



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 13, 2026	August 20, 2026

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description	4
School Vision and Mission	4
School & Community Profile	4
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components.....	6
California School Dashboard (Dashboard) Indicators	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population	17
Overall Performance.....	19
Academic Performance	21
Academic Engagement	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1	34
Goal 2	42
Goal 3	50
Goal 4	57
Goal 5	63
Budget Summary	64
Budget Summary.....	64
Other Federal, State, and Local Funds.....	64
Budgeted Funds and Expenditures in this Plan	65
Funds Budgeted to the School by Funding Source	65
Expenditures by Funding Source.....	65
Expenditures by Budget Reference	65
Expenditures by Budget Reference and Funding Source.....	65
Expenditures by Goal	66
School Site Council Membership.....	67
English Learner Advisory Committee (ELAC).....	68

Recommendations and Assurances 69

Instructions 70

Appendix A: Plan Requirements..... 77

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 80

Appendix C: Select State and Federal Programs 83

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, mCLASS, 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. Students who continue to struggle will receive Tier 3 (1:1 support) with the intervention teacher. 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, along with an ELD intervention teacher and 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 417 transitional kindergarten through fifth-grade students, representing the diverse cultural backgrounds of the Rancho Cordova community. About 28% of our student body are English Language Learners (ELL). The school's largest ethnic group is Hispanic/Latino, making up 58% of the school population. In terms of racial student groups, significant numbers include Whites at 18%, African Americans at 4%, and others at 20%. Our socio-economically disadvantaged rate is 78%, and our unduplicated pupil percentage is 79%. 19% of our students receive special education services.

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 intensive 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 p.m. Monday-Friday.

The academic program at Rancho Cordova Elementary School stresses the importance of every child mastering grade level essential standards. Student progress is continually measured and analyzed within a professional learning community by professional learning teams (PLT) during weekly team time and PLT meetings. Students needing additional supports by specialists outside of the classroom are referred to the Coordination of Services Team (COST), which reviews student referrals on a weekly basis. Student progress is also monitored bi-yearly at Every Student by Name (ESBN) meetings with school administration and support staff.

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 Education Paraeducators, the Assistant Principal, and the School Principal is aimed at success for all students. All students receive Multi-Tiered Systems of Support (MTSS) for academics, behavior, 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 27, 2026, with the English Language Advisory Committee (ELAC) and on January 16, 2026, with our School Site Council (SSC). The SSC reviewed the plan again and voted on it on May 13, 2026.

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, Parent Cafe, 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 2026-2027. 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 2025 California School Dashboard indicates Rancho Cordova Elementary scored above the red/orange performance levels on all state measures except for one measure. We scored at the orange performance level for chronic absenteeism. In order to support students with their school attendance, our school's attendance committee will meet weekly instead of biweekly as done in the prior year. Our school's attendance committee consists of our school administration, office clerk, mental health specialist, and community school leader. Our committee will implement Plan-Do-Study-Act (PDSA) cycles and multi-tiered systems of support in collaboration with our school's COST team and district support staff. We will continue to document and monitor individual student progress on a shared Google spreadsheet as well as our tiered interventions and supports.

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 Hispanic student group was the only student group that scored at the red performance level in English-language arts, 2 performance levels below the “all student” performance level of yellow. This student group decreased by 0.3 points. In 2025-2026, we will schedule tier 2A and tier 2B WIN (What I Need) intervention at the same time for each grade level and implement the push-in WIN model. In this model, intervention teachers will push in to general education classrooms to provide WIN intervention. Our goal is to also assign paraeducators to classrooms during WIN. We will not schedule tier 1 instruction during WIN, as WIN provides intervention and advancement. A centralized location for WIN data will be stored in a shared Google Drive and managed by administration. Master instructional schedules will also be developed in 5-minute increments by each classroom and intervention teacher.

Other Needs

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

FCUSD is committed to ongoing professional development (PD) in Behavior Response to Intervention (RtI) to create a restorative and instructional response to student behavior. Rancho Cordova Elementary School provides PD focused on creating conditions for learning for all students. Other school climate PD our staff have received include creating welcoming schools, increasing family engagement, trauma informed schools, and Zones of Regulation.

FCUSD has committed to the California Community Schools Framework. It 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. These equity questions were designed to ensure that these student groups benefit from culturally responsive tier 1 instruction and interventions.

FCUSD has a longstanding commitment to social emotional learning and embraces the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. We teach all students these specific CASEL competencies through tier 1 instruction using the Second Step curriculum. Our teachers utilize Panorama Surveys to gather data from our school community to help us better understand and serve students, parents, teachers, and staff. Our Coordination of Services Team (COST), a multidisciplinary group of school staff, meets weekly to review student needs and use the Panorama Student Success digital tool to plan and monitor interventions. We also strive to fully implement all features of the Positive Behavior Interventions and Supports (PBIS) tiered fidelity inventories, as evidenced by 83.82% of students receiving 0-1 office disciplinary referral (ODR), 10.63% of students receiving 2-5 ODRs, and 5.56% receiving 6+ ODRs in 2025-2026.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.25%	0.25%	0.74%	1	1	3
African American	5.97%	6.14%	4.71%	24	25	19
Asian	4.48%	3.69%	4.96%	18	15	20
Filipino	1.00%	0.98%	0.74%	4	4	3
Hispanic/Latino	58.46%	59.46%	56.58%	235	242	228
Pacific Islander	1.24%	1.72%	2.23%	5	7	9
White	16.42%	16.71%	17.62%	66	68	71
Multiple/No Response	12.19%	11.06%	12.41%	49	45	50
Total Enrollment				402	407	403

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			20
Kindergarten	60	66	46
Grade 1	59	63	71
Grade 2	73	69	55
Grade3	77	77	68
Grade 4	63	69	72
Grade 5	70	63	71
Total Enrollment	402	407	403

Conclusions based on this data:

1. In 2025-2026, we added a transitional kindergarten class of 20 students for the first time.
2. In 2025-2026, we also served 14 fewer second grade students and downsized to 2 classrooms.
3. Between 2024-2025 and 2025-2026, we served 14 fewer Hispanic/Latino students, representing a 2.88% decrease in this student group.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	136	140	135	36.9%	33.8%	33.5%
Fluent English Proficient (FEP)	20	24	20	3.3%	5.0%	5.0%
Reclassified Fluent English Proficient (RFEP)				3.2%		

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, Designated English Language Development (ELD), 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	54	72	75	54	69	74	54	69	74	100.0	95.8	98.7
Grade 4	70	71	67	67	67	65	67	67	65	95.7	94.4	97
Grade 5	73	73	68	72	71	66	72	71	66	98.6	97.3	97.1
All Grades	197	216	210	193	207	205	193	207	205	98.0	95.8	97.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2381.	2341.	2357.	14.81	1.45	5.41	12.96	14.49	9.46	27.78	26.09	29.73	44.44	57.97	55.41
Grade 4	2388.	2410.	2410.	2.99	13.43	6.15	19.40	17.91	24.62	13.43	17.91	20.00	64.18	50.75	49.23
Grade 5	2433.	2420.	2437.	9.72	4.23	7.58	19.44	9.86	18.18	15.28	28.17	24.24	55.56	57.75	50.00
All Grades	N/A	N/A	N/A	8.81	6.28	6.34	17.62	14.01	17.07	18.13	24.15	24.88	55.44	55.56	51.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.81	1.45	6.76	55.56	57.97	56.76	29.63	40.58	36.49
Grade 4	7.46	8.96	10.77	53.73	65.67	60.00	38.81	25.37	29.23
Grade 5	11.11	7.04	7.58	54.17	54.93	59.09	34.72	38.03	33.33
All Grades	10.88	5.80	8.29	54.40	59.42	58.54	34.72	34.78	33.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.56	1.45	4.05	50.00	46.38	40.54	44.44	52.17	55.41
Grade 4	1.49	5.97	3.08	46.27	47.76	50.77	52.24	46.27	46.15
Grade 5	8.33	2.82	6.06	40.28	35.21	53.03	51.39	61.97	40.91
All Grades	5.18	3.38	4.39	45.08	43.00	47.80	49.74	53.62	47.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.70	4.35	4.05	77.78	69.57	63.51	18.52	26.09	32.43
Grade 4	7.46	8.96	10.77	68.66	67.16	67.69	23.88	23.88	21.54
Grade 5	2.78	8.45	7.58	65.28	70.42	63.64	31.94	21.13	28.79
All Grades	4.66	7.25	7.32	69.95	69.08	64.88	25.39	23.67	27.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.81	1.45	8.11	57.41	53.62	64.86	27.78	44.93	27.03
Grade 4	7.46	14.93	4.62	55.22	47.76	66.15	37.31	37.31	29.23
Grade 5	11.11	7.04	9.09	55.56	54.93	59.09	33.33	38.03	31.82
All Grades	10.88	7.73	7.32	55.96	52.17	63.41	33.16	40.10	29.27

Conclusions based on this data:

1. In 2025, we exceeded our goal of testing 95% of our students with an overall participation rate of 97.6%. From 2024 to 2025, the overall achievement of our 4th grade students meeting standards increased from 17.91% to 24.62%. The overall achievement of our 5th grade students meeting standards increased from 9.86% to 18.18%. In contract, 5th grade decreased the percentage of students not meeting standards from 57.75% to 50%.
2. From 2024 to 2025, we saw gains in the areas of writing and research/inquiry. 5th grade increased the percentage of students meeting standard in writing from 35.21% to 53.03%. Conversely, 5th grade decreased the percentage of students below standard in writing from 61.97% to 40.91%.

Students in all three tested grade levels raised their performance in research/inquiry from 52.17% to 63.41% of students scoring at/near standard. Conversely, the percentage of students scoring below standards in this area decreased from 40.10% to 29.27%. 3rd grade increased the percentage of students scoring above standard in this area from 1.45% to 8.11%.
3. Between 2024 and 2025, the percentage of 5th grade students scoring below standard in listening increased from 21.13% to 28.79%. Listening is a growth area for this cohort of students.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	54	72	75	54	71	75	54	71	75	100.0	98.6	100
Grade 4	70	71	67	67	71	66	67	71	66	95.7	100	98.5
Grade 5	73	73	68	72	71	68	72	71	68	98.6	97.3	100
All Grades	197	216	210	193	213	209	193	213	209	98.0	98.6	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2384.	2361.	2387.	7.41	1.41	5.33	16.67	14.08	16.00	29.63	30.99	37.33	46.30	53.52	41.33
Grade 4	2393.	2414.	2428.	2.99	1.41	6.06	5.97	19.72	15.15	28.36	32.39	45.45	62.69	46.48	33.33
Grade 5	2422.	2403.	2433.	5.56	0.00	2.94	6.94	7.04	11.76	19.44	14.08	25.00	68.06	78.87	60.29
Grade 11															
All Grades	N/A	N/A	N/A	5.18	0.94	4.78	9.33	13.62	14.35	25.39	25.82	35.89	60.10	59.62	44.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.26	7.04	9.33	42.59	45.07	44.00	48.15	47.89	46.67
Grade 4	4.48	9.86	9.09	32.84	39.44	50.00	62.69	50.70	40.91
Grade 5	5.56	0.00	5.88	33.33	36.62	44.12	61.11	63.38	50.00
Grade 11									
All Grades	6.22	5.63	8.13	35.75	40.38	45.93	58.03	53.99	45.93

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	1.41	9.33	44.44	47.89	54.67	44.44	50.70	36.00
Grade 4	2.99	0.00	4.55	29.85	53.52	43.94	67.16	46.48	51.52
Grade 5	4.17	1.41	1.47	33.33	29.58	48.53	62.50	69.01	50.00
All Grades	5.70	0.94	5.26	35.23	43.66	49.28	59.07	55.40	45.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.26	4.23	6.67	64.81	57.75	70.67	25.93	38.03	22.67
Grade 4	4.48	4.23	6.06	53.73	53.52	69.70	41.79	42.25	24.24
Grade 5	1.39	1.41	4.41	48.61	45.07	48.53	50.00	53.52	47.06
All Grades	4.66	3.29	5.74	54.92	52.11	63.16	40.41	44.60	31.10

Conclusions based on this data:

1. In 2025, we exceeded our goal of testing 95% of our students with an overall participation rate of 99.5%. From 2024 to 2025, the overall achievement of all tested students nearly meeting standards increased from 25.82% to 35.89%. In contrast, the percentage of students not meeting standards decreased from 59.62% to 44.98%.
2. Our overall performance on the communicating reasoning standards for all 3 tested grade levels improved from 52.11% at/near standard in 2024 to 63.16% in 2025. Conversely, the percentage of students scoring below standard decreased from 44.60% to 31.10%.

5th grade student performance on the concepts and procedures standards is an area of strength. From 2024 to 2025, the percentage of students scoring above standard increased from 0% to 5.88%, and the percentage scoring at/near standard increased from 36.62% to 44.12%. Conversely, the percentage of students scoring below standard decreased from 63.38% to 50%.
3. Performance on the problem solving and modeling/data analysis standards showed strengths and areas for improvement when comparing year to year data from 2024 to 2025. 3rd grade student performance on the problem solving and modeling/data analysis standards is an area of strength. From 2024 to 2025, the percentage of students scoring above standard increased from 1.41% to 9.33%, and the percentage scoring at/near standard increased from 47.89% to 54.67%. Conversely, the percentage of students scoring below standard decreased from 50.70% to 36%. However, in 4th grade, the percentage of students scoring below standard increased from 46.48% to 51.52%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1415.5	1393.8	1356.1	1423.5	1405.9	1363.4	1396.5	1365.1	1338.8	21	24	21
1	1428.2	1398.4	1420.9	1451.4	1400.3	1439.0	1404.3	1395.9	1402.2	21	26	25
2	1479.6	1444.8	1474.9	1485.8	1439.8	1475.5	1472.9	1449.1	1473.7	30	25	31
3	1471.9	1475.3	1478.1	1468.8	1478.3	1472.4	1474.8	1471.6	1483.4	17	27	24
4	1503.1	1477.9	1527.7	1502.4	1469.9	1520.0	1503.2	1485.3	1534.8	28	21	20
5	1531.4	1501.3	1514.5	1525.6	1495.7	1515.9	1536.7	1506.6	1512.6	31	22	20
All Grades										148	145	141

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	0.00	0.00	38.10	37.50	19.05	28.57	41.67	33.33	19.05	20.83	47.62	21	24	21
1	0.00	0.00	12.00	28.57	15.38	36.00	52.38	38.46	12.00	19.05	46.15	40.00	21	26	25
2	10.00	4.00	16.13	50.00	32.00	29.03	26.67	36.00	41.94	13.33	28.00	12.90	30	25	31
3	11.76	11.11	4.17	29.41	22.22	20.83	29.41	51.85	66.67	29.41	14.81	8.33	17	27	24
4	25.00	4.76	40.00	21.43	42.86	30.00	32.14	14.29	15.00	21.43	38.10	15.00	28	21	20
5	22.58	9.09	25.00	45.16	31.82	30.00	19.35	31.82	20.00	12.90	27.27	25.00	31	22	20
All Grades	14.86	4.83	15.60	36.49	29.66	27.66	30.41	36.55	32.62	18.24	28.97	24.11	148	145	141

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.76	4.17	4.76	42.86	37.50	19.05	33.33	37.50	28.57	19.05	20.83	47.62	21	24	21
1	9.52	0.00	24.00	42.86	30.77	24.00	38.10	42.31	28.00	9.52	26.92	24.00	21	26	25
2	30.00	8.00	19.35	46.67	40.00	45.16	16.67	28.00	29.03	6.67	24.00	6.45	30	25	31
3	29.41	33.33	12.50	29.41	25.93	41.67	23.53	22.22	29.17	17.65	18.52	16.67	17	27	24
4	35.71	38.10	40.00	25.00	23.81	40.00	25.00	9.52	10.00	14.29	28.57	10.00	28	21	20
5	32.26	36.36	40.00	51.61	36.36	25.00	6.45	9.09	10.00	9.68	18.18	25.00	31	22	20
All Grades	25.00	19.31	22.70	40.54	32.41	33.33	22.30	25.52	23.40	12.16	22.76	20.57	148	145	141

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	0.00		20.83	4.76		50.00	61.90		29.17	33.33		24	21
1		0.00	8.00		15.38	24.00		26.92	28.00		57.69	40.00		26	25
2		4.00	6.45		32.00	22.58		32.00	41.94		32.00	29.03		25	31
3		0.00	0.00		14.81	25.00		55.56	50.00		29.63	25.00		27	24
4		0.00	20.00		19.05	35.00		38.10	30.00		42.86	15.00		21	20
5		0.00	5.00		31.82	25.00		31.82	40.00		36.36	30.00		22	20
All Grades	6.08	0.69	6.38	24.32	22.07	22.70	36.49	39.31	41.84	33.11	37.93	29.08	148	145	141

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.76	12.50	0.00	71.43	75.00	71.43	23.81	12.50	28.57	21	24	21
1	23.81	15.38	40.00	66.67	57.69	40.00	9.52	26.92	20.00	21	26	25
2	26.67	16.00	32.26	66.67	60.00	61.29	6.67	24.00	6.45	30	25	31
3	11.76	33.33	8.33	35.29	40.74	70.83	52.94	25.93	20.83	17	27	24
4	32.14	33.33	50.00	39.29	33.33	45.00	28.57	33.33	5.00	28	21	20
5	22.58	22.73	30.00	64.52	50.00	55.00	12.90	27.27	15.00	31	22	20
All Grades	21.62	22.07	26.95	58.11	53.10	57.45	20.27	24.83	15.60	148	145	141

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.05	8.33	4.76	57.14	50.00	38.10	23.81	41.67	57.14	21	24	21
1	9.52	0.00	20.00	76.19	61.54	52.00	14.29	38.46	28.00	21	26	25
2	40.00	12.50	22.58	50.00	66.67	58.06	10.00	20.83	19.35	30	24	31
3	29.41	29.63	33.33	58.82	51.85	41.67	11.76	18.52	25.00	17	27	24
4	39.29	28.57	50.00	46.43	42.86	40.00	14.29	28.57	10.00	28	21	20
5	74.19	45.45	45.00	16.13	31.82	20.00	9.68	22.73	35.00	31	22	20
All Grades	38.51	20.14	28.37	47.97	51.39	43.26	13.51	28.47	28.37	148	144	141

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	0.00	0.00	61.90	79.17	61.90	28.57	20.83	38.10	21	24	21
1	4.76	7.69	16.00	38.10	26.92	36.00	57.14	65.38	48.00	21	26	25
2	10.00	0.00	9.68	60.00	68.00	58.06	30.00	32.00	32.26	30	25	31
3	0.00	0.00	0.00	47.06	48.15	58.33	52.94	51.85	41.67	17	27	24
4	3.57	0.00	20.00	57.14	52.38	60.00	39.29	47.62	20.00	28	21	20
5	19.35	9.09	10.00	54.84	40.91	45.00	25.81	50.00	45.00	31	22	20
All Grades	8.78	2.76	9.22	54.05	52.41	53.19	37.16	44.83	37.59	148	145	141

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.81	25.00	9.52	57.14	45.83	47.62	19.05	29.17	42.86	21	24	21
1	0.00	0.00	4.00	66.67	53.85	72.00	33.33	46.15	24.00	21	26	25
2	16.67	16.67	16.13	66.67	54.17	70.97	16.67	29.17	12.90	30	24	31
3	18.75	0.00	0.00	62.50	84.62	95.65	18.75	15.38	4.35	16	26	23
4	30.77	15.00	20.00	42.31	45.00	65.00	26.92	40.00	15.00	26	20	20
5	10.34	15.00	10.53	79.31	55.00	73.68	10.34	30.00	15.79	29	20	19
All Grades	16.78	11.43	10.07	62.94	57.14	71.22	20.28	31.43	18.71	143	140	139

Conclusions based on this data:

- Overall, student performance at the highest level of English proficiency (level 4) improved from 4.83% in 2024 to 15.60% in 2025. 4th grade students showed the most growth from 4.76% to 40% scoring at level 4.
- In written language, the percentage of students scoring at level 4 improved schoolwide from 0.69% in 2024 to 6.38% in 2025. Conversely, the percentage of students scoring at the lowest level (level 1) in writing decreased from 37.93% to 29.08%.

3. Student performance in each domain showed many strengths from 2024 to 2025. In listening, the percentage of students at the beginning level declined from 24.83% to 15.60%. In speaking, the percentage of students at the well-developed level increased from 20.14% to 28.37% and decreased from 51.39% to 43.26% at somewhat/moderately level. In reading, the percentage of students at the well-developed level increased from 2.76% to 9.22% and decreased from 44.83% to 37.59% at the beginning level. In writing, the percentage of students at the somewhat/moderately level increased from 57.14% to 71.22% and decreased from 31.43% to 18.71% at the beginning level.

School and Student Performance Data

Student Population

The 2025 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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
407	78.1%	34.4%	0.2%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	34.4%
Foster Youth	1	0.2%
Homeless	25	6.1%
Socioeconomically Disadvantaged	318	78.1%
Students with Disabilities	83	20.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	6.1%
American Indian	1	0.2%
Asian	15	3.7%
Filipino	4	1%
Hispanic	242	59.5%
Two or More Races	45	11.1%
Pacific Islander	7	1.7%
White	68	16.7%

Conclusions based on this data:

1. Our Latino/Hispanic population makes up the majority of our student population at 59.5%. Many of these students are emergent bilingual students/English learners, and English learners make up 34.4% 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 78.1% 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 increased from 15.4% to 20.4% of our student population. It will be important to continue our social, physical, and academic inclusion efforts between our general education and special teachers.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2024-2025, we scored above the red/orange performance levels on all state measures except for chronic absenteeism in which we scored at the orange performance level.
2. In 2024-2025, students scored at the yellow performance levels in English language arts and mathematics.

3. In 2024-2025, we scored at the green performance level for our suspension rate and at the blue performance level for our English learner progress.

School and Student Performance Data

Academic Performance English Language Arts

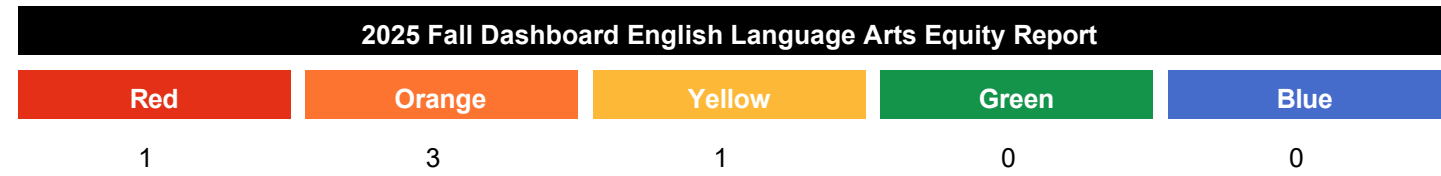
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 67.5 points below standard Increased 11.9 points 200 Students	English Learners  Orange 76.2 points below standard Increased 15.9 points 71 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 93 points below standard 16 Students	Socioeconomically Disadvantaged  Orange 71.3 points below standard Increased 10.7 points 164 Students

Students with Disabilities  Orange 123.3 points below standard Increased 29.5 points 52 Students	African American  No Performance Color 83.8 points below standard 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red 70.5 points below standard Maintained -0.3 points 124 Students
Two or More Races  No Performance Color 57 points below standard Increased 29.6 points 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 33.7 points below standard Increased 46 points 31 Students

Conclusions based on this data:

1. All students and all reporting student's groups increased the number of points toward standard except for our Hispanic student group. Our students with disabilities group made the greatest gain by increasing 29.5 points toward standard. Our English learners group increased by 15.9 points, and socioeconomically disadvantaged group increased by 10.7 points. Our Hispanic group decreased by 0.3 points.
2. All students and our white student group scored at the yellow performance level. Three student groups (students with disabilities, English learners, and students with disabilities) scored at the orange performance level. Our Hispanic student group was the only student group who scored at the red performance level.
3. Our white student group scored 33.7 points below standard and is the student group closest to standard. Our students with disabilities scored 123.3 points below standard and is the student group furthest from standard.

School and Student Performance Data

Academic Performance Mathematics

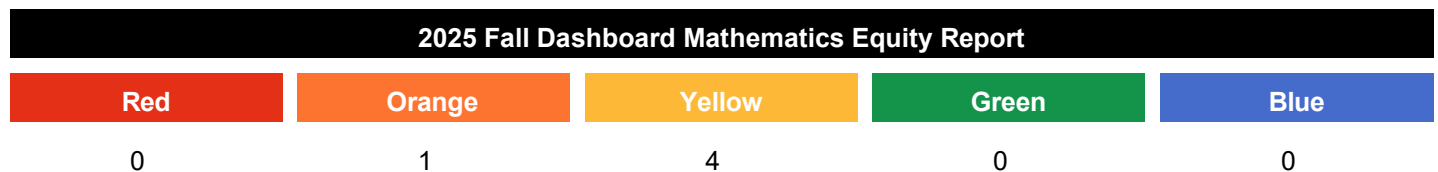
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 65.3 points below standard Increased 24.4 points 201 Students	English Learners  Yellow 60.5 points below standard Increased 27.3 points 72 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 65.8 points below standard Declined 7.9 points 16 Students	Socioeconomically Disadvantaged  Yellow 68.1 points below standard Increased 22.3 points 165 Students

Students with Disabilities  Orange 125.5 points below standard Increased 16.5 points 52 Students	African American  No Performance Color 97.3 points below standard 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 68.4 points below standard Increased 12.4 points 124 Students
Two or More Races  No Performance Color 43.7 points below standard Increased 63.5 points 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 41 points below standard Increased 54.6 points 32 Students

Conclusions based on this data:

1. All students and all reporting student's groups increased the number of points toward standard. Our white student group made the greatest gain by increasing 54.6 points toward standard. Our English learners group increased by 27.3 points, and socioeconomically disadvantaged group increased by 22.3 points. Our students with disabilities increased by 12.4 points, and Hispanic student group increased by 12.4 points.
2. All students and all reporting student groups scored at the yellow performance level except for our students with disabilities. Our students with disabilities scored at the orange performance level.
3. Our white student group scored 41 points below standard and is the student group closest to standard. Our students with disabilities scored 125.5 points below standard and is the student group furthest from standard.

School and Student Performance Data

Academic Performance Science

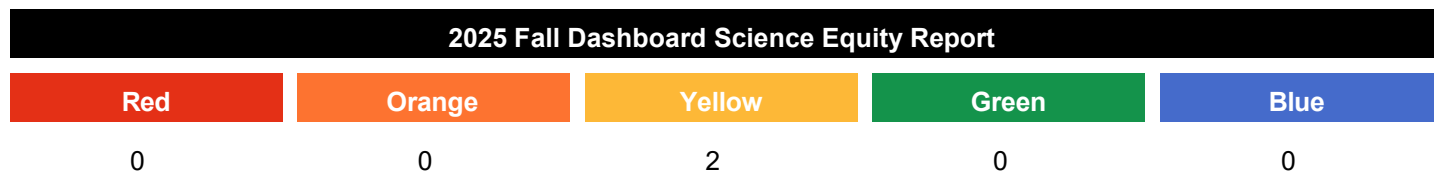
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 42.9 science points Increased 7.3 points 61 Students	English Learners  No Performance Color 37.3 science points Maintained 1.6 points 21 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 42.7 science points Increased 7.9 points 51 Students

Students with Disabilities  No Performance Color 34 science points Increased 9.8 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 40.6 science points Increased 3.6 points 39 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 53.3 science points Increased 20.1 points 12 Students

Conclusions based on this data:

1. All students, our Hispanic student group, and our socioeconomically disadvantaged student group scored at the yellow performance level.
2. Our socioeconomically disadvantaged student group increased by 7.9 points toward standard and scored 42.7 points below standard.
3. Our Hispanic student group increased by 3.6 points toward standard and scored 40.6 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue 60.7 making progress. Number Students: 112 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2025 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
14.5%	25.5%	0%	60%

Conclusions based on this data:

- 60% of our English learners advanced at least one English language proficiency level.
- 14.5% of our English learners decreased one English language proficiency level.
- Our school reached the blue performance level for the progress of our English learners, the highest level possible.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

2025 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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 20.1% Chronically Absent Declined 1.1 437 Students	English Learners Orange 16.5% Chronically Absent Maintained -0.1 158 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 36.1% Chronically Absent Increased 22.3 36 Students	Socioeconomically Disadvantaged Orange 20.7% Chronically Absent Declined 1.7 347 Students

Students with Disabilities  Yellow 16.2% Chronically Absent Declined 3.1 99 Students	African American  No Performance Color 25.9% Chronically Absent Declined 3.7 27 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% Chronically Absent Declined 10.5 15 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 17.8% Chronically Absent Declined 3.5 258 Students
Two or More Races  Red 26.4% Chronically Absent Increased 3.3 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Red 23.9% Chronically Absent Increased 3.1 71 Students

Conclusions based on this data:

- Overall, our chronic absenteeism rate decreased by 1.1% at 20.1%, placing our school in the orange performance level.
- Our reported student groups with declining rates were our students with disabilities (-3.1%), socioeconomically disadvantaged group (-1.7%), and our Hispanic group (-3.5%). Our students with disabilities had the lowest chronic absenteeism rate at 16.2%.
- Our reported student groups with increasing rates were our white student group (+3.1%) and our two or more races group (+3.3%). Our two or more races group had the highest chronic absenteeism rate at 26.4%. Even though our homeless student group did not generate a performance level, the chronic absenteeism rate for this group of 36 students increased by 22.3% to 36.1%.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

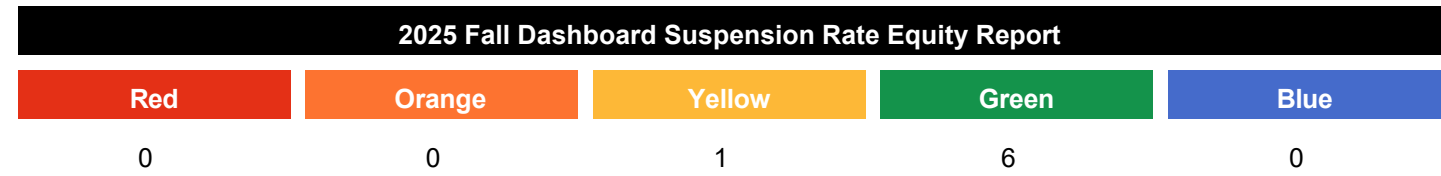
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.5% suspended at least one day Declined 1.5% 447 Students	English Learners  Green 1.2% suspended at least one day Declined 0.5% 162 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Green 2.7% suspended at least one day Declined 3.7% 37 Students	Socioeconomically Disadvantaged  Green 2.5% suspended at least one day Declined 0.9% 357 Students

Students with Disabilities  Green 3% suspended at least one day Declined 4.2% 99 Students	African American  No Performance Color 7.4% suspended at least one day Increased 7.4% 27 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 1.9% suspended at least one day Declined 2% 261 Students
Two or More Races  Green 1.9% suspended at least one day Declined 1.7% 54 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Yellow 4.1% suspended at least one day Declined 3.7% 74 Students

Conclusions based on this data:

1. All students and all reported student groups scored at the green performance level, except for our white student group which scored at the yellow performance level.
2. The suspension rates for all of our student groups with performance levels decreased.
- 3.

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 University of Florida Literacy Institute (UFLI) curriculum in the primary grades and SIPPS in the upper grades. MTSS level reading groups are also scheduled for all students with the support of our intervention teachers utilizing SIPPS. English language arts (ELA) and mathematics are our focus areas for What I Need (WIN) intensive intervention with the support of our intervention teachers. We are also providing 1:1 support for Tier 3 students in both ELA and Math. 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 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.

1.1 In 2025, we increased the percentage of students meeting/exceeding standards on the ELA CAASPP by 3.11% from 20.29% to 23.4%. Although we did not meet the goal of increasing the percentage by 5%, we made progress toward the goal and achieved overall performance levels of yellow in both ELA and mathematics. Our student groups with lower performance levels are listed below.

2025 CAASPP ELA

Hispanic: -0.3 points, 70.5 below standard, red performance level

SED: +10.7 points, 71.3 below standard, orange performance level

EL: +15.9 points, 76.5 below standard, orange performance level

SWD: +29.5 points, 123.3 below standard, orange performance level

2025 CAASPP Math

SWD: +16.5 points, 125.5 below standard, orange performance level

We will continue implementing the identified strategies/activities with the addition of scheduling tier 2A and tier 2B WIN intervention at the same time for each grade level and implementing the push-in WIN model. In this model, intervention teachers will push in to provide WIN intervention. Our goal is to assign paraeducators to classrooms during WIN. We will not schedule tier 1 instruction during WIN as WIN provides intervention and advancement. A centralized location for WIN data will be stored in a shared Google Drive and managed by administration. Master instructional schedules will also be developed in 5-minute increments by each classroom and intervention teacher.

1.2 In 2025, we increased the percentage of students meeting/exceeding standards on the math CAASPP by 4.53% from 14.6% to 19.13%. We came very close to achieving our goal of increasing the percentage by 5%. WIN intervention will be scheduled at the same time for all grade levels with the support of intervention teachers who will be pushing into classrooms.

1.3 In 2025, we increased the percentage of students making progress toward English language proficiency or maintaining the highest level by 24.7% from 36% to 60.7% and surpassed our goal of increasing the percentage by 5%. We will continue implementing the identified strategies/activities.

1.4 In 2025, we increased our average daily attendance rate by 0.50% from 93.06% to 93.56%. Although we did not meet our goal of increasing the percentage by 0.80%, we made progress toward the goal. We will continue implementing the identified strategies/activities with the addition of scheduling School Attendance Review Team meetings earlier in the year and after the 5th day of absence. We also plan to expand student leadership roles, provide perfect attendance incentives, hold attendance lunch bunch gatherings, and conduct targeted home visits.

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 (ELA)	In 2025, 14.87% of (74 tested/3rd grade students) met or exceeded CAASPP standards.	In 2026, 19.87% of (67 enrolled/3rd grade students) will meet or exceed CAASPP standards.
CAASPP Mathematics	In 2025, 14.7% of (68 tested/5th grade) students met or exceeded CAASPP standards.	In 2026, 19.7% of (69 enrolled/5th grade) students will meet or exceed CAASPP standards.
ELPAC	In 2025, 60.7% of current EL students made progress towards English language proficiency or maintained the highest level as measured by the CA School Dashboard.	By May 27, 2027, we will increase the percentage of current EL students making progress towards English language proficiency or maintaining the highest level by 2% from 60.7% to 62.7% as measured by the CA School Dashboard.
CAASPP ELA Distance From Standard (DFS)	In 2025, our current DFS in 3rd grade ELA was 75 points below standard.	In 2026, we aim to be -60 points DFS in 3rd grade ELA.
CAASPP Mathematics Distance From Standard (DFS)	In 2025, our current DFS in 5th grade Math was 94 points below standard.	In 2026, we aim to be -79 points DFS in 5th grade Math.

CAASPP Cohorting ELA Goal	In 2025, 14.87% of (74) 3rd grade students met or exceeded CAASPP standards.	In 2026, 19.87% of (70) 4th grade students will meet or exceed CAASPP standards.
CAASPP Cohorting Mathematics Goal	In 2025, 14.7% of 3rd grade students met or exceeded CAASPP standards.	In 2026, 19.7% of (70) 4th grade students will meet or exceed CAASPP standards.
Student Group Distance From Standard ELA Goal	In 2025, our current DFS for our socioeconomically disadvantaged group in ELA was 71 points below standard.	In 2026, we aim to be -56 points DFS in ELA.
Student Group Distance From Standard Math Goal	In 2025, our current DFS for our socioeconomically disadvantaged group in math was 68 points below standard.	In 2026, we aim to be -53 points DFS in Math.
Renaissance Star Early Literacy Goal	In fall 2025, 22% of kindergarten and 1st grade students scored at the 50th percentile rank and above as measured by the Star Early Literacy assessment.	By May 28, 2026, teachers will collaborate during PLT to plan additional interventions to increase the percentage of kindergarten and 1st-grade students scoring at the 50th percentile rank and above by 5%, from 22% in the fall to 27% in the spring, as measured by the Star Early Literacy assessment.
Renaissance Star Reading Goal	In fall 2025, 33% of 2nd-5th grade students scored at the 50th percentile rank and above as measured by the Star Reading assessment.	By May 28, 2026, teachers will collaborate during PLT to plan additional interventions to increase the percentage of 2nd- 5th-grade students scoring at the 50th percentile rank and above by 5%, from 33% in the fall to 38% in the spring, as measured by the Star Reading assessment.
Renaissance Star Mathematics Goal	In fall 2025, 28% of 2nd-5th grade students scored at the 50th percentile rank and above as measured by the Star Math assessment.	By May 28, 2026, teachers will collaborate during PLT to plan additional interventions to increase the percentage of 2nd-5th grade students scoring at the 50th percentile rank and above by 5%, from 28% in the fall to 33% in the spring, as measured by the Star Math assessment.

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, instructional rounds, 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 Teacher & MTSS Specialist: Provide intervention opportunities for students performing below grade-level standards in reading and math. Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support emergent bilingual students	All Students	22824 Title I 1000-1999: Certificated Personnel Salaries Certificated Salary for Instructional/Academic Coach (78.58%) 5524 Title I 3000-3999: Employee Benefits Employee Benefits for Instructional Coach

	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 -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.	3482 Title I 1000-1999: Certificated Personnel Salaries Certificated Salary for Substitute Teachers 769 Title I 3000-3999: Employee Benefits Benefits for Subs 1024 Title I 1000-1999: Certificated Personnel Salaries Extra hourly for PD, PBIS, IEPs, SSTs, PLCs, ESNB, etc. 226 Title I 3000-3999: Employee Benefits Employee Benefits for extra hourly 23404 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist 5202 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist 6221 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries •Instructional Coach (21.42%), 1506 LCFF - Supplemental 3000-3999: Employee Benefits •Instructional Coach (21.42%), 28806 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teacher 8762 LCFF - Supplemental 3000-3999: Employee Benefits Intervention Teacher 36437 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal
--	---	--

			13165 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal 3916 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute on Special Assignment (SOSA) 866 LCFF - Supplemental 3000-3999: Employee Benefits SOSA 20726 California Community Schools 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher (80%) 4611 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	500 Title I 4000-4999: Books And Supplies Supplemental materials (books other than textbooks) 4166 Title I 4000-4999: Books And Supplies supplies 0 Title I 4000-4999: Books And Supplies Technology Equipment 250 Title I 5000-5999: Services And Other Operating Expenditures Conference, Student Activity Fees 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	750 Title I 5000-5999: Services And Other Operating Expenditures Technology Software license and services
1.4	Experiential learning (field trips and assemblies)	All students	7500 Title I 5700-5799: Transfers Of Direct Costs Transportation/Buses 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 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.).	All students; EL/LI, Homeless, Foster Youth	365 Title I 2000-2999: Classified Personnel Salaries Classified Extra hourly... - professional development - translations - family engagement 135 Title I 3000-3999: Employee Benefits Classified Extra hourly... - professional development - translations - family engagement 71150 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) 32137 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) 20253 California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 9844 California Community Schools 3000-3999: Employee Benefits Community School Facilitator 75 California Community Schools employee mileage
1.6	Use teacher-created common formative assessments and progress monitoring tools including SIPPS placement/mastery tests and UFLI	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 fully implemented and was mostly effective. We exceeded our goal for the progress of our English learners/emergent bilingual students with 24.7% more students making progress toward English language proficiency or maintaining the highest level. We nearly met our mathematics' goal of increasing the percentage of students meeting/exceeding standards on the math CAASPP by 4.53%, just 0.47% shy of 5%. We made progress toward our ELA goal by increasing achievement in this area by 3.11%. We also increased our attendance rate by 0.50%. Overall, we met one out of four goals for this planned improvement.

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 will continue to implement 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. To support progress towards meeting the goals in this planned improvement, we are making changes to the annual measurable outcomes with a focus on 3rd grade ELA, 5th grade mathematics, and our socio-economically disadvantaged student group.

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 In 2025, we decreased the number of students with 0-1 office support referrals (OSR) by 0.44% from 89.46% to 89.02%. Upon further analysis, our Positive Behavior Interventions and Supports (PBIS) team discovered that our OSR rate showed disproportionality by gender for our male students and with our African American students. In 2026-2027, we will continue implementing PBIS strategies using the new Tiered Fidelity Inventory (TFI) 3.0 version to measure our implementation and impact. The TFI 3.0 version places a stronger emphasis on meaningful inclusion of student voice, equitable representation, and alignment with social-emotional and behavioral (SEB) supports, while also requiring more explicit, measurable use of data to demonstrate fidelity and impact. Our PBIS team will begin systematically tracking and analyzing Tier 1 implementation data by establishing a process for collecting specific metrics—such as acknowledgment (ROR) distribution, student voice through surveys, and fidelity checklists for Tier 1 practices—to more clearly measure and monitor PBIS implementation.

2.2 In 2025, we decreased our suspension rate of students receiving 1 or more suspensions by 1.5% from 4% to 2.5%. In 2026-2027, we will continue implementing PBIS strategies using the new Tiered Fidelity Inventory (TFI) 3.0 version to measure our implementation and impact.

2.3 In 2025, we increased our attendance rate by 0.50% from 93.06% to 93.56%. We will continue implementing the identified strategies/activities, including the scheduling of multiple attendance challenges and offering attendance incentives at targeted times throughout the year. We will provide perfect attendance incentives and hold attendance lunch bunch gatherings at recess. We plan to expand student leadership roles through Safe School Buddies, Safe School Ambassadors, and Student Council.

2.4 In 2025, we decreased our chronic absenteeism rate by 1.1% from 21.2% to 20.1%. Our overall performance level for chronic absenteeism is orange. Our student groups with lower performance levels are listed below.

2025 California Dashboard Chronic Absenteeism

2 or more races: +3.3%, 26.4% chronically absent, red performance level

White: +3.1%, 23.9% chronically absent, red performance level

We will continue implementing the identified strategies/activities with the addition of scheduling School Attendance Review Team meetings earlier in the year and after the 5th day of absence. We plan to conduct more targeted home visits. Our attendance committee will move from holding bi-monthly to weekly meetings to coordinate our efforts.

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 Support Referrals	In 2026, 86.23% of students had 0-1 office support referrals.	By May 27, 2027, we will increase our percentage of students with 0-1 office support referrals by 4% from 86.23% to 90.23% as measured by Schoolwide Information System.
Suspension Data	In 2025, our suspension rate was 2.5% as measured by the CA School Dashboard.	In 2026, we will decrease our suspension rate by 1.0% from 2.5% to 1.5% as measured by the CA School Dashboard.
Overall Attendance	In 2026, our overall school attendance rate was 94.25%.	In order to increase overall attendance by May 27, 2027, the Attendance Committee will coordinate attendance challenges throughout the year to increase overall attendance from 94.25% to 95% as measured by PowerSchool Analytics & Insights.
Chronic Absenteeism	In 2026, 14.77% of students were identified as chronically absent as measured by PowerSchool Analytics & Insights.	In order to decrease chronic absenteeism by May 27, 2027, the Attendance Committee will monitor individual students being identified as chronically absent weekly to decrease chronic absenteeism by 1% from

		14.77% to 13.77%, as measured by PowerSchool Analytics & Insights.
Chronic Truancy	In 2026, 34.29% of students were identified as chronically truant as measured by School Innovations & Achievement.	In order to decrease chronic truancy by May 27, 2027, the Attendance Committee will monitor individual students being identified as chronically truant/tardy weekly to decrease chronic truancy by 1% from 34.29% to 33.29%, as measured by School Innovations & Achievement.

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, instructional rounds, 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 Teacher & MTSS Specialist: 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 & 504s -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, and has helped maintain the integrity of the intervention	All Students	22823 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (78.58%), 4505 Title I 1000-1999: Certificated Personnel Salaries • Certificated extra hourly • Subs for PD, ESNB, SSTs, Sly Park, PBIS etc. 6517 Title I 3000-3999: Employee Benefits • Instructional Coach • Certificated extra hourly • Certificated subs 23401 Learning Recovery 1000-1999: Certificated Personnel Salaries • MTSS Specialist 5201 Learning Recovery 3000-3999: Employee Benefits • MTSS Specialist Benefits 75376 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salary for Certificated...

	schedule.		
--	-----------	--	--

			• Instructional Coach (21.42%), • Intervention Teacher, • Assistant Principal • SOSA (Sub) for PD, ESNB, SSTs, IEPs, Sly Park, etc. 24293 LCFF - Supplemental 3000-3999: Employee Benefits Salaries for Certificated staff.... • Instructional Coach (21.42%), • Intervention Teacher, • Assistant Principal • Benefits for Subs (SOSA) 20725 California Community Schools 1000-1999: Certificated Personnel Salaries • ELD Intervention Teacher 4610 California Community Schools 3000-3999: Employee Benefits • 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 4166 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	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	71147 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) 32136 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) 365 Title I 2000-2999: Classified Personnel Salaries Classified Extra hourly... • professional development • translations • family engagement 135 Title I 3000-3999: Employee Benefits Classified Extra hourly Benefits... • professional development • translations • family engagement Title I 5900: Communications Postage 20253 California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 9846 California Community Schools 3000-3999: Employee Benefits Community School Facilitator California Community Schools 4000-4999: Books And Supplies computers 75 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 0 Title I 4000-4999: Books And Supplies Technology Equipment
2.6	Supplemental instructional materials and supplies for GLAD, SIPPS, Parent Engagement, Conferences, PBIS, Safety, Healthy Environment.	All Students	500 Title I 4000-4999: Books And Supplies Books other than textbooks • Student Books • Professional Books 0 Title I 5000-5999: Services And Other Operating Expenditures Postage Title I 4000-4999: Books And Supplies PBIS 750 Title I 5000-5999: Services And Other Operating Expenditures Software license and & online services 34253 California Community Schools 5000-5999: Services And Other Operating Expenditures • family engagement • expanded learning • PC Care

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 its effectiveness varied. We exceeded our goal of decreasing our suspension rate by not 1% but 1.5%. As a celebration of our success, we won the Platinum PBIS Implementation Award from the California PBIS Coalition in 2025. We made progress toward our attendance goal by increasing our attendance rate by 0.50%. We also made progress toward our chronic absenteeism goal by decreasing our chronic absenteeism rate by 1.1%. We did not meet our goal of increasing the percentage of students receiving 0-1 office support referrals. Instead, we decreased this percentage by 0.44%. Overall, we met one out of four goals for this planned improvement.

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 will continue to implement the strategies/activities outlined in the plan as well as add new strategies/activities to service the behavioral and social-emotional needs of all students as described in the Identified Need section above. Of the new strategies/activities, our PBIS team will use the new Tiered Fidelity Inventory (TFI) 3.0 version to measure our implementation and impact of PBIS strategies with a focus on reducing the disproportionality discovered with our male and African American student groups. The purpose and function of our attendance committee will be strengthened and more targeted on the needs of our nearly chronic students with added supports such as home visits, attendance lunch bunch gatherings, and expanded student leadership roles.

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 use professional development (PD) opportunities, professional learning time (PLT), and planning days to refine the work of our professional learning community by deepening our understanding and application of the FCUSD Model of Instruction (MOI) and FCUSD Strategy Implementation Guide (SIG). We also will support teachers with the adoption and implementation of our new mathematics curriculum.

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 In 2025-2026, administration provided teachers with opportunities to attend PD workshops and trainings through our Curriculum and Instruction Department and at staff meetings. Administration worked with our guiding coalition to design and deliver PD at staff meetings in the following areas: English Language Development (ELD), inclusion, PBIS, writing, the professional learning community (PLC) cycle, and CAASPP interim assessments. In 2026-2027, we will deepen our understanding of the FCUSD MOI and SIG. Our school will focus on four MOI elements aligned with engagement: noticing and reacting when students are not engaged, increasing response rates, establishing rules and procedures, and demonstrating wittiness. We will strengthen our PLC practices across all grade levels by focusing on the importance of common formative assessments (CFAs), inputting CFA data in a shared Google Drive, and responding to that data with opportunities for intervention and acceleration. We will also support teachers with the adoption and implementation of our new mathematics curriculum.

3.2 In 2025-2026, all grade levels teams planned at least three 15-day challenges in mathematics or English language arts (ELA) with an emphasis on all three writing genres.

3.3 In 2025-2026, we continued implementing common instructional schedules across all grade levels for ELA, mathematics, and designated ELD. Our ELD intervention teacher also scheduled push-in support for newcomers and administered interim ELPAC assessments, which served as progress monitoring assessments. In 2026-2027, we will continue implementing common instructional schedules across grade levels with the addition of What I Need (WIN) tier 2A/2B intervention. Master instructional schedules will be developed in 5-minute increments by each classroom and intervention teacher.

3.4. In 2025-2026, our instructional coach continued to focus on supporting new teachers and worked with veteran teachers on individually identified growth areas. Our instructional coach offered after school workshops centered on teacher selected elements of the MOI. In the spring, our instructional coach also led a day of instructional rounds with volunteer teachers. In 2026-2027, training opportunities and instructional rounds will continue.

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
PD Opportunities	In 2025-2026, administration provided teachers with opportunities to attend PD workshops and trainings, 1 full district PD day, 2 full staff meeting days, and nine (1.25 hour) staff meetings.	In 2026-2027, administration will offer training and collaboration on the following topics: FCUSD MOI and SIG, PLC practices, and the new mathematics' curriculum.
15-Day PLC Challenge	In 2025-2026, all grade levels teams planned at least three 15-day challenges in mathematics or ELA with an emphasis on all three writing genres during 26 (1-hour) PLT meetings, weekly (45-minute) team time meetings, and 1 (1/2) planning day.	In 2026-2027, all grade levels teams will plan and/or revise at least three 15-day challenges in mathematics or ELA by incorporating MOI elements 23, 24, 33, and 35.
Master Schedule	In 2025-2026, we continued implementing common instructional schedules across all grade levels for ELA, mathematics, and designated ELD. All grade level teams received a 1 (1/2) planning day to develop common instructional schedules. Our ELD intervention teacher also scheduled push-in support for newcomers and administered interim ELPAC assessments, which served as progress monitoring assessments.	In 2026-2027, we will continue implementing common instructional schedules across grade levels with the addition of What I Need (WIN) tier 2A/2B intervention. Master instructional schedules will be developed in 5-minute increments by each classroom and intervention teacher.
Instructional Coach	In 2025-2026, our instructional coach continued to focus on supporting new teachers and worked with veteran teachers on individually identified growth areas. Our instructional coach offered 2 (1-hour) after-school workshops centered on teacher selected elements of the MOI. In the spring, our instructional coach also led a day of instructional rounds with volunteer teachers.	In 2026-2027, training opportunities and instructional rounds will continue.

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, instructional rounds, 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	All Students	22823 Title I 1000-1999: Certificated Personnel Salaries Title 1 Instructional Coach (78.58%) 6518 Title I 3000-3999: Employee Benefits • Instructional Coach • Certificated extra hourly

	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. It has helped maintain the integrity of the intervention schedule.		• Certificated subs 4506 Title I 1000-1999: Certificated Personnel Salaries • Certificated Hourly for release/meetings and PDs • Certificated Subs 75376 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. 24294 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits: • Instructional Coach (21.42%), Intervention Teacher, • Asst. Principal • Certificated Sub/SOSA 23401 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 5201 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits 20726
--	---	--	---

			California Community Schools 1000-1999: Certificated Personnel Salaries ELD Intervention Teacher 4611 California Community Schools 3000-3999: Employee Benefits ELD Intervention Teacher
3.2	Supplemental instructional books, materials, supplies and technology.	All Students	500 Title I 4000-4999: Books And Supplies Books and multicultural supplies 4167 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 750 Title I 5000-5999: Services And Other Operating Expenditures Software and online licenses Title I 5700-5799: Transfers Of Direct Costs • Activities fees for field trips • Transportation
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	71145 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) 32134 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) 365 Title I 2000-2999: Classified Personnel Salaries Classified Extra Hourly for... • professional development • translations • family engagement 135 Title I 3000-3999: Employee Benefits Classified Extra Hourly Benefits for... • professional development • translations • family engagement 20253 California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 9844 California Community Schools 3000-3999: Employee Benefits Community School Facilitator 75 California Community Schools 5000-5999: Services And Other Operating Expenditures Employee Mileage
--	--	--	---

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 reviewing our collaboration roadmap and release days for 2025-2026, we determined that our site's plan was fully implemented and highly effective. We met all four goals for this planned improvement in the areas of offering PD opportunities, developing 15-day PLC challenges, creating a robust master schedule, and utilizing our instructional coach. With the addition of art instruction for all students and weekly team time for all grade levels/professional learning teams (PLTs), PLTs had more sacred and uninterrupted time to work interdependently to achieve common goals, implement a guaranteed and viable curriculum, monitor student learning through an ongoing assessment process, use the results of common assessments to improve individual practice, and provide a systematic process for intervention and extension. In addition, all PLTs had 2 (1/2) planning days for planning and collaboration.

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 will continue to implement the strategies/activities outlined in the plan as well as add new strategies/activities to service the academic needs of all students and professional learning goals of all teachers as described in the Identified Need section above. In 2026-2027, the goal for this planned improvement will change in order to deepen our understanding of the FCUSD Model of Instruction (MOI) and Strategy Implementation Guide (SIG). Our school will focus on four MOI elements aligned with engagement as described in the Identified Need section above. We will also support teachers with the adoption and implementation of our new mathematics' curriculum.

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 TalentEd evaluation system and ongoing quick visits. Teachers have been introduced to the Model of Instruction (MOI). Teachers on the evaluation cycle will select goals from the MOI. District-wide goals will be provided, as well. We strive to provide facilities that are well-maintained, clean, and in good working order. We collaborate to ensure all students have access to standards-based instruction and grade-level curriculum. This foundation supports college and career readiness through 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 In 2025-2026, 100% of our teaching staff were appropriately assigned and fully credentialed in the subject area and for the pupils they were teaching.

4.2 School facilities were maintained in good repair. All systems were inspected, and no repairs were needed.

4.3 All pupils had access to standards-aligned instructional materials.

4.4 Temporary and probationary teachers were evaluated in the TalentEd evaluation system. Site administration conducted quick visits for all teachers with written or verbal feedback. In 2026-2027, teachers on the evaluation cycle will select goals based on specific MOI elements.

4.5 Our new teachers participated in the induction program and participated in a joint meeting with the school principal and support provider to clarify goals. In 2026-2027, we will continue supporting new teachers, new-to-grade level teachers, and teachers new to Rancho Cordova Elementary.

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	100% Fully (Preliminary or Clear) Credentialed Teachers for Subject and Student Placement	Maintain Our Staff of 100% Fully Credentialed Teachers
Facilities Audit	100% Facilities in Good Condition	Maintain 100% of Facilities in Good Condition
Instructional Materials Audit	100% Compliance with Instructional Materials Audit	Maintain 100% Compliance with Instructional Materials Audit

Evaluations	Temporary and probationary teachers were evaluated in the TalentEd evaluation system. Site administration conducted quick visits for all teachers with written or verbal feedback.	All temporary, probationary and cohort 1 (permanent years 2-5) teachers will be evaluated in TalentEd.
Beginning Teacher Induction Program	The school principal met with the support provider and new teacher to ensure that the focus of support aligned with school goals.	All new teachers will participate in the induction program with a support provider.

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, instructional rounds, 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	27328 Title I 1000-1999: Certificated Personnel Salaries - Title 1 Instructional Coach (78.58%) - Substitutes for PBIS, PD, SSTs, IEPs, and ESN - Extra certificated hourly 6517 Title I 3000-3999: Employee Benefits - Instructional Coach - Certificated Sub Benefits - Extra certificated hourly 4610 California Community Schools 3000-3999: Employee Benefits ELD Intervention Teacher 75376 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salaries: - Instructional Coach (21.42%),

			Intervention Teacher, • Asst. Principal • SOSA (Sub) 24295 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits for... • Instructional Coach (21.42%), Intervention Teacher, • Asst. Principal • SOSA (Sub) 23401 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 5201 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits 20725 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	500 Title I 4000-4999: Books And Supplies Books and multicultural supplies 4167 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	365 Title I 2000-2999: Classified Personnel Salaries Classified Extra Hourly for... • professional development • translations • family engagement 135

			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 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).	All Students	LCFF - Supplemental None Specified Summer School LCFF - Supplemental None Specified Translation/Testing/Lead Teachers 71144 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) 32133 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) 20253 California Community Schools 2000-2999: Classified Personnel Salaries Community School Facilitator 9844 California Community Schools 3000-3999: Employee Benefits Community School Facilitator 75 California Community Schools 5000-5999: Services And Other Operating Expenditures Mileage 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 750 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.

After analyzing local data points, we determined that our site's plan was implemented and effective. In 2025-2026, we passed all audits for instructional materials, facilities, and teacher credentials. All teachers on the evaluation cycle were formally evaluated in TalentEd. Site administrators conducted and kept track of mini classroom observations while also providing teachers with written or verbal feedback. New teachers received support through the Beginning Teacher Induction Program. Overall, we meet all five goals for this planned improvement.

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/activities outlined in the plan to ensure compliance in several areas and support high quality instruction.

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.

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	\$1,350,066.00
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	\$167,552.00

Subtotal of additional federal funds included for this school: \$167,552.00

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	\$256,287.00
LCFF - Supplemental	\$811,815.00
Learning Recovery	\$114,412.00

Subtotal of state or local funds included for this school: \$1,182,514.00

Total of federal, state, and/or local funds for this school: \$1,350,066.00

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	167,552	0.00
LCFF - Supplemental	811,815	0.00
Learning Recovery	114,412	0.00
California Community Schools	256,287	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	256,287.00
LCFF - Supplemental	811,815.00
Learning Recovery	114,412.00
Title I	167,552.00

Expenditures by Budget Reference

Budget Reference	Amount
	75.00
1000-1999: Certificated Personnel Salaries	587,332.00
2000-2999: Classified Personnel Salaries	367,058.00
3000-3999: Employee Benefits	330,957.00
4000-4999: Books And Supplies	18,666.00
5000-5999: Services And Other Operating Expenditures	38,478.00
5700-5799: Transfers Of Direct Costs	7,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	California Community Schools	75.00
1000-1999: Certificated Personnel Salaries	California Community Schools	82,902.00
2000-2999: Classified Personnel Salaries	California Community Schools	81,012.00
3000-3999: Employee Benefits	California Community Schools	57,820.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	34,478.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	301,508.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	284,586.00
3000-3999: Employee Benefits	LCFF - Supplemental	225,721.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	93,607.00
3000-3999: Employee Benefits	Learning Recovery	20,805.00
1000-1999: Certificated Personnel Salaries	Title I	109,315.00
2000-2999: Classified Personnel Salaries	Title I	1,460.00
3000-3999: Employee Benefits	Title I	26,611.00
4000-4999: Books And Supplies	Title I	18,666.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
5700-5799: Transfers Of Direct Costs	Title I	7,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	334,596.00
Goal 2	361,327.00
Goal 3	327,074.00
Goal 4	327,069.00

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
Megan Ordonez	Other School Staff
Tessa Moncur	Classroom Teacher
Jennifer Neuenfeld	Classroom Teacher
Vickie Hashimoto	Classroom Teacher
Katherine Gibson	Parent or Community Member
Anna Martinez	Parent or Community Member
Madelaine Sanderson	Parent or Community Member
Stace Albay	Parent or Community Member
Matthew Leham	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
Veronica Moser (Parent Coordinator)	Other School Staff
Carmelita Goldsby (Assistant Principal)	Parent or Community Member
Anna Martinez	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 13, 2026.

Attested:



Principal, Anna Chitwood on 5/13/2026



SSC Chairperson, Jennifer Neuenfeld on 5/13/2026

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 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/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.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



4/17/2026 @ 8:15 AM

Location: Library

Presenter	Agenda Items
Anna Chitwood	Introduction
Anna Chitwood	Approval of Minutes from 2/27/2026
Anna Chitwood	Review and discuss SPSA Goals for 2026-2027
Parent Coordinator/Community School Leader	DELAC Meeting Updates 4/14/2026
Carmelita Goldsby	Upcoming Events

Upcoming Meetings	
DELAC Meetings (At Cordova Lane) 5:00-6:30 PM	RCE's ELAC Meetings
TBD for 2026-2027	TBD for 2026-2027

Rancho Cordova Elementary School

4/17/2026 ELAC Meeting

Start: 8:15 a.m.

End: 9:15 p.m.

Sign-In/Introductions

Participants signed in using a QR code. Introductions were made by individuals by responding to “warm welcome” questions. **Two** parents were in attendance. Our instructional coach, ELD intervention teacher, community school leader, parent coordinator, and principal represented staff at the meeting.

Anna Chitwood- Principal

Tierra Hopkins- Instructional Coach

Veronica Moser- Parent Coordinator

Bianca Moreno- Community School Leader

Lorena Segura- ELD Intervention Teachers

Carmelita Goldsby - Principal

Alberto De Ville

Ana Martinez

WARM WELCOME: Sharing something special you did with your family during Spring break.

Anna Chitwood: Talked about her grandson grateful that she was available to help her daughter with the new baby

Veronica Moser: Painted her bedroom. Dark green. Making her own headboard. Bianca

Moreno: Moved into her new apartment

Carmelita Goldsby : Went to a museum.

Tierra Hopkins: House chores, organizing, watched a movie, husband was gone on a hiking trip. Had trouble sleeping

Lorena Segura: Husband was sick and she tried things to not get sick. Kids were in school

Ana (Parent): Daughter was sick and in the hospital. Frustrated with doctor. Request a new doctor.

Family expressed a lot of gratitude. Daughter is feeling better.

Alberto (parent and staff): Daughter came home for a visit. Went to church.

Approval of Minutes from 2/27/26

Principal Anna Chitwood reviewed the minutes from the last meeting, February 27, 2026, Lorena Segura made a motion to approve the minutes. Ana Martinez seconded the motion. All voted in favor of the motion.

SPSA Review and District Goal Alignment

During the meeting, it was noted that the School Plan for Student Achievement (SPSA) has not yet been formally approved. The School Site Council (SSC) meeting date was officially changed to May 13th, during which the principal reviewed all SPSA goals and invited feedback from the council.

Principal Chitwood presented the general SPSA Goals for RCE, explaining the framework behind how they were written. Specifically, for the 2026/2027 District-identified CAASPP Goal Bands, RCE's goals are set at a 5% increase based on their specific goal band percentage. The council discussed required goals for various academic areas, noting that English Language Arts (ELA) will focus on tracking the same group of students via a Cohort goal, while the mCLASS goal will cover students in grades K–2. Additional targeted benchmarks include English Language Development

(ELD), Renaissance, and Math goals.

Attendance, Independent Study, and Funding

A significant portion of the meeting focused on attendance and behavior goals, which serve as critical indicators for student support. Because of the current percentage of chronically absent students, a 1% improvement goal was established for overall attendance and truancy reduction, the latter of which has steadily improved over the years. Ms. Goldsby, the assistant principal, clarified that students are classified as chronically absent if they miss 10% or more of the school year, reminding the council that students are legally required to attend school. When Lorena inquired about families taking vacations during the school year, Anna explained the process of independent study to maintain academic credit and discussed relevant data trends. Anna emphasized that attendance is the school's first line of intervention. Both Anna and Carmelita highlighted the connection between attendance and school resources, noting that while the school's primary mission is serving students rather than generating revenue, consistent attendance secures the necessary funding to sustain vital staff and systems of support.

Behavior Goals and Council Q&A

Regarding behavior goals, the discussion turned to suspension rates. Anna clarified her approach, stating that suspensions are only utilized when there is an established, ongoing pattern of negative behavior or if a student has been physically hurt. The meeting concluded with a brief Q&A session to clarify academic acronyms. Ana asked for definitions of PLT (Professional Learning Team) and DFS (Distance From Standard), which Anna and Carmelita collectively defined and explained. Closing the meeting on a positive note, Ana expressed her appreciation for the strong sense of teamwork felt at RCE, adding that attending these meetings consistently provides her with valuable, accurate information regarding the school's operations.

DELAC Meeting Updates 2/24/2026:

Bianca Moreno, our Community Schools Facilitator provided a comprehensive overview and shared key takeaways from the recent District English Learner Advisory Committee (DELAC) meeting. A primary focus of the discussion was the Needs Assessment Summary, which detailed the various categories of coded results gathered from stakeholder feedback to help guide district priorities.

Federal Title Funding and Applications

The presentation included a breakdown of Federal Title Funding, specifically spanning Titles I through IV, and provided detailed updates on the current Title II and Title III applications.

Principal Chitwood shared the following upcoming events:

- Spring pics
- Open house
- Cinco de Mayo
- Spring Concern
- Scholastic Book Fair
- DELAC meeting
- No ELAC
- Parent Cafe

Field Day
Super minimum day
Last day of school
Promotions
Communication going home

Rancho Cordova Elementary School

English Learner Advisory Committee (ELAC) Sign-In Sheet

Date: Friday, April 17

Meeting Topic: SPSA

Time: 8:15 AM- 9:15 AM

Print Name	Signature	Role(Parent, Teacher, Staff, Community Member)
1. Anna Chitwood		Principal
2. Ana Martinez		Parent
3. ALBERTO VALE		Parent.
4. Carmelita Goldsby		Assistant Principal
5. Bianca Moreno		Community School Facilitator

6.	Tierra Hopkins	Tierra Hopkins	Program Monitor/ parent
7.	Lorena Segura		ELD Teacher K-5
8.			
9.			
10.			
11.			
12.			

Note for ELAC Compliance: Please keep this signed sheet on file for your school's records, as it serves as official documentation of parent and community engagement for state and federal compliance.



Rancho Cordova Elementary School Site Council Meeting Agenda



Wednesday, May 13th, 2026 @ 3:00 PM
Room 5

SSC Members	Elected	Role
Anna Chitwood		Principal
Vicki Hashimoto	Fall 2024	Teacher
Jen Neuenfeld	Fall 2024	Teacher/President
Tessa Moncur	Fall 2024	Teacher/Secretary
Megan Ordonez	8/2025	Classified Staff
Melody Ray	10/2025	Parent
Ana Martinez	8/2025	EL Parent
Madelaine Sanderson	Spring 2025	Parent
Stacie Albay	Spring 2025	Parent/Vice-president
Matthew Lehman	8/2025	Parent

Agenda Items
• Approval of minutes from March 25th, 2026
• Review and approve budget and goals for the 2025-2026 SPSA
• Upcoming Events

School SSC Minutes for 5/13/26
Rancho Cordova Elementary

Meeting Notes

Date: 5.13.2026

The meeting began at 3:04pm.

Location: RCE classroom 5

In attendance: Anna Chitwood (Principal), Tessa Moncur (Teacher), Matthew Lehman (Parent - attended virtually), Carmelita Goldsby (Assistant Principal), Madelaine Sanderson (Parent- attended virtually), Jennifer Neuenfeld (Teacher), Megan Ordonez (Behavior Specialist), Vicki Hashimoto (Teacher), Stacie Albey (Parent)-attended virtually, Ana Martínez (Parent), Melody Ray (grandparent - attended virtually)

Not in attendance: Bianca Moreno (Community School Leader)

The meeting adjourned at 3:35pm.

Agenda Items
<u>Approval of Minutes:</u> Principal Chitwood displayed the minutes from the 3/25/26 SSC meeting. Madelaine motioned to approve the minutes from the previous meeting, and Vicki seconded the motion. Everyone agreed!
<u>Final Review and voting of the SPSA for 2026-2027 School Year:</u> Principal Chitwood shared the draft SPSA and summary reports on the goals and budgets prior to the meeting so that members can have time to review more. Principal Chitwood shared a little bit about the balancing of the SPSA, and the process that goes into ensuring it is balanced. We are going to purchase Mystery Writing for grades 2-5, and we also have to pay for SWISS for our office support referrals. We did end up deciding not to pay for Brainpop, even with the discount they offered us. The cost of many of these items went up this year, when compared to last year. Ms. Goldsby wanted to share that our attendance goals are all based on preliminary data and may change since we still have 12 days of school left and the numbers may change a bit. Ms. Goldsby shared that the mCLASS goal has been cleaned up to better evaluate individual student progress over the course of a school year. Ms. Goldsby also changed up the ELD goal a little bit to better capture the student data from the ELPAC test. Ms. Goldsby shared that she also changed the Renaissance goals so that we will be looking at student progress data from this year next year. Ms. Goldsby wants to be able to capture pre and post data from the same school year. We are setting goals

School SSC Minutes for 5/13/26

Rancho Cordova Elementary

for next year using this year's data. Principal Chitwood showed us the budget documents and how we have funds allocated for supplies. Principal Chitwood included things like technology and after-school interventions so that we can use funds for those things if we get a grant or extra funds from somewhere else. Vicki motioned to approve the SPSA for the 2026-2027 school year, and Madelaine seconded the motion. Everyone unanimously agreed!

SSC Members for 2026-2027 School Year: Jennifer and Vicki's 2 years are ended, so they would have to be re-elected in order to continue? It is Megan's first year on the SSC, so she can return.. Melody, Ana, and Matthew all agree to return to the SSC for next school year. Stacie will not be here next year (daughter going to middle school), and Madelaine is hoping that she does not have to return since she will already be heavily volunteering as the PTA President next school year.

Upcoming Events: Principal Chitwood reviewed our upcoming events (Field Day) and previewed the agenda items for the next SSC meeting.

Upcoming Meeting: We do not have dates for SSC meetings for next school year, but Principal Chitwood will reach out as soon as she knows.

Timestamp	Date of SSC Meeting	Last name, First name	Role
10/1/2025 15:03:34	10/1/2025	Lehman, Matthew	Parent
10/1/2025 15:05:57	10/1/2025	Ordonez, Megan	Staff
10/1/2025 15:06:06	10/1/2025	Moreno, Bianca	Staff
10/1/2025 15:06:20	10/1/2025	Neuenfeld, Jennifer	Staff
10/1/2025 15:06:26	10/1/2025	Albay, Stacie	Parent
10/1/2025 15:06:55	10/1/2025	Chitwood, Anna	Staff
11/3/2025 14:58:12	11/3/2025	Moreno, Bianca	Staff
11/3/2025 14:58:25	11/3/2025	Albay, Stacie	Parent
11/3/2025 14:58:54	11/3/2025	Chitwood, Anna	Staff
11/3/2025 15:00:04	11/3/2025	Ray, Melody	Parent
11/3/2025 15:00:32	11/3/2025	Moncur, Tessa	Staff
11/3/2025 15:01:41	11/3/2025	Neuenfeld, Jennifer	Staff
11/3/2025 15:02:14	11/3/2025	Sanderson, Madelaine	Parent
11/3/2025 15:02:29	11/3/2025	Lehman, Matthew	Parent
11/3/2025 15:04:57	11/3/2025	Goldsby, Carmelita	Staff
11/3/2025 15:05:20	11/3/2025	Hashimoto, Vicki	Staff
11/3/2025 15:07:40	11/3/2025	Ana Martinez	Parent
1/27/2026 15:02:30	1/27/2026	Moncur, Tessa	Staff
1/27/2026 15:02:54	1/27/2026	Albay, Stacie	Parent
1/27/2026 15:03:35	1/27/2026	Melody Ray	Parent
1/27/2026 15:03:48	1/27/2026	Moreno, Bianca	Staff

Timestamp	Date of SSC Meeting	Last name, First name	Role
1/27/2026 15:04:02	1/27/2026	Goldsby, Carmelita	Staff
1/27/2026 15:04:07	1/27/2026	Sanderson, Madelaine	Parent
1/27/2026 15:04:23	1/27/2026	Lehman, Matthew	Parent
1/27/2026 15:04:24	1/27/2026	Chitwood, Anna	Staff
2/11/2026 15:03:04	2/11/2026	Goldsby, Carmelita	Staff
2/11/2026 15:03:04	2/11/2026	Neuenfeld, Jennifer	Staff
2/11/2026 15:03:06	2/11/2026	Lehman, Matthew	Parent
2/11/2026 15:03:08	2/11/2026	Ordonez, Megan	Staff
2/11/2026 15:03:16	2/11/2026	Moncur, Tessa	Staff
2/11/2026 15:03:40	2/11/2026	Anna Chitwood	Staff
2/11/2026 15:03:44	2/11/2026	Sanderson, Madelaine	Parent
2/11/2026 15:03:56	2/11/2025	Vicki Hashimoto	Staff
2/11/2026 15:33:50	2/11/2026	Ray, Melody	Parent
2/11/2026 15:33:55	2/11/2026	Albay, Stacie	Parent
3/25/2026 14:59:21	3/25/2026	Sanderson, Madelaine	Parent
3/25/2026 15:06:51	3/25/2026	Moreno, Bianca	Staff
3/25/2026 15:07:06	3/25/2026	Ana Martinez	Parent
3/25/2026 15:07:22	3/25/2026	Ordonez, Megan	Staff
3/25/2026 15:07:31	3/25/2026	Neuenfeld, Jennifer	Staff
3/25/2026 15:07:33	3/25/2026	Goldsby, Carmelita	Staff
3/25/2026 15:07:56	3/25/2026	Albay, Stacie	Parent

Timestamp	Date of SSC Meeting	Last name, First name	Role
3/25/2026 15:08:03	3/25/2026	Hashimoto, Vicki	Staff
3/25/2026 15:08:21	3/25/2026	Chitwood, Anna	Staff
3/25/2026 15:41:13	3/25/2026	Lehman, Matthew	Parent
3/25/2026 15:45:00	3/25/2026	Ray, Melody	Parent
5/13/2026 15:02:28	5/13/2026	Lehman, Matthew	Parent
5/13/2026 15:05:55	5/13/2026	Neuenfeld, Jennifer	Staff
5/13/2026 15:06:07	5/13/2026	Goldsby, Carmelita	Staff
5/13/2026 15:06:12	5/13/2026	Ana Martinez	Parent
5/13/2026 15:06:16	5/13/2026	Ordonez, Megan	Staff
5/13/2026 15:06:17	5/13/2026	Sanderson, Madelaine	Parent
5/13/2026 15:06:18	5/13/2026	Albay, Stacie	Parent
5/13/2026 15:06:59	5/13/2026	Hashimoto, Vicki	Staff
5/13/2026 15:07:03	5/13/2026	Chitwood, Anna	Staff
5/13/2026 15:07:46	5/13/2026	Moncur, Tessa	Staff
5/13/2026 15:11:07	5/13/2026	Ray, Melody	Parent