



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Cordova Elementary School	34673306033229	August 30, 2019	October 24, 2019

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## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

Our purpose is to align the School Plan for Student Achievement with Folsom-Cordov'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 i-Ready, California Assessment of Student Proficiency and Progress (CAASPP) scores, and district local assessments. All students will receive Multi-tiered Systems of Support (MTSS) 5 days a week. We will continue to use evidence-based interventions for students not meeting standards. Our goal will be to follow all of the Every Student Succeeds Acts (ESSA) requirements to ensure student success.

## School Vision and Mission

Rancho Cordova Elementary students are inspired, compassionate, and creative individuals who are empowered to excel beyond their own expectations. Staff, students, and parents collaborate to provide a safe, healthy learning environment where students have the confidence to take academic and social risks. The high expectations we have for our students will prepare them for their educational future. As positive role models, it's our mission to develop proficient learners that have the skills they need to navigate through a complex world.

## School & Community Profile

Rancho Cordova School has a student body enrollment of 498 Pre-K, Transitional Kindergarten through fifth grade students, representing the diverse cultural background of the Rancho Cordova community. About 44% of our student body are English Language Learners (ELL). The school's largest ethnic group is Hispanic/Latino, with 56% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include White at 24%, African-American at 8%, and other at 12%.

The school campus houses a library, multipurpose room, three playgrounds with updated equipment, and 22 classrooms. Additionally, Rancho Cordova has a state preschool, a Transitional Kindergarten program, and four classes for students with mild to moderate learning disabilities. Rancho Cordova Elementary teams with a state program, After School Education Safety (ASES), to be able to offer an after school program to support students on campus until 6pm Monday-Friday. The academic program at Rancho Cordova Elementary School stresses the importance of every child mastering grade level anchor standards. Student progress is continually monitored with Every Child By Name (ECBN) meetings when staff group students to target individual student needs. Building reading skills and proficiency in mathematics is our top priority. Support for students goes way beyond the core classroom experience. A coordinated effort between teachers, a Title 1 Academic Coach, an Intervention Specialist, bilingual instructional assistants, and the school principal is aimed at success for all students. All students receive Multi-tiered Systems of Support (MTSS) for both academics and social-emotional learning (SEL).

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

As a Title 1 school, we conduct an annual Title 1 Survey with parents at the beginning of the school year. The survey provides us with information about how parents support student achievement from home. We will look at the results and target our parent involvement efforts to address these needs. In addition, the school staff is surveyed at the beginning of the school year. This survey provides valuable data that enables administration to target needs perceived by the teaching staff.

## Classroom Observations

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

Formal evaluations are completed throughout the school year per the district's evaluation process. The principal will conduct informal classroom observations each trimester to support and evaluate the delivery of instruction.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

District Diagnostic Assessments are conducted three times per year to monitor student progress in English Learner Arts (ELA) and math. These results are used to plan instruction in the classroom and create instructional groupings for MTSS blocks. In addition, results from the CAASPP assessment provide the staff with data that can be used to target specific skill deficits during classroom instruction and interventions.

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

Teachers will conduct curriculum assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results will qualify students for before and after school interventions, as well as help identify needs for MTSS groupings.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All staff participate in on-going professional development that covers a wide range of topics including instructional delivery, English Language Development, and writing instruction. Specific professional development topics include Benchmark Reading, Guided Language Acquisition Development (GLAD), and Professional Learning Committees (PLC's). Preschool staff also participates in district professional development days and targeted professional development with district lead teachers and program improvement coach.

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

All professional development is based on student needs and support the implementation of recently adopted curriculum ELA and math.

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

Weekly Response to Intervention (RtI) meetings take place with individual grade levels and include a primary teacher, intermediate teacher, Resource Specialist Program (RSP) teacher, Title 1 Academic Coach, Intervention Specialist, and the school principal.

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

Kindergarten through 5th grade level collaborations occur once per month and for all grades. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis.

## Teaching and Learning

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

The teaching staff is participating in ELA professional development to assist in the implementation of the recently adopted Benchmark ELA curriculum. In addition, the staff attends district mandated Instructional Focus Meetings. Early childhood teachers follow the alignment of the California Preschool Learning Foundations with Key Early Education Resources and utilize a district lesson plan template to support instructional planning.

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

The school schedule provides students with the required number of instructional minutes per day. Language Arts and Math times are protected. MTSS blocks provide students with differentiated instruction.

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

District pacing windows allow teachers to monitor their instructional progress. Assessment windows allows teachers to monitor student progress.

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

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

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

Teachers have been trained in the use of supplemental curriculum including, but not limited to, i-Ready, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and Lexia Core 5. Preschool used Houghton Mifflin curriculum for ELA and Handwriting Without Tears, math curriculum for pre K instructional materials. Additional curriculum resources support preschool learning foundation including Second Step Early Learning.

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

In order to create a learning environment that fosters learning, our school has implemented Positive Behavior Intervention Support (PBIS) program with students. Our teachers are trained in (PBIS) strategies and teach daily lessons designed to build character in our students. Teachers also use an anti-bullying program called Second Step.

## Parental Engagement

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

Parents are encouraged to attend Back to School Night in order to receive materials about their child's classroom expectations. Information is also provided in the form of weekly newsletters that contain community resources and upcoming school events.

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

Our school's Site Council consists of parents and school staff who meet regularly to discuss school progress. In addition, our English Language Advisory Committee meets three times per year to discuss ways to support English Language learners in our school and surrounding community.

## Funding

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

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

Fiscal support (EPC)

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

## Stakeholder Involvement

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

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

The Single Plan for Student Achievement (SPSA) was shared on Friday, August 30, 2019 with both the English Language Advisory Committee (ELAC) and School Site Council.

## Resource Inequities

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

Rancho Cordova Elementary School has a diverse student population with a total of 498 students preschool through 5th grade. We have a large English Language Learner (ELL) population here at Rancho Cordova with 44.1% students labeled ELL. The majority of our ELL students are Latino/Hispanic. However, other languages include: English, Russian, Farsi, and Ukrainian. We

support our English Language Learners through our targeted English Language Development block with assistance from bilingual aides and teachers. Our English Language Advisory Committee is strong. The families meet throughout the year to receive and share information and ideas on how to improve student academics, as well as, family engagement.

Rancho Cordova Elementary is a Title 1 school with 88.3% of our families being considered socioeconomically disadvantaged. This allows us to have a full time Academic Coach and Intervention teacher to help support students during our Multi-tiered Systems of Support groups. They use targeted evidence-based instruction for English Language Arts/English Language Development to increase proficiency in listening, speaking, reading, and writing. Response to Intervention and Every Child By Name meetings are held throughout the year to analyze data from our state-wide and local assessments. From the data gathered, small group instruction and interventions, target students who need additional support. Extended day interventions have been implemented to support students in English Learner Arts/English Language Development (ELA/ELD).

Additional supports have been given for Positive Behavior Intervention Supports (PBIS) and Social-Emotional Learning (SEL) at Rancho Cordova Elementary. Our Marriage Family Therapist (MFT) was added to help support students emotional needs, as well as provide resources for families and staff. The Structured Sports (A.S.S.I.S.T), was added to help in the reduction of suspensions, bullying, and Office Discipline Referrals (ODR). The students are mentored and supported outside/in the classroom with positive role model support and character education.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.1%	0.49%	0.23%	4	2	1
African American	5.8%	6.34%	5.66%	22	26	25
Asian	2.9%	4.39%	3.62%	11	18	16
Filipino	%	0.24%	0.45%		1	2
Hispanic/Latino	55.5%	52.93%	55.66%	212	217	246
Pacific Islander	1.6%	0.98%	0.9%	6	4	4
White	24.1%	26.83%	24.43%	92	110	108
Multiple/No Response	1.6%	1.71%	1.58%	6	7	7
Total Enrollment				382	410	442

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	89	95	94
Grade 1	62	79	81
Grade 2	62	60	78
Grade3	53	61	62
Grade 4	54	59	65
Grade 5	62	56	62
Total Enrollment	382	410	442

### Conclusions based on this data:

1. Rancho Cordova Elementary's enrollment has continued to increase over the last couple of years. The 2018-2019 enrollment is at 498.
2. Extra support staff has been added in areas of special education. Special education instructional assistants numbers have increased in order to support the addition of our mild/moderate Autism program.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>English Learners</b>	173	181	171	45.3%	44.1%	38.7%
<b>Fluent English Proficient (FEP)</b>	23	26	44	6.0%	6.3%	10.0%
<b>Reclassified Fluent English Proficient</b>	9	15	32	5.7%	8.7%	17.7%

### Conclusions based on this data:

1. The number of overall English Learners has increased from 2015. With 2018-2019 being at 44.1%
2. In 2018-2019 school year, Farsi was a new language being spoken on campus. This increased the need for translation support for our Farsi speaking families.
3. Additional interventions Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), ELD instruction, I-Ready, Lexia, Read Naturally, MTSS also have contributed to the success of more students.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	65	58	58	63	56	58	63	56	100	96.9	96.6
Grade 4	53	55	67	52	53	66	52	53	66	98.1	96.4	98.5
Grade 5	56	52	57	55	52	55	55	52	55	98.2	100	96.5
All	167	172	182	165	168	177	165	168	177	98.8	97.7	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2367.	2389.	2358.	3.45	15.87	12.50	20.69	11.11	16.07	24.14	28.57	19.64	51.72	44.44	51.79
Grade 4	2435.	2417.	2422.	13.46	7.55	15.15	25.00	24.53	15.15	17.31	18.87	21.21	44.23	49.06	48.48
Grade 5	2453.	2465.	2427.	10.91	11.54	1.82	25.45	30.77	20.00	20.00	13.46	25.45	43.64	44.23	52.73
All Grades	N/A	N/A	N/A	9.09	11.90	10.17	23.64	21.43	16.95	20.61	20.83	22.03	46.67	45.83	50.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.17	11.11	12.50	48.28	46.03	37.50	46.55	42.86	50.00
Grade 4	23.08	7.55	16.67	51.92	54.72	42.42	25.00	37.74	40.91
Grade 5	12.73	19.23	5.45	52.73	38.46	38.18	34.55	42.31	56.36
All Grades	13.33	12.50	11.86	50.91	46.43	39.55	35.76	41.07	48.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.17	12.70	1.79	43.10	44.44	39.29	51.72	42.86	58.93
Grade 4	9.62	3.77	13.64	38.46	45.28	36.36	51.92	50.94	50.00
Grade 5	18.18	15.38	12.73	40.00	42.31	36.36	41.82	42.31	50.91
All Grades	10.91	10.71	9.60	40.61	44.05	37.29	48.48	45.24	53.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.07	6.35	16.07	50.00	68.25	46.43	37.93	25.40	37.50
Grade 4	11.54	16.98	12.12	57.69	64.15	65.15	30.77	18.87	22.73
Grade 5	10.91	11.54	5.45	63.64	50.00	50.91	25.45	38.46	43.64
All Grades	11.52	11.31	11.30	56.97	61.31	54.80	31.52	27.38	33.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.90	19.05	8.93	41.38	41.27	42.86	51.72	39.68	48.21
Grade 4	13.46	11.32	10.61	61.54	50.94	39.39	25.00	37.74	50.00
Grade 5	16.36	23.08	10.91	40.00	38.46	38.18	43.64	38.46	50.91
All Grades	12.12	17.86	10.17	47.27	43.45	40.11	40.61	38.69	49.72

**Conclusions based on this data:**

1. 2018 47% of students were At/Near/Above Standard in overall ELA achievement
2. 2018 46.3 % of students in Writing, 64.3% of students in Listening, 48.6% of students in Reading were At/Near/Above the standard
3. 2018 34.3% of students were At/Near/Above the standard in Research/Inquiry

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	65	58	58	63	57	58	63	57	100	96.9	98.3
Grade 4	53	55	67	52	54	67	52	54	67	98.1	98.2	100
Grade 5	56	52	57	55	52	57	55	52	57	98.2	100	100
All	167	172	182	165	169	181	165	169	181	98.8	98.3	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2391.	2377.	5.17	9.52	5.26	25.86	17.46	24.56	8.62	31.75	19.30	60.34	41.27	50.88
Grade 4	2432.	2424.	2425.	9.62	3.70	10.45	17.31	18.52	10.45	30.77	33.33	28.36	42.31	44.44	50.75
Grade 5	2452.	2459.	2429.	7.27	9.62	1.75	18.18	21.15	12.28	20.00	19.23	33.33	54.55	50.00	52.63
All Grades	N/A	N/A	N/A	7.27	7.69	6.08	20.61	18.93	15.47	19.39	28.40	27.07	52.73	44.97	51.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.52	14.29	17.54	22.41	30.16	28.07	62.07	55.56	54.39
Grade 4	11.54	9.26	16.42	28.85	37.04	20.90	59.62	53.70	62.69
Grade 5	10.91	21.15	5.26	25.45	17.31	28.07	63.64	61.54	66.67
All Grades	12.73	14.79	13.26	25.45	28.40	25.41	61.82	56.80	61.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.90	14.29	8.77	48.28	38.10	47.37	44.83	47.62	43.86
Grade 4	11.54	12.96	8.96	40.38	33.33	38.81	48.08	53.70	52.24
Grade 5	9.09	9.62	5.26	36.36	36.54	35.09	54.55	53.85	59.65
All Grades	9.09	12.43	7.73	41.82	36.09	40.33	49.09	51.48	51.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	10.34	20.63	10.53	46.55	55.56	45.61	43.10	23.81	43.86
<b>Grade 4</b>	15.38	7.41	17.91	36.54	48.15	34.33	48.08	44.44	47.76
<b>Grade 5</b>	10.91	9.62	8.77	43.64	42.31	40.35	45.45	48.08	50.88
<b>All Grades</b>	12.12	13.02	12.71	42.42	49.11	39.78	45.45	37.87	47.51

**Conclusions based on this data:**

1. 2018 47.6% of students were At/Near/Above Standard in Problem solving & Modeling/Data Analysis
2. 2018 50% of students were At/Near/Above Standard in overall achievement
3. 2018 51.3% of students were At/Near/Above Standard in Communicating Reasoning and 38.6% of students were At/Near/Above Standards in Concepts & Procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1407.1		1424.2		1366.8		41	
Grade 1	1440.1		1448.0		1431.7		35	
Grade 2	1456.4		1462.8		1449.6		21	
Grade 3	1471.5		1475.1		1467.4		23	
Grade 4	1484.4		1478.1		1490.3		18	
Grade 5	1495.6		1484.2		1506.6		16	
All Grades							154	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		*		46.34		*		41	
1	*		31.43		*		*		35	
3			*		52.17		*		23	
5	*		68.75				*		16	
All Grades	13.64		33.77		31.17		21.43		154	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		34.15		*		*		41	
1	37.14		31.43		*		*		35	
3	*		56.52		*		*		23	
All Grades	26.62		40.91		14.29		18.18		154	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	36.59		51.22		*		41	
<b>1</b>	57.14		31.43		*		35	
<b>3</b>	*		69.57		*		23	
<b>4</b>	*		72.22		*		18	
<b>All Grades</b>	33.77		52.60		13.64		154	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*		46.34		29.27		41	
<b>1</b>	31.43		51.43		*		35	
<b>2</b>	52.38		*		*		21	
<b>3</b>	56.52		*		*		23	
<b>4</b>	61.11		*		*		18	
<b>All Grades</b>	42.21		38.31		19.48		154	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*		75.61		*		41	
<b>1</b>	*		*		51.43		35	
<b>3</b>			*		73.91		23	
<b>5</b>	*		81.25		*		16	
<b>All Grades</b>	10.39		48.70		40.91		154	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*		46.34		39.02		41	
<b>1</b>	*		57.14		*		35	
<b>2</b>	*		61.90		*		21	
<b>3</b>			65.22		*		23	
<b>4</b>	*		66.67		*		18	
<b>All Grades</b>	14.94		57.14		27.92		154	

**Conclusions based on this data:**

1. Oral language, Listening, and Speaking in levels 2-4 are areas to continue to increase proficiency. Continued practice of speaking and listening in the classroom with appropriate language modeling will continue to move students to proficiency.
2. Writing is an area of need with the majority of our students in the Beginning and Somewhat/Moderate range. Increased scaffolded support in writing is needed to increase proficiency in writing.
3. Reading is showing that at the Beginning and Somewhat/Moderate levels is where the majority of our students are scoring. Leveled readers, SIPPS instruction, Read Naturally, Steps to Advance, and ELD instruction will provide ELL students with supports they need to continue to increase in their proficiency.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
410	88.3%	44.1%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	44.1%
Foster Youth	2	0.5%
Homeless	26	6.3%
Socioeconomically Disadvantaged	362	88.3%
Students with Disabilities	75	18.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	6.3%
American Indian	2	0.5%
Asian	18	4.4%
Filipino	1	0.2%
Hispanic	217	52.9%
Two or More Races	25	6.1%
Pacific Islander	4	1.0%
White	110	26.8%

### Conclusions based on this data:






1. Our Latino/Hispanic population makes up the majority of our student population (44.1%). Therefore, ELL supports using Guided Language Acquisition Development (GLAD), Specially Designed Academic Instruction in English (SDAIE), and ELD targeted support is necessary to increase language proficiency.
2. Being at 88.3% Socioeconomically Disadvantaged population ensures that there are supports in place both academically and social-emotionally for our students and families. Response to Intervention (RTI), Multi-tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS), Marriage Family Therapist (MFT), and A.S.S.I.S.T programs (Character development & structured recess) are implemented to support Tier 1, 2, 3 students in both academics, and behavior.

3. MFT support has greatly increased pro-social behaviors for students that struggle social-emotionally.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. 2018 Number of suspension increased by 0.5%.
2. In math students with disabilities are in the orange. That is a targeted area for Rancho Cordova Elementary
3. In ELA students with disabilities are in the red. That is a targeted area for Rancho Cordova Elementary

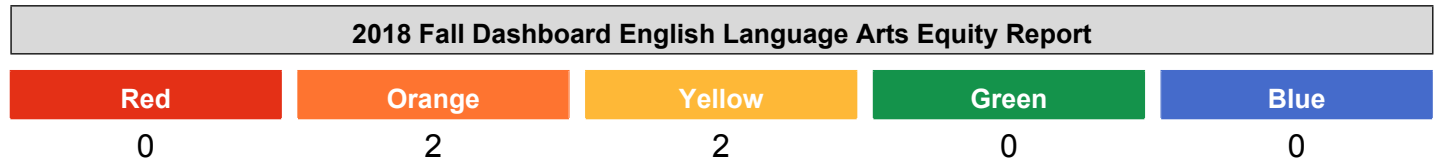
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 42.2 points below standard Increased 3.8 points 161 students	 Orange 52.8 points below standard Maintained -1.2 points 93 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Yellow 44.4 points below standard Increased 5.2 points 151 students
		 No Performance Color 125.9 points below standard Increased 4.3 points 30 students		

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 56.8 points below standard 11 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 49.9 points below standard Increased 6.8 points 92 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Orange 29.6 points below standard Declined -11.2 points 43 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 102.5 points below standard Declined -11.5 points 53 students	<b>Reclassified English Learners</b> 13.2 points above standard Declined -21.7 points 40 students	<b>English Only</b> 27.1 points below standard Increased 14.8 points 66 students
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#### Conclusions based on this data:

1. All students were in the yellow range and increased by 3.8 points overall. However, our White students declined by 11.2 points.
2. Hispanic students were in the yellow status with an increase of 6.8 combined score overall. Our reclassified EL students declined by 21.7 points. This indicates they are still in great need for targeted ELD instruction to help support them.
3. Students with disabilities increased by 4.3 points. However, they are still 125.9 points below the standard. The goal will be to continue to increase the proficiency in ELA.

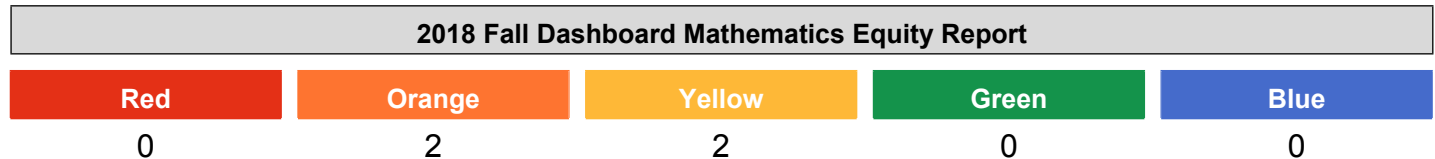
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 51.4 points below standard Increased 6.8 points 161 students	<b>English Learners</b>  Yellow 53.4 points below standard Increased 9 points 93 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Socioeconomically Disadvantaged</b>  Yellow 52.9 points below standard Increased 8.3 points 151 students	<b>Students with Disabilities</b>  No Performance Color 118.9 points below standard Increased 16 points 30 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 58.1 points below standard 11 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 63.9 points below standard Maintained 1.2 points 92 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Orange 35.4 points below standard Declined -4.1 points 43 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 99.9 points below standard Declined -4.6 points 53 students	<b>Reclassified English Learners</b> 8.2 points above standard Maintained -1.6 points 40 students	<b>English Only</b> 48.2 points below standard Increased 4.7 points 66 students
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#### Conclusions based on this data:

- All students were in the Yellow range for mathematics with an increase of 6.8 points overall.
- EL students increased by 9 points, Low Income (LI) students increased by 8.3 points, Students with disabilities increased by 16 points, and Hispanic students maintained points overall.
- Rancho Cordova Elementary school scores increased in mathematics on the Smarter Balance Test.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
154	13.6%	33.8%	31.2%	21.4%

### Conclusions based on this data:

1. In English Language Proficiency Assessments for CA (ELPAC), the majority of our EL learners are in level 2 and 3. GLAD, ELD, and targeted interventions are used to increase English proficiency.
2. For our Level 1 students, extended day has been offered for students K-2 for further SIPPS instruction. Targeted interventions are used for students grades 3-5 to increase their language proficiency.
3. MTSS has been implemented school wide to address both ELA, and to increase ELL progress. Targeted instruction in ELA (Benchmark, SIPPS, I-Ready, Lexia, Read Naturally) is being used to target Language Arts. I-Ready and Envision are being used to decrease gaps of achievement in math as well.

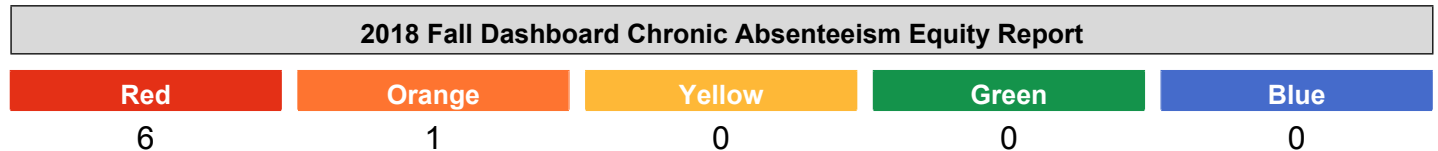
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 18.4% chronically absent Increased 4.7% 446 students	<b>English Learners</b>  Red 11.1% chronically absent Increased 4.6% 189 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Homeless</b>  Red 33.3% chronically absent Increased 6.1% 36 students	<b>Socioeconomically Disadvantaged</b>  Red 18.2% chronically absent Increased 4.2% 390 students	<b>Students with Disabilities</b>  Red 22.3% chronically absent Increased 3.6% 94 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 32.3% chronically absent Maintained 0.3% 31 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Asian</b>  No Performance Color 14.3% chronically absent Increased 6.6% 21 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Hispanic</b>  Orange 14.1% chronically absent Increased 2.3% 234 students	<b>Two or More Races</b>  Red 25.7% chronically absent Increased 2% 35 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>White</b>  Red 21.2% chronically absent Increased 10.2% 118 students

### Conclusions based on this data:

1. For students that are chronically absent, home visits, School Attendance Review Team (SART), and School Attendance Review Board (SARB) occur in order to ensure students are attending school.
2. Positive recognition is received trimester for school wide awards for attendance
3. Monthly recognition for classes with perfect attendance is beginning in September..

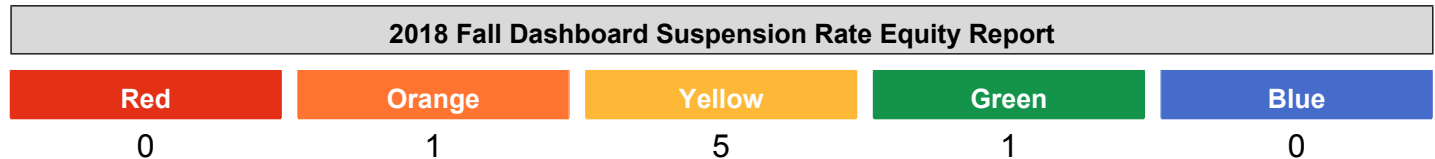
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 2.6% suspended at least once Increased 0.5% 461 students	<b>English Learners</b>  Yellow 1% suspended at least once Increased 0.5% 194 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3 students
<b>Homeless</b>  Yellow 2.7% suspended at least once Maintained -0.2% 37 students	<b>Socioeconomically Disadvantaged</b>  Yellow 2.3% suspended at least once Maintained 0.1% 400 students	<b>Students with Disabilities</b>  Yellow 5.1% suspended at least once Declined -2.6% 98 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 9.4% suspended at least once Declined -2.2% 32 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2 students	<b>Asian</b>  No Performance Color 0% suspended at least once Maintained 0% 21 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 1 students
<b>Hispanic</b>  Orange 2.5% suspended at least once Increased 1.2% 241 students	<b>Two or More Races</b>  Yellow 2.6% suspended at least once Maintained 0.1% 38 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 4 students	<b>White</b>  Green 1.6% suspended at least once Declined -0.3% 122 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
5.8% suspended at least once	2.1% suspended at least once	2.6% suspended at least once

#### Conclusions based on this data:

1. Suspensions increased to 2.6% compared to 2017 at 2.1%. Compared to 2016, suspensions have been declining. A.S.S.I.S.T program was implemented January 2018 and showed a decrease in suspensions, bullying, and Office Discipline Referrals (ODR).
2. Positive Behavior Support Interventions are implemented school wide to improve positive behavior, teach expectations, reinforce the behavior, and reward students being safe, respectful, responsible, and kind.
3. Tier 1/2 interventions are implemented for student's displaying problematic behavior. Office discipline referrals are given to track data on areas the school needs to address in terms of behavior. RTI, Student Study Team (SST) meetings are held to intervene with students that are continuing to not improve.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

1.2 Maintain schools in good repair.

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

## Goal 1

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

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

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

## Identified Need

1.3 Continued Professional Development for ELL/LI students will be important in increasing academic achievement for ALL students. District Coaches will help support some of the PD for Rancho Cordova Elementary School.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELPAC I-Ready SIPPS Williams Audit	i-Ready Diagnostic 1 ELA/Math, ELPAC, SIPPS Mastery given August William Audit report/Report findings will be addressed and fixed	All students will increase I-Ready by one grade level in ELA/Math. Students in SIPPS groups by the end of the year will test out of their placed SIPPS groups. Williams Audit report will show Rancho Cordova passing for facilities

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

## Strategy/Activity 1

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

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

EL/LI students

### Strategy/Activity

1. Resource Teacher/Academic Coach/Title I. Substitutes for PBIS, Professional Development (PD) and Every Child by Name (ECBN) (LCAP 1.1)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
19,275	Title I 1000-1999: Certificated Personnel Salaries Title 1 Resource Teacher - Collaborative training in and out of the classroom
7,332	Title I 3000-3999: Employee Benefits Employee Benefits and Substitutes Benefits
667	Title I 1000-1999: Certificated Personnel Salaries Substitutes for PBIS, PDand ECBN
167	Title I 3000-3999: Employee Benefits Employee Benefits and Substitutes Benefits

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All EL/LI students

**Strategy/Activity**

2. Supplemental instructional materials and supplies (GLAD Materials), including technology

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
377	Title I 4000-4999: Books And Supplies Instructional supplies and enrichment materials

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

EL/LI/At-Risk students, Postage

**Strategy/Activity**

3. Clerical and Tech support in order to assist in registration

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries Extra Times Subs/Temp/Hourly
125	Title I 3000-3999: Employee Benefits Teacher Subs/Temp/Hourly

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

EL/LI

**Strategy/Activity**

4. Extended day interventions and fieldtrips

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF - Supplemental None Specified Summer School
	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 3000-3999: Employee Benefits Benefits for hourly interventions
400	Title I 5700-5799: Transfers Of Direct Costs Fieldtrips
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Activities fees

## Strategy/Activity 5

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

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

EL/LI

### Strategy/Activity

5. Offer additional intervention programs

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

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

LCFF - Supplemental  
3000-3999: Employee Benefits

LCFF - Supplemental

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

6. Renaissance Learning-Accelerated Reader

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1,500

#### Source(s)

Title I

5800: Professional/Consulting Services And  
Operating Expenditures  
Web-based Software Program

## Strategy/Activity 7

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

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

All Students

### Strategy/Activity

Service and Operating Expenses Science Technology Engineering and Mathematics (STEM)

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Other services and operating

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

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

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

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

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

There are no foreseen changes being implemented.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

## Goal 2

2.1 Increase attendance to 96%

2.4 Decrease suspension, expulsion rates, and reduce bullying while creating an increase in school connectedness by implementing PBIS, ASSIST program, and MFT supports for students and families.

2.5 More parent involvement in ELAC and Parent Teacher Association (PTA) is a focus this year. Our ELAC was more attended in the beginning of year. PTA has been historically a small group of parents. Both are areas for growth.

2.6 Bring Intel into Rancho Cordova Elementary to support student learning

2.7 We will continue to use Blackboard Connect, and letters home to communicate to families.

## Identified Need

2.1 Increase attendance to 96% from 93.86%

2.4 Suspensions increased by 0.5% this year

2.5 More members for ELAC and PTA will better allow for more voices to be heard regarding the programs and needs of Rancho Cordova Elementary School (RCE).

2.6 There is currently no community partnerships (Intel) at RCE.

2.7 Blackboard connect was found to be the fastest and more proficient way to communicate with families. Using Blackboard Connect showed 95%-98% of families receiving the messages. Poor phone numbers accounted for not having 100%. Spanish is also used to communicate with families.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP, ELPAC, I-Ready Math/ELA, ODR & suspension data, attendance reports	2018 Data collected in CAASP, ELPAC, I-Ready Math/ELA, Powerschool data on suspensions/ODR	Increase in ELA/Math in I-Ready all students by one grade level. ELPAC scores increase from year to year. Reduction in suspensions/ODR's from previous school year in Powerschool. With the implementation of PBIS

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		strategies, attendance will increase, and suspensions will decrease using evidence based practices school-wide.

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

1. Title 1 Academic Coach and program improvement coach. Substitutes for PBIS, PD and ECBN

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,274	Title I 1000-1999: Certificated Personnel Salaries Title 1 Academic Coach Collaborative training in and out of the classroom along with classroom support and intervention
7,332	Title I 3000-3999: Employee Benefits Teacher and Substitutes Benefits
667	Title I 1000-1999: Certificated Personnel Salaries Substitute salaries
167	Title I 3000-3999: Employee Benefits Employee Benefits and Substitutes Benefits

## Strategy/Activity 2

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

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

ASSIST-EL/LI/At-Risk/ All students in order to increase school engagement, attendance, graduation, while reducing suspensions and bullying.

### Strategy/Activity

2. The ASSIST program will reach all students and increase school attendance, graduation, school connectedness, while reducing suspensions, Office Discipline Referrals, and bullying.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
13,500	Other 5800: Professional/Consulting Services And Operating Expenditures A.S.S.I.S.T
13,500	Title I 5800: Professional/Consulting Services And Operating Expenditures A.S.S.I.S.T
376	Title I 4000-4999: Books And Supplies Instructional supplies and enrichment materials

### **Strategy/Activity 3**

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

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

EL/LI/At-Risk

#### **Strategy/Activity**

3. Extended day interventions and Fieldtrips

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Activities fees for field trips

### **Strategy/Activity 4**

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

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

Parent engagement and communication

#### **Strategy/Activity**

4. Parent outreach and school communication, Postage

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
	LCFF - Supplemental 3000-3999: Employee Benefits
300	Title I 5900: Communications Postage
500	Title I 2000-2999: Classified Personnel Salaries Clerical Sub and Hourly
125	Title I 3000-3999: Employee Benefits Benefits

### Strategy/Activity 5

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

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

EL/LII/At-Risk

#### Strategy/Activity

5. Offer additional intervention programs

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTEL's and high need students Provide additional interventions and services during the school year as student academic needs are determined
	LCFF - Supplemental 3000-3999: Employee Benefits

## Strategy/Activity 6

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

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

All Students and instructional supplies for GLAD, SIPPS, PBIS Parent Engagement, Conferences

Strategy/Activity

6. Supplemental instructional materials and supplies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Title I 4000-4999: Books And Supplies Classroom supplies
	Title I 4000-4999: Books And Supplies PBIS Parent Engagement
500	Title I 5000-5999: Services And Other Operating Expenditures Professional development

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

A.S.S.I.S.T was implemented in January 2018 to decrease suspensions, bullying, Office Discipline Referrals, and increase attendance and PBIS strategies. This will be the first year to fully implement from the start of the 2019-2020 school year.

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

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

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

This is the first year of a full implementation for ASSIST.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

3.1 Provide professional development in new adoptions and local curriculum.

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

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

## Goal 3

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

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

3.3 Our newly adopted Amplify will meet the needs of NGSS and provided opportunities for more STEM activities.

## Identified Need

3.1 RCE has hired new teachers this year and will highly encourage staff to attend professional development opportunities. The lead teachers will also be invited to develop PD for RCE. Release time can be supported by site for teachers to attend training.

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers attend PD as it is offered based on need Lead Teachers working with administration to develop ELA/Math PD for staff	Currently no PD is developed for ELA/Math	Principal is working with Julie Blake to design PD for ELA at the start of the 2019-2020 school year Principal will work with Math lead to develop PD for the 2019-2020 school year

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

## Strategy/Activity 1

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

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

All Students

Strategy/Activity

1. Academic Coach/Title I. Substitutes for PBIS, PD and ECBN

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

19,274

Title I  
1000-1999: Certificated Personnel Salaries  
Title 1 Academic Coach

7,332

Title I  
3000-3999: Employee Benefits  
Employee and Substitute benefits

2,370

Title I  
1000-1999: Certificated Personnel Salaries  
Substitute salaries

532

Title I  
3000-3999: Employee Benefits  
Employee Benefits and Substitutes Benefits

**Strategy/Activity 2**

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

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

All

Strategy/Activity

2. Supplemental instructional materials and supplies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

376

Title I  
4000-4999: Books And Supplies  
Classroom supplies

**Strategy/Activity 3**

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

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

Strategy/Activity

3. Extended day interventions

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF - Supplemental None Specified Summer School
	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers

**Strategy/Activity 4**

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

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

All
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**Strategy/Activity**

4. Offer additional intervention programs, software licensing, conferences and Stem
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**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTELs and high need students Provide additional interventions and services during the school year as student academic needs are determined
	Title I 5800: Professional/Consulting Services And Operating Expenditures Other Services
500	Title I 5000-5999: Services And Other Operating Expenditures Conferences and Professional Development
1,800	Title I

	5800: Professional/Consulting Services And Operating Expenditures Other Services and Operating Services
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Student Activity Fees

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

This will be the first year implementing specific professional development with the lead teachers for ELA. ELA will be more of the focus as our scores declined on the state assessment. I-Ready, Benchmark, and SIPPS will be areas of focus. Common formative assessments will be used to disaggregate data in order to determine what interventions need to be implemented. Continued PD for effective SIPPS implementation will be a focus for new teachers or teachers new to a grade level in K-3.

Briefly 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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

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

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

## Goal 4

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

## Identified Need

4.1 Not all students at RCE were reading at grade level in 1st, 3rd, 5th grade in 2019.

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP i-Ready SIPPS Common Formative Assessments RTI ECBN	CAASPP review of data at initial staff meeting i-Ready District Assessments given 3 times a year SIPPS assessment done at the start of the year to gather baseline data and form small group for instruction Every Child By Name (ECBN) done 3 times a year Monthly PLC time to target essential standards and analyze data on common formative assessments RTI grade level meetings held every 6 weeks for each grade	3/3 i-Ready District Assessments given SIPPS Mastery assessments will be given throughout the year 3/3 ECBN meetings will occur 9 or more grade level PLC meetings will occur RTI grade level meetings will begin in September and end in May

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

## Strategy/Activity 1

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

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

Continued implementation of the SIPPS program.

### Strategy/Activity

Academic Coach/Title 1/EL/L1 Substitutes for PBIS, PD and ECBN., Conferences

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,274	Title I 1000-1999: Certificated Personnel Salaries SIPPS instruction by teachers
7,332	Title I 2000-2999: Classified Personnel Salaries SIPPS support by Title I and Bilingual Aides
666	Title I 3000-3999: Employee Benefits Benefits for classified personnel supporting SIPPS
166	Title I 3000-3999: Employee Benefits Employee Benefits and Substitutes Benefits

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Supplies, Operating expenses, Conferences

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
376	Title I 4000-4999: Books And Supplies supplies
1,000	Title I 5000-5999: Services And Other Operating Expenditures Conference, Student Activity Fees
	Title I

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

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

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

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

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

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$149,082.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$135,582.00

Subtotal of additional federal funds included for this school: \$135,582.00

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 (\$)
Other	\$13,500.00

Subtotal of state or local funds included for this school: \$13,500.00

Total of federal, state, and/or local funds for this school: \$149,082.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jessica Hutchinson	Principal
Pam Ball	Classroom Teacher
Marian Spalding	Classroom Teacher
Helen Watson	Parent or Community Member
Jennifer Trevino	Other School Staff
Cheryl Oldham	Parent or Community Member
Maria Martinez	Parent or Community Member
Victoria Goulet	Parent or Community Member
Elvia Valdovinos	Other School Staff
Robin Mitchum	Parent or Community Member
Frances Myatt	Classroom Teacher

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

# English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Jessica Hutchinson	Principal
Chrissy Walker	Classroom Teacher
Maria Martinez	Parent or Community Member
Irma Nochez	Parent or Community Member
Hilsa Ponce	Parent or Community Member
Veronica Berber	Parent or Community Member
Concepcion Martinez	Parent or Community Member
Eva Echavarria	Parent or Community Member
Yessica Reyna	Parent or Community Member
Sara Alonso Nava	Parent or Community Member
Maricruz Mora	Parent or Community Member
Josefina Marcos	Parent or Community Member
Margarita Marcos	Parent or Community Member
Helen Watson	Parent or Community Member
Violeta Torrentes	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 August 30, 2019.

Attested:



Principal, Jessica Hutchinson on August 30, 2019



SSC Chairperson, Victoria Goulet on August 30, 2019

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

# Rancho Cordova Elementary

August 30, 2019

ELAC Meeting

Sign -In

Parent(s)/Padre(s)

Child(ren)/Hijo(s)

Grade(s)/Grado(s)

1. Concepcion Martinez

Valerie y Karla

4<sup>o</sup> y 2<sup>o</sup>

2. Eva Echavarría-P.

Esmeralda

#5

3. Yessica Reina

Ian Aguilar

K

4. Sara Alonso Nava

Lorenzo Alonso Nava

9

5. Maria Martinez

Luis, Joanna

9, 6

6. Mariuz

Israel - Tiana

K-3

7. Irma B. Nochez

Carlos Zelaya

3<sup>o</sup>

8. Veronica Berber G

Mariana, Ariana, Alexander

7<sup>o</sup>/2<sup>o</sup>/1<sup>o</sup>

9. Josefina Marcos

Jesús Teresa

2

10. Margarita Marcos

Dylan Rodriguez

2

11. Helen Watson

Luca Feshchenko

2<sup>nd</sup>

12. Violeta TORRENTES

VIOLETA OCHOA T

Kindergarten

13.

14.

15.

16.

17.

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# Rancho Cordova Elementary ELAC Meeting Agenda

August 30, 2019

Room 10

9:00 am

1. Welcome
  - a. Sign In
  - b. Introductions and Refreshments
2. ELAC Membership
  - a. Officers to serve on DELAC
3. SPSA
4. ELPAC
  - a. Results
5. Adult Learning
6. Support for Students at RCE
  - a. MTSS-during the school day, for math and reading
  - b. ASES (previously called STARS)
  - c. Early/Late Interventions
7. Parent involvement
  - a. Volunteer Application Forms are in the main office
  - b. Ways to Volunteer at RCE
    - i. ELAC
    - ii. SSC (School Site Council)
    - iii. PTA
    - iv. Category 1-Classroom Volunteers (helping with materials)
    - v. Category 2 Volunteers-Field Trips.
    - vi. School Event Volunteers
8. School News
  - a. Upcoming Events
    - i. No School: September 2
    - ii. October 4: Annual Jog-A-thon
    - iii. No School for students: October 14
9. Uniform Complaint Procedures
10. Non-Discrimination Policy
11. Questions or Comments

Irma B Nochez  
Veronica Berber.

## Rancho Cordova Elementary ELAC Meeting Minutes

August 30, 2019

Room 10 in 9:00 am

The meeting began at 9:05. Welcome and sign in were completed. Refreshments were provided by Mrs. Walker. Miss Ibeth Ponce provided Spanish translation. Mrs. Hutchinson, principal was present for the meeting.

The ELAC meeting time and location was discussed. It was asked later in the meeting that notification of meetings be sent home in students' Friday folders. Mrs. Walker will do this for the rest of the year's meetings.

DELAC Membership was discussed. Maria Martinez would like to continue to represent as a member at large. Also, two additional parents would like to join DELAC to represent RCE. Their contact information was taken by Mrs. Walker and will be passed onto the district.

The RCE SPSA plan was presented and discussed by Mrs. Hutchinson, principal.

The ELPAC test and results were discussed. Parents have received the results for last year. The testing window for this year was shared. If parents have questions, they can visit the RCE office.

Adult Learning at RCE and in the district was discussed. A group of 10-15 would be needed to start a class at RCE. The need for childcare at these meetings was discussed and the possibility of offering child care. More information will come soon.

Support for Students at RCE was discussed including:

- a. MTSS-during the school day
- b. ASES (previously called STARS) *A discussion ensued about how this program is full and there is a waiting list due to staffing issues.*
- c. Early/Late Interventions *These will begin next week for 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> grades.*
- d. A discussion about early/late reading groups for K-2<sup>nd</sup> grade ensued.

Parent involvement at RCE was discussed. This included an explanation from Miss Ponce on the Category 2 volunteer process. Other ways to volunteer were also discussed including: ELAC, SSC (School Site Council), PTA, Category 1-Classroom Volunteers, and School Event Volunteers.

Upcoming RCE School News was discussed including: *No School: September 2, October 4: Annual Jog-A-thon, No School for students: October 14.*

Uniform Complaint Procedures Policy was reviewed and discussed. These are always available in the office in various languages. The members expressed the confusion with the word "uniform" and proposed it be changed to something like "equal."

The Non-Discrimination Policy was reviewed and discussed.

Questions or Comments

- a. Health Education Forums: Mrs. Walker reviewed the date of this event at RCE and an overview of what will happen at that forum.
- b. The locking of the back gate during the school day was discussed. Mrs. Walker explained the importance of this gate being shut when school starts and remaining shut during the school day as it pertains to student safety.

A prize raffle was conducted. Meeting adjourned at approximately 10:05.

Respectfully submitted,  
Mrs. Walker, ELAC Chair

# **Rancho Cordova Elementary ELAC Meeting Agenda**

**August 30, 2019**

**Room 10**

**9:00 am**

1. Welcome
  - a. Sign In
  - b. Introductions and Refreshments
2. ELAC Membership
  - a. Officers to serve on DELAC
3. School Site Plan Goals for 2019-2020
4. SPSA
5. ELPAC
  - a. Results
6. Adult Learning
7. Support for Students at RCE
  - a. MTSS-during the school day, for math and reading
  - b. ASES (previously called STARS)
  - c. Early/Late Interventions
8. Parent involvement
  - a. Volunteer Application Forms are in the main office
  - b. Ways to Volunteer at RCE
    - i. ELAC
    - ii. SSC (School Site Council)
    - iii. PTA
    - iv. Category 1-Classroom Volunteers (helping with materials)
    - v. Category 2 Volunteers-Field Trips.
    - vi. School Event Volunteers
9. School News
  - a. Upcoming Events
    - i. No School: September 2
    - ii. October 4: Annual Jog-A-thon
    - iii. No School for students: October 14
10. Uniform Complaint Procedures
11. Non-Discrimination Policy
12. Questions or Comments

**Rancho Cordova Elementary SSC Meeting Agenda**

**August 30, 2019**

**Room 6**

**3:00p.m.**

1. Welcome

Sign In

2. SPSA

3. Budget

4. Uniform Complaint Procedures

5. Non-Discrimination Policy

6. Questions or Comments

## Rancho Cordova Elementary SSC Meeting Minutes

August 30, 2019

3:00p.m.

**Present Members:** Jessica Hutchinson (Principal), Maria Martinez (Parent/Community Member), Cheryl Oldham (Parent/Community Member), Hellen Watson (Parent/Community Member), Tori Goulet (Parent/Community Member), Elvia Valdovinos (Staff), Marian Spalding (Teacher), Pam Ball (Teacher)

**Purpose of SSC:** Mrs. Hutchinson described the purpose of what the function of a School Site Council does. She discussed that members need to have input into different aspects to the school.

**Budget:** Mrs. Hutchinson described what the Title 1 budget was comprised of, and how each item in the Title 1 budget is linked into the Single Plan for Student Achievement (SPSA). Budget cuts were discussed, and a possible December allocation to help with the budget reductions.

**SPSA:** The SPSA was printed out and given to the members to read through and look over. Mrs. Hutchinson discussed the different components to the SPSA and the checks and balances that the SPSA does provide in terms of using data to drive the instruction and spending of the school. The SPSA was approved by the School Site Council committee. Mrs. Hutchinson explained that the SPSA is a continuous working document.

**CAASPP:** Mrs. Hutchinson explained that the focus on Rancho Cordova's Multi-Tiered Systems of Support (MTSS), is English Language Arts (ELA). This is due to a reduction of CAASPP scores for grades 3<sup>rd</sup>-5<sup>th</sup> by -12 points. The focus for professional development is on ELA and English Language Development (ELD). Julie Blake, lead ELA teacher, is working with teams at school to target and drill down specific instruction in ELA/ELD.

**Uniform Complaint Procedures:** Mrs. Hutchinson explained the purpose of a Uniform Complaint form, how to access the form on the district website, and what the Uniform Complaint does once a complaint is generated.

**Non-Discrimination Policy:** Mrs. Hutchinson printed out the Non-Discrimination policy and reviewed the policy with the site committee.

**Discussions:** The discussion was brought up about additional fencing being added in the back of the school. Mrs. Hutchinson explained that she had made the request for additional fencing due to safety concerns. She also explained that she would like additional fencing around the field. The conversation about the Oak Tree branches

snapping off and landing on the primary playground and roof was discussed. A tree service has been ordered to come through and trim the Oak Trees that are affected.

**Closing:** The meeting ended at 3:35p.m.

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2019 School Plan for Student Achievement	2019-08-30	<a href="#">View</a>	<a href="#">View</a>	<a href="#">View</a>	35

Previous Section

[English Learner Advisory Committee](#)

Current Section

**Recommendations and Assurances**

Next Section

[Instructions: Overview](#)**1 updated data fields saved successfully.**[Save Data](#)[View Current Document](#)[View Section](#)

All data saved.

## Recommendations and Assurances

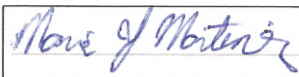
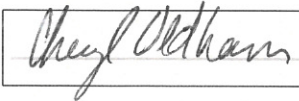
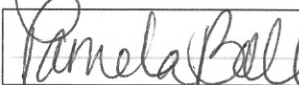

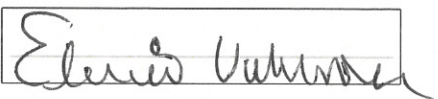
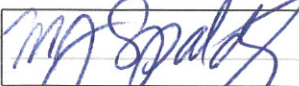
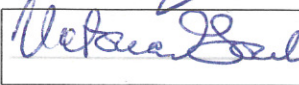
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

[Clear](#)[Clear](#)[Clear](#)[Clear](#)[Clear](#)[Clear](#)[Clear](#)[Clear](#)

Committee or Advisory Group Name

☐ State Compensatory Education Advisory Committee☒ English Learner Advisory Committee☐ Special Education Advisory Committee☐ Gifted and Talented Education Program Advisory Committee☐ District/School Liaison Team for schools in Program Improvement☐ Compensatory Education Advisory Committee☐ Departmental Advisory Committee☐ Other:

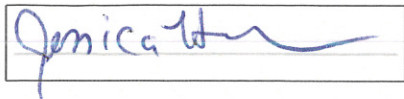
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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.

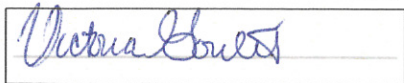
This SPSA was adopted by the SSC at a public meeting on August 30, 2019.

Attested:

Clear



Clear



Principal, Jessica Hutchinson on August 30, 2019

SSC Chairperson, Victoria Goulet on August 30, 2019

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Current Section

**Recommendations and Assurances**

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