplemental	777590	0.00
Learning Recovery	147142	0.00
California Community Schools	255000	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	255,000.00
LCFF - Supplemental	777,590.00
Learning Recovery	147,142.00
Title I	167,580.00

Expenditures by Budget Reference

Budget Reference	Amount
	125.00
1000-1999: Certificated Personnel Salaries	595,537.00
2000-2999: Classified Personnel Salaries	356,447.00
3000-3999: Employee Benefits	325,286.00
4000-4999: Books And Supplies	25,098.00
5000-5999: Services And Other Operating Expenditures	37,486.00
5700-5799: Transfers Of Direct Costs	7,333.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	California Community Schools	125.00
1000-1999: Certificated Personnel Salaries	California Community Schools	81,277.00
2000-2999: Classified Personnel Salaries	California Community Schools	83,360.00
3000-3999: Employee Benefits	California Community Schools	59,852.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	30,386.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	299,072.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	272,120.00
3000-3999: Employee Benefits	LCFF - Supplemental	206,398.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	112,965.00
3000-3999: Employee Benefits	Learning Recovery	34,177.00
1000-1999: Certificated Personnel Salaries	Title I	102,223.00
2000-2999: Classified Personnel Salaries	Title I	967.00
3000-3999: Employee Benefits	Title I	24,859.00
4000-4999: Books And Supplies	Title I	25,098.00
5000-5999: Services And Other Operating Expenditures	Title I	7,100.00
5700-5799: Transfers Of Direct Costs	Title I	7,333.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	331,563.00
Goal 2	360,769.00
Goal 3	327,991.00
Goal 4	326,989.00

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
Claudia Vargas	Other School Staff
Tessa Moncur	Classroom Teacher
Jennifer Neuenfeld	Classroom Teacher
Vickie Hashimoto	Classroom Teacher
Katherine Gibson	Parent or Community Member
Alberto Valle	Parent or Community Member
Madelaine Sanderson	Parent or Community Member
Stace Albay	Parent or Community Member
	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)	Principal
Tierra Hopkins (Instructional Coach)	Other School Staff
Claudia Vargas (Parent Coordinator)	Other School Staff
Carmelita Goldsby (Assistant Principal)	Parent or Community Member
Alberto Valle	Parent or Community Member
Maria Carrasco	Parent or Community Member

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2025.

Attested:



Principal, Anna Chitwood on 5/7/2025



SSC Chairperson, Katie Gibson on 5/7/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

Rancho Cordova Elementary

ELAC- English Language Advisory Committee



1/8/2025 @ 8:15 AM
Library

Presenter	Agenda Items
Anna Chitwood	Introduction
Anna Chitwood	Approval of Minutes from 10/9/2024
Parent Coordinator	Updates on DELAC meeting from 1/7/2025
Anna Chitwood	Feedback for SPSA and Budget 2025-2026
Carmelita Goldsby	The Importance of Attendance
Anna Chitwood	Upcoming Events

Upcoming Meetings	
DELAC Meetings (At Cordova Lane) 5:00-6:30 PM	RCE's ELAC Meetings
Tuesday, February 11, 2025	Wednesday, February 26, 2025
Tuesday, March 11, 2025	Monday, March 24, 2025
Tuesday, May 6, 2025	TBD



ELAC Meeting Notes Rancho Cordova Elementary January 8, 2025



ELAC Meeting Date: 1/8/2025

Time Meeting Started: 8:20 a.m.

Time Meeting Adjourned: 9:25 a.m.

Introductions: 9 parents and 5 staff members (principal, assistant principal, bilingual instructional aide, community school facilitator, and instructional coach/program monitor) attended the meeting.

Approval of Minutes: Principal Chitwood reviewed the minute minutes from the prior ELAC meeting on October 9th. Ms. Vargas (bilingual instructional aide) made a motion to approve the minutes. Juana Ayala (parent) seconded the motion. The members voted unanimously to approve the minutes.

DELAC Meeting (1/7/25): Ms. Hopkins (instructional coach/program monitor) shared information about last night's DELAC meeting. 7 RCE students are eligible for RFEP status. Teachers are introducing ELPAC interim assessments to students. Ms. Hopkins distributed flyers about the FCUSD needs assessment and the parent summit on February 1st.

Feedback for SPSA and Budget 2025-2026: Principal Chitwood introduced the proposed title I, site supplemental, district supplemental, learning recovery, and community school grant budgets for 2025-2026 for a total amount of \$1,347,312. She highlighted the reduced budget for 2025-2026 of -\$17,343 based on school enrollment and student demographics/program enrollment. She reviewed the outcome of the teacher survey about the proposed title I and site supplemental budgets. The learning recovery budget will expire at the end of 2025-2026. Principal Chitwood elicited feedback from parents about the proposed budgets by asking, "How many of you feel that this is a good plan?" Several hands were raised. Principal Chitwood asked for other ideas. One parent expressed appreciation for the extra support provided to her kindergarten daughter. Juana Ayala (parent) made a motion to approve the proposed budgets. Maria Carrasco (parent) seconded the motion. The members voted unanimously to approve the proposed budgets.

The Importance of Attendance: Principal Chitwood reviewed the importance of coming to school on time every day and communicating with office staff about absences. She introduced our 2 school attendance goals for decreasing chronic absenteeism and trancies. A parent asked about the impact of early dismissals and Principal Chitwood responded. Principal Chitwood spoke about the purpose and effects of our hot cocoa welcome and attendance challenges. For example, late arrivals/tardies decreased from 41 (January 2024) to 14 (January 2025) on the day after winter break. She reviewed tips for getting to school on time.

Upcoming Events: Principal Chitwood reviewed upcoming meetings, school events, and holidays. She shared the next ELAC meeting date on February 26th.



**Rancho Cordova Elementary
School Site Council Meeting Agenda**
January 21, 2025 @ 3:00 PM
Room 21



SSC Members	Elected	Role
Anna Chitwood		Principal
Vicki Hashimoto	9/2024	Teacher
Jen Neuenfeld	9/2024	Teacher
Tessa Moncur	9/2024	Teacher
Claudia Vargas	9/2024	Classified Staff
Katherine (Katie) Gibson	9/2024	Parent
Alberto Valle	9/2024	EL Parent
Francheskia Mize	9/2024	Parent
Audrey Prado	8/2023	Parent
Tiesha Jones	8/2023	Parent

Agenda Items

Approval of minutes from 11/6/2024

Budget/SPSA- Discuss and get input for tentative funding and goals for next year's SPSA.

Upcoming SSC Meetings- Tentative Dates

2/26

3/19

4/23



**Rancho Cordova Elementary
School Site Council Meeting Agenda**
May 7, 2025 @ 3:00 PM
Room 21



SSC Members	Elected	Role
Anna Chitwood		Principal
Vicki Hashimoto	9/2024	Teacher
Jen Neuenfeld	9/2024	Teacher
Tessa Moncur	9/2024	Teacher
Claudia Vargas	9/2024	Classified Staff
Katherine (Katie) Gibson	9/2024	Parent
Alberto Valle	9/2024	EL Parent
Madelaine Sanderson	2/2025	Parent
Stacie Albay	2/2025	Parent
Vacant		Parent

Agenda Items
Approval of minutes from 2/25/2025
Review and approve budget and goals for the 2025-2026 SPSA

Upcoming SSC Meetings- Tentative Dates

TBD- August/September 2025

SSC Minutes for 1/21/2025
Rancho Cordova Elementary

Date: 1/21/2025

Meeting began at 3:05pm

Location: RCE classroom 21

In attendance: Anna Chitwood (Principal), Vicki Hashimoto (teacher), Tessa Moncur (teacher), Claudia Vargas (Parent Coordinator), Alberto Valle (Parent), Katie Gibson (Parent), Jen Neuenfeld (teacher), Carmelita Goldsby (Asst Principal), Sherell Branch (Community Schools Rep)

Not Present: Audrey Prado (Parent), Francheskia Mize (Parent), Tone Torres-Barboza (Parent), Tiesha Jones (Parent)
Meeting adjourned at 3:45 pm

Agenda Items
Approval of Minutes: Anna shared the minutes from the November 6th, 2024 meeting. She quickly reviewed the main points from our previous meeting, including some data and corresponding goals. Claudia motioned to approve the minutes and Claudia seconded the motion.
Projected Budget for 2025: Anna reviewed the 4 goals for our campus, along with the more detailed breakdown for each goal. Anna showed us the summary for next year's school budget. The breakdown showed us how much money will go into Title I, Site Supplemental, and Additional funds (District Supplemental, Learning Recovery, and Community Schools Grant). We learned that next year we will have slightly less budget than we did this year. We also will no longer have the Educator's Effectiveness Grant in our budget next year, so we have less budget for that as well. Anna explained the breakdown for the Title I funds including things like certificated subs, supplies, buses, etc. Next, Anna moved on to breakdown of the Site Supplemental Funds for things like SOSA, BIA's, a Behavior Specialist, and General Ed Paraeducators. The District Supplemental Funds go towards our intervention teachers, health clerk, etc. The Learning Recovery Funds also go towards an additional Intervention Teacher. The final section was the Community Schools Grant which goes to ELD Intervention Teacher, Sports Authority (recess program), etc. Next, Anna showed us the very detailed budget rationale spreadsheet so we have an understanding of exactly where the funds come from and exactly why we are allocating things there. There are also corresponding action steps for each budget line. The Site Supplemental Funds are highlighted in green to note what sets our campus apart from other schools. All of the budgeting and decision-making is routed in data. Anna shared more about the role of the SOSA and exactly

SSC Minutes for 1/21/2025
Rancho Cordova Elementary

where the money comes from whether he is covering for a classroom teacher or not. Anna showed us the detailed rationale for each line in the budget as she prepares to meet with the district to present our budget to them. Anna showed us the things we have gained this year from adding additional roles to our campus, like the Behavior Specialist and the BSA. Jen asked a question regarding Teams Time in the budget for potential art teacher prep time. Anna shared that the money comes from a VAPA grant and would have to be added to the budget if and when it gets approved, she gets more information, etc. Vicki motioned to approve the 2025-2026 budget and Jen seconded the motion.

Next, Anna shared that there were 2 SSC members who have missed 3 consecutive meetings. Per the bylaws, they will be dropped and she will reach out to the community to replace them. She also shared that another parent removed herself due to her new work schedule. A total of 3 new community members are needed.

Upcoming Meetings:

2/26/2025

3/19/2025

4/23/2025

School SSC Minutes for 5/7/2025
Rancho Cordova Elementary
Site Meeting
Rancho Cordova Elementary
Meeting Notes

Date: 5/7/2025

Meeting began at 3:05

Location: RCE classroom 21

In attendance: Anna Chitwood (Principal), Vicki Hashimoto (teacher), Jennifer Neuenfeld (teacher), Claudia Vargas (Parent Coordinator), Alberto Valle (Parent), Madelaine Sanderson (Parent), Katie Gibson (Parent), and Stacie Albey (Parent)

Meeting adjourned at 3:35

Agenda Items
<u>Approval of Minutes:</u> Principal Chitwood shared the minutes from the February 25th, meeting. Vicki Hashimoto motioned to approve the minutes and Claudia Vargas seconded the motion.
<u>Review Budget and approve SPSA:</u> Reviewed the 4 goals of the LCAP (FCUSD), then we reviewed the total site budget projected for 2025-2026 (\$1,346, 919). Title One Funds (\$167,580) Instructional Coach \$111,187 is paid 78.58% out of Title One funds (the rest from district) Certificated Subs \$10,986 for release days Certificated After Hours payments \$4,546 Classified after hours payments \$1330 Books (other than textbooks) \$2500 Supplies \$23,498 Busses \$7,333 Software for Brainpop \$5000 Postage \$200. Supplemental Site Funds (\$274,550) Behavior Support Aide \$23, 635 Money for the Bilingual instructional aides will be now covered by the district and so that money will be reallocated to the SOSA \$41,586

School SSC Minutes for 5/7/2025
Rancho Cordova Elementary

Behavior Specialist \$143,936
General Ed Paras (3 x 3.5 hours) \$65,393

Learning Recovery (\$147, 142)
Instructional Coach \$147, 142

Community Schools Grant (\$255,000) includes 80% intervention teacher ,
Community school facilitator, and the recess program through Sports
Authority.

Discussed the different strategies planned to address the 4 goals in an
effort to support students and improve student performance.

Madelaine motioned to approve the SIPSA as presented. Katie seconded the
motion. All were in favor with none opposing.

Returning SSC Members: The following members have agreed to serve on
SSC for the 2025-2026 school year:

Anna Chitwood (Principal), Vicki Hashimoto (teacher), Jennifer Neuenfeld
(teacher), , Alberto Valle (Parent), Madelaine Sanderson (Parent), Katie Gibson
(Parent), and Stacie Albey (Parent)

Upcoming Meetings:

TBD (Early September)