



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 31, 2020	October 22, 2020

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Purpose and Description.....	3
School Vision and Mission	3
School & Community Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	6
Resource Inequities	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population	17
Overall Performance	19
Academic Performance	20
Academic Engagement.....	25
Conditions & Climate.....	27
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1	29
Goal 2.....	34
Goal 3.....	40
Goal 4.....	44
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
School Site Council Membership	48
English Learner Advisory Committee (ELAC).....	49
Recommendations and Assurances	50

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

Title I Schoolwide

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

Our purpose is to align the School Plan for Student Achievement with Folsom-Cordova's Local Control and Accountability Plan (LCAP). Our focus will be to increase student proficiency in both English Language Arts (ELA) and Mathematics. In order to do so, data will be gathered using 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 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 442 Pre-K, Transitional Kindergarten through fifth grade students, representing the diverse cultural background of the Rancho Cordova community. Approximately 39% 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 25%, African-American at 6%, and other at 13%.

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 look at the results and target our parent involvement efforts to address areas of need. In addition, Google surveys are periodically sent to the staff to collect data on areas of need or strength.

Classroom Observations

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

Formal evaluations are completed throughout the school year per the district's evaluation process. 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 Language Arts (ELA) and math. These results are used to plan instruction in the classroom and create instructional groupings for Multi-Tiered Systems of Support (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. Additionally, the teachers will attend professional development in the area of Distance Learning (DL) this year due to COVID-19.

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

All professional development is based on student and teacher needs to support the implementation of ELA, math, science, social studies, writing. For the upcoming school year, Distance Learning professional development will be added due to COVID-19.

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 collaborate in their Professional Learning Community (PLC) once per month. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis. Best practices are shared for better student outcomes.

Teaching and Learning

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

The teaching staff are given a wide variety of professional development (PD) opportunities throughout the school year. Professional development opportunities can include training in ELA, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), math, science, social studies, writing, technology, Social Emotional Learning (SEL), and Guided Language Acquisition (GLAD). Early childhood teachers follow the alignment of the California Preschool Learning Foundations with Key Early Education Resources and utilize a district lesson plan template to support instructional planning.

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

The school schedule provides students with the required number of instructional minutes per day. Language Arts and Math times are protected. MTSS blocks provide students with differentiated instruction. SIPPS instructional time for K-3 is a protected block of time for phonics instruction. Due to COVID-19, the 2020 start of the school year will include synchronous and asynchronous learning to account for the instructional minutes required.

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 system of support model (MTSS). This model enables students to be grouped with other students at a similar level and area of need. Students receive instruction in English Language Development, Reading and Writing Strategies, literary analysis, and mathematical foundations. In addition, our site offers before and after school interventions, 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 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 Blackboard Connect messages that discuss upcoming school events. Our English Language Learner families (ELL) are encouraged to participate in our English Language Advisory Committee (ELAC) meetings held multiple times throughout the year. Parents are encouraged to join our School Site Council (SSC) meetings that are held throughout the year as well to stay informed about the current status of the school. Conferences are held with families throughout the year to discuss student progress. Information from the school goes out in both English and Spanish.

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

Our school's Site Council consists of parents and school staff who meet throughout the year to discuss school progress. In addition, our English Language Advisory Committee meets 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 28, 2020 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 student's 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 student's 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.49%	0.23%	0.22%	2	1	1
African American	6.34%	5.66%	4.71%	26	25	21
Asian	4.39%	3.62%	3.36%	18	16	15
Filipino	0.24%	0.45%	0.67%	1	2	3
Hispanic/Latino	52.93%	55.66%	56.28%	217	246	251
Pacific Islander	0.98%	0.9%	1.12%	4	4	5
White	26.83%	24.43%	24.44%	110	108	109
Multiple/No Response	1.71%	1.58%	7.85%	7	7	6
Total Enrollment				410	442	446

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	95	94	75
Grade 1	79	81	79
Grade 2	60	78	81
Grade3	61	62	77
Grade 4	59	65	61
Grade 5	56	62	73
Total Enrollment	410	442	446

Conclusions based on this data:

1. Rancho Cordova Elementary enrollment has continued to increase over the last couple of years. The 2019-2020 enrollment is at 495.
2. Extra support staff has been added in areas of special education. Special education instructional assistant's 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	181	171	167	44.1%	38.7%	37.4%
Fluent English Proficient (FEP)	26	44	40	6.3%	10.0%	9.0%
Reclassified Fluent English Proficient (RFEP)	15	32	2	8.7%	17.7%	1.2%

Conclusions based on this data:

1. The number of overall English Learners has increased from 2015. With 2019-2020 being at 44.1%
2. Starting in the 2018 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 overall in English Language Arts
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
Grade 3	10.34	20.63	10.53	46.55	55.56	45.61	43.10	23.81	43.86
Grade 4	15.38	7.41	17.91	36.54	48.15	34.33	48.08	44.44	47.76
Grade 5	10.91	9.62	8.77	43.64	42.31	40.35	45.45	48.08	50.88
All Grades	12.12	13.02	12.71	42.42	49.11	39.78	45.45	37.87	47.51

Conclusions based on this data:

1. 2019 48.06 % of students were At/Near/Above Standard in Problem solving & Modeling/Data Analysis.
2. 2019 38.66% of students were At/Near/Above Standard in Concepts & Procedures.
3. 2019 52.49% of students were At/Near/Above Standard in Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1407.1	1411.2	1424.2	1422.7	1366.8	1384.1	41	41
Grade 1	1440.1	1412.2	1448.0	1433.8	1431.7	1390.2	35	32
Grade 2	1456.4	1468.8	1462.8	1473.5	1449.6	1463.7	21	33
Grade 3	1471.5	1464.4	1475.1	1460.1	1467.4	1468.3	23	19
Grade 4	1484.4	1500.0	1478.1	1505.9	1490.3	1493.7	18	26
Grade 5	1495.6	1505.8	1484.2	1498.0	1506.6	1513.2	16	20
All Grades							154	171

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	*	4.88	*	36.59	46.34	39.02	*	19.51	41	41
1	*	3.13	31.43	9.38	*	46.88	*	40.63	35	32
2	*	6.06	*	36.36	*	48.48	*	9.09	21	33
3		5.26	*	21.05	52.17	42.11	*	31.58	23	19
4		15.38	*	34.62	*	34.62	*	15.38	18	26
5	*	10.00	68.75	35.00		35.00	*	20.00	16	20
All Grades	13.64	7.02	33.77	29.24	31.17	41.52	21.43	22.22	154	171

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	*	9.76	34.15	41.46	*	26.83	*	21.95	41	41
1	37.14	12.50	31.43	28.13	*	31.25	*	28.13	35	32
2	*	18.18	*	45.45	*	24.24	*	12.12	21	33
3	*	10.53	56.52	36.84	*	10.53	*	42.11	23	19
4	*	23.08	*	61.54	*	3.85	*	11.54	18	26
5	*	30.00	*	40.00	*	15.00	*	15.00	16	20
All Grades	26.62	16.37	40.91	42.11	14.29	20.47	18.18	21.05	154	171

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
K	36.59	4.88	51.22	82.93	*	12.20	41	41
1	57.14	31.25	31.43	53.13	*	15.63	35	32
2	*	33.33	*	54.55	*	12.12	21	33
3	*	0.00	69.57	68.42	*	31.58	23	19
4	*	19.23	72.22	73.08	*	7.69	18	26
5	*	5.00	*	70.00	*	25.00	16	20
All Grades	33.77	16.96	52.60	67.25	13.64	15.79	154	171

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
K	*	17.07	46.34	53.66	29.27	29.27	41	41
1	31.43	9.38	51.43	50.00	*	40.63	35	32
2	52.38	33.33	*	51.52	*	15.15	21	33
3	56.52	26.32	*	42.11	*	31.58	23	19
4	61.11	61.54	*	23.08	*	15.38	18	26
5	*	65.00	*	15.00	*	20.00	16	20
All Grades	42.21	32.16	38.31	42.11	19.48	25.73	154	171

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
K	*	0.00	75.61	85.37	*	14.63	41	41
1	*	0.00	*	25.00	51.43	75.00	35	32
2	*	6.06	*	60.61	*	33.33	21	33
3		0.00	*	26.32	73.91	73.68	23	19
4		0.00	*	50.00	*	50.00	18	26
5	*	10.00	81.25	65.00	*	25.00	16	20
All Grades	10.39	2.34	48.70	54.97	40.91	42.69	154	171

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
K	*	21.95	46.34	51.22	39.02	26.83	41	41
1	*	0.00	57.14	50.00	*	50.00	35	32
2	*	6.06	61.90	78.79	*	15.15	21	33
3		0.00	65.22	78.95	*	21.05	23	19
4	*	11.54	66.67	65.38	*	23.08	18	26
5	*	5.00	*	75.00	*	20.00	16	20
All Grades	14.94	8.77	57.14	64.33	27.92	26.90	154	171

Conclusions based on this data:

1. 2019 Oral language for level 3/4 was at a 58.48%. Continued practice of speaking and listening in the classroom with appropriate language modeling will continue to move students to proficiency.
2. 2019 Overall Language showed a decrease of 11.15% from the previous year in somewhat developed and well developed areas. Targeted ELD support is an area of focus for RCE.
3. 2019 Reading is at 57.31% for somewhat and well developed areas. 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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
442	81.7	38.7	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	171	38.7
Homeless	25	5.7
Socioeconomically Disadvantaged	361	81.7
Students with Disabilities	81	18.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	5.7
American Indian	1	0.2
Asian	16	3.6
Filipino	2	0.5
Hispanic	246	55.7
Two or More Races	33	7.5
Pacific Islander	4	0.9
White	108	24.4

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 82% 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. This program is on pause as we start the school year in Distance Learning.

3. MFT support has greatly increased pro-social behaviors for students that struggle social-emotionally. SEL out reach will be done virtually for the start of the 2020 school year due to COVID-19.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 2018 Number of suspension increased by 0.5%. 2019-2020 the number of suspension continued to decline. Final suspension numbers stopped on March 13, 2020 due to COVID-19.
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.

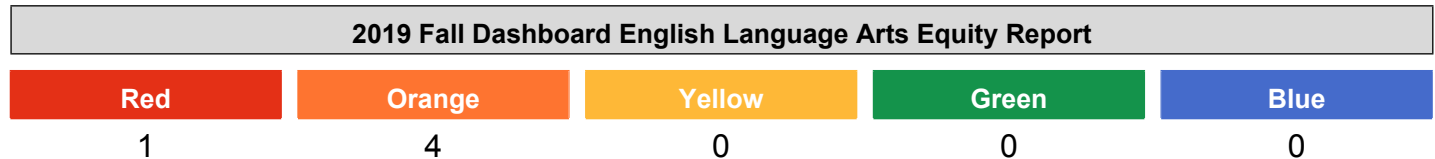
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 56.4 points below standard Declined Significantly -17.8 points 174	English Learners  Orange 68.2 points below standard Declined Significantly -18.2 points 89	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Socioeconomically Disadvantaged  Orange 60.9 points below standard Declined Significantly -19.2 points 146	Students with Disabilities  Red 98.4 points below standard Declined -5.5 points 41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 94.1 points below standard Declined Significantly -45.7 points 12	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Filipino  No Performance Color 0 Students
Hispanic  Orange 63 points below standard Declined -14.5 points 99	Two or More Races  No Performance Color 39.2 points below standard 13	Pacific Islander  No Performance Color 0 Students	White  Orange 50.4 points below standard Declined Significantly -25.7 points 42

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 105 points below standard Declined -9.1 points 58	Reclassified English Learners 0.8 points above standard Declined -12.4 points 31	English Only 45.5 points below standard Declined Significantly -22.3 points 82
---	--	--

Conclusions based on this data:

1. All students were in the orange range with a decline of 17.8 points overall. However, our White students declined more significantly by 25.7 points. Overall, all student groups are in need of strategic focus and targeted interventions in order to decrease the achievement gap.
2. Hispanic students were in the orange status with a decrease of 14.5 points. Our reclassified EL students increased by 2.1 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.

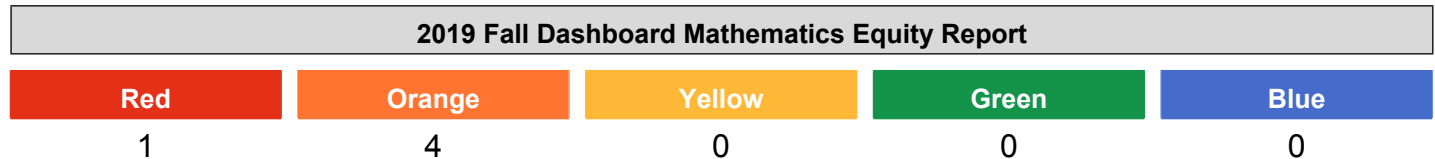
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 66.4 points below standard Declined Significantly -17.4 points 174	English Learners  Orange 64.4 points below standard Declined -12.1 points 89	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Socioeconomically Disadvantaged  Orange 66.7 points below standard Declined Significantly -16.3 points 146	Students with Disabilities  Red 118.8 points below standard Declined Significantly -22.6 points 41

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 105.3 points below standard Declined Significantly -55.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.7 points below standard Declined -5.5 points 99	 No Performance Color 92.2 points below standard 13		 Orange 60.3 points below standard Declined Significantly -27.1 points 42

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.1 points below standard Maintained -2.8 points 58	0.5 points above standard Declined -7.7 points 31	70.3 points below standard Declined Significantly -25.9 points 82

Conclusions based on this data:

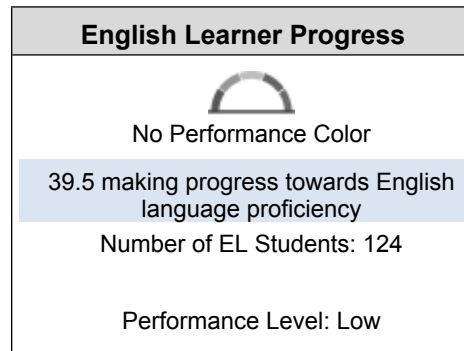
1. All students were in the orange range with -17 points overall.
2. EL students, Low Income (LI) students socioeconomically disadvantaged, and students with disabilities decreased.
3. Rancho Cordova Elementary school scores decreased in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	45	2	47

Conclusions based on this data:

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

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	3	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 16 Declined -2.3 486	English Learners  Red 14.8 Increased Significantly +3.7 182	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  Red 38.2 Increased +4.9 34	Socioeconomically Disadvantaged  Yellow 17.3 Declined -0.9 394	Students with Disabilities  Yellow 18.4 Declined -4 98

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">20.7</div> Declined -11.6 29	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">11.8</div> Declined -2.5 17	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">15.8</div> Increased +1.7 272	Two or More Races  Red <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">26.7</div> Increased +1 45	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Yellow <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">11.3</div> Declined -9.9 115

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. 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.
3. Monthly recognition for classes with perfect attendance is beginning in September using. PBIS incentives throughout the year need to be increased for attendance.

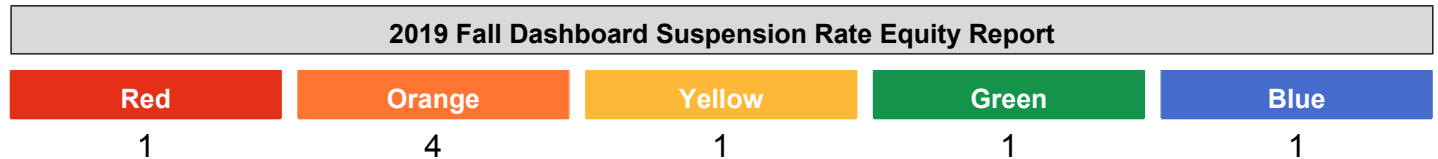
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 2.4 Maintained -0.2 498	English Learners  Orange 2.6 Increased +1.6 190	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  Orange 5.6 Increased +2.9 36	Socioeconomically Disadvantaged  Yellow 2.5 Maintained +0.2 401	Students with Disabilities  Orange 5.9 Increased +0.8 101

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 6.7 Declined -2.7 30	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color 0 Maintained 0 17	Filipino  No Performance Color Less than 11 Students - Data 2
Hispanic  Green 2.2 Declined -0.3 277	Two or More Races  Red 8.9 Increased +6.3 45	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Blue 0 Declined -1.6 120

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	2.4

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 2018-2019 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. Implementation of stronger Tier 1/2/3 PBIS strategies were increased school-wide for the 2019-2020 school year. The result was a decrease of suspensions. Implementation of School-Wide Information System (SWIS) helped to track behaviors and areas of focus for the PBIS team and for mental health support (MFT).
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 on their behavior. Quicker RTI and SEL strategies contribute to an improvement in most student behaviors.

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)
19969	Title I 1000-1999: Certificated Personnel Salaries Title 1 Resource Teacher - Collaborative training in and out of the classroom
6550	Title I 3000-3999: Employee Benefits Employee Benefits and Substitutes Benefits
1430	Title I 1000-1999: Certificated Personnel Salaries Substitutes for PBIS, PDand ECBN
354	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, and distance learning materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1150	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
	Title I 5700-5799: Transfers Of Direct Costs Fieldtrips
	Title I 5800: Professional/Consulting Services And Operating Expenditures

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)

Teaching Staff

Strategy/Activity

6. Professional development for staff for conferences, and distance learning.

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)

375

Title I

5000-5999: Services And Other Operating Expenditures

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: 2019-20

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)
19968	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
7,154	Title I 3000-3999: Employee Benefits Teacher and Substitutes Benefits
	Title I 1000-1999: Certificated Personnel Salaries Substitute salaries
	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)

Professional development training for both staff and students online to help continue to build positive relationships and foster a safe learning environment

Strategy/Activity

Find high quality resources to help train and inform staff and students.

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)
	Other 5800: Professional/Consulting Services And Operating Expenditures
1510	Title I 5800: Professional/Consulting Services And Operating Expenditures
750	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)
	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
	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, and Distance Learning.

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
375	Title I 5000-5999: Services And Other Operating Expenditures Professional development

Annual Review

SPSA Year Reviewed: 2019-20

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.

Suspension rates decreased due to better implementation of PBIS and SEL programs. Incentives for attendance help to improve overall attendance. ELAC community had a larger attendance than previous meetings. After school family activities were well attended (Science Night, Back to School Night, Back to School Picnic, Winter Wonderland (Holiday Show), Family Dance (Valentine's Day), and movie nights.

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

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

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

Continue goal focus to support teaching and learning.

Goals, Strategies, & Proposed Expenditures

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

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 will highly encourage staff to attend professional development opportunities virtually or until we can meet in person. The lead teachers will also be invited to develop PD for RCE. Release time can be supported by site for teachers to attend training virtually or until we can meet in person.

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 Virtual PD opportunities during COVID-19	Currently no PD is developed for ELA/Math	Principal will work with lead teachers, and categorical programs to identify virtual PD or PD that is in the areas of: ELA, Math, Distance Learning (DL).

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)

19,968

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

7,154

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

Title I
1000-1999: Certificated Personnel Salaries
Substitute salaries

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

2. Supplemental instructional materials, supplies, and including, but not limited to Distance Learning.

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)

750

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

--

Source(s)

LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTELs and high need students Provide additional interventions and services during the school year as student academic needs are determined

--

Title I 5800: Professional/Consulting Services And Operating Expenditures Other Services
--

375

--

Title I 5000-5999: Services And Other Operating Expenditures Conferences and Professional Development

1,508	Title I 5800: Professional/Consulting Services And Operating Expenditures Other Services and Operating Services
500	Title I 5700-5799: Transfers Of Direct Costs Field trips

Annual Review

SPSA Year Reviewed: 2019-20

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 virtually for Distance Learning (DL). ELA will continue to be more of the focus as our scores declined on the state assessment. I-Ready, Benchmark, and SIPPS will be areas of focus. Support staff and lead teachers will help support these areas during Distance Learning. Common formative assessments will be used to disaggregate data in order to determine what interventions need to be implemented. Continued PD for effective SIPPS implementation will be a focus for new teacher's grade levels in K-3.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

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 2020.

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)
19,968	Title I 1000-1999: Certificated Personnel Salaries SIPPS instruction by teachers
6,797	Title I 2000-2999: Classified Personnel Salaries SIPPS support by Title I and Bilingual Aides
1,430	Title I 3000-3999: Employee Benefits Benefits for classified personnel supporting SIPPS
357	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, including Distance Learning, online services for teachers and students, professional and consulting services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750	Title I 4000-4999: Books And Supplies supplies
375	Title I 5000-5999: Services And Other Operating Expenditures Conference, Student Activity Fees
1,508	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional/Consulting Services/Online professional development services

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Professional development using the district lead teachers, and virtual PD for Rancho Cordova Elementary (RCE) is a new goal this year. PLC time will be given throughout the year for teachers to analyze data from common formative assessments in order to target areas of need. 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. Distance Learning PD will be key in continuing to close the achievement gap.

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

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,275.00

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	\$122,275.00

Subtotal of additional federal funds included for this school: \$122,275.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$122,275.00

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
Lea Hernandez	Parent or Community Member
Cheryl Oldham	Parent or Community Member
Maria Martinez	Other School Staff
Victoria Goulet	Parent or Community Member
Elvia Valdovinos	Other School Staff
Lori Gillespie	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	Other School Staff
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

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on August 28, 2020.

Attested:



Principal, Jessica Hutchinson on August 31, 2020



SSC Chairperson, Victoria Goulet on August 31, 2020

September 22, 2020

Rancho Cordova Elementary School

2562 Chassella Way

Rancho Cordova, CA 95670

NOTICE OF ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC) MEETING

Open to the Public

Date: September 25, 2020

Time: 1:00 a.m.

Place: Virtually in Zoom

Published Agenda

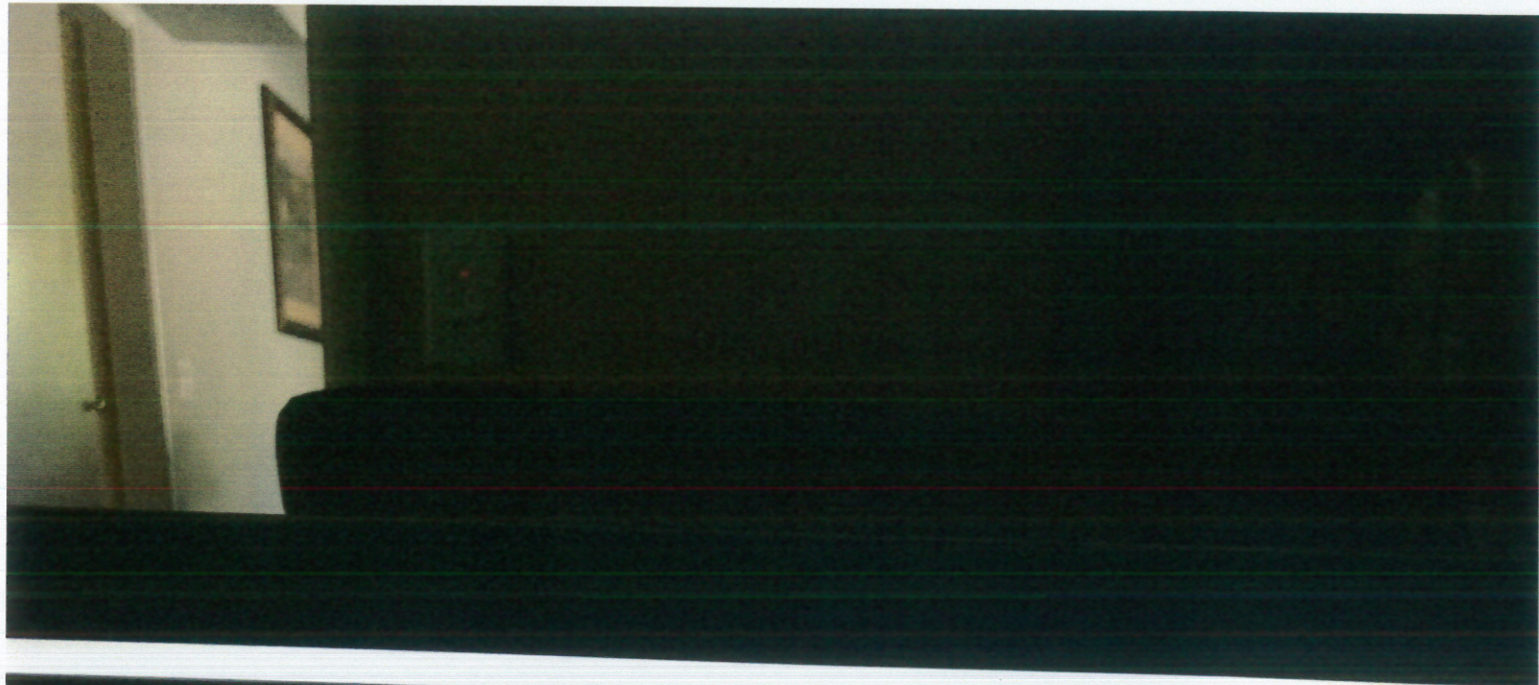
Welcome and establish quorum

Role of ELAC

Single Plan for Student Achievement (SPSA)

Planning, input, and Goal Setting on SPSA

Review and approvals on SPSA





Ivanna



Jessica Hutchinson



yessica



Maria Martinez



Ibeth



Evangelina Soto

Participants (6)


















- J Jessica Hutchinson (Host, me)
- I Ibeth
- MM Maria Martinez
- ES Evangelina Soto
- I Ivanna
- Y yessica

Invite Mute All

ere to search

1:24 PM 9/25/2020

Participants (6)

- | | | |
|---|-------------------------------|--|
|  | Jessica Hutchinson (Host, me) |   |
|  | Ibeth |  |
|  | Ivanna |   4 |
|  | Maria Martinez |   |
|  | Evangelina Soto |   |
|  | yessica |   |

Rancho Cordova Elementary School
English Language Advisory Committee

2562 Chassella Way

Rancho Cordova, Ca. 95670

In virtual attendance: Jessica Hutchinson (Principal), Hilsa Ponce (Parent Coordinator/Translator), Maria Martinez (Community Member), Evangeline Soto (Parent), Yessica Reyna (Parent), Helen Watson (Parent Approved in SSC also), Maricruz Mora (Parent).

1. Meeting started virtually at 1:00 p.m. Mrs. Hutchinson reviewed the purpose and role of ELAC.
2. Mrs. Hutchinson pulled up the SPSA document through a shard screen on Zoom and reviewed the components of the SPSA.
3. Member reviewed the purpose and description page. Mrs. Hutchinson explained to the committee that RCE is currently in Additional Targeted Support and Improvement.
4. An explanation of why Rancho Cordova is in this targets support was explained. Rancho Cordova's state test scores two years ago went down in both ELA and Math. The area of attendance was also an area for improvement.
5. The ELAC reviewed the four goals in the SPSA, and Mrs. Hutchinson explained how all Title 1 money being used is connected to one of the four goals.
6. It was also explained that ny purchase using Title 1 funds has to be approved through Categorical Programs' office (Elena Cabrera), and Curtis Wilson (Assistant Superintendent).
7. Mrs. Hutchinson explained different materials that are purchased through Title 1 (Chromebooks, classroom supplies, interventions, professional development).
8. Mrs. Hutchinson put the Title 1 budget up and explained how much Rancho Cordova was allocated and how each dollar is connected to a specific category. That the money is watched closely with multiple set of eyes on the funds and how they are spent.
9. Maria Martinez made the motion to approve the 2020-2021 SPSA, and Maricruz Mora seconded the motion.

Date: August 25, 2020

Rancho Cordova Elementary School

2562 Chassella Way

Rancho Cordova, CA 95670

NOTICE OF SITE COUNCIL MEETING

Open to the Public

Date: August 31, 2020

Time: 3:30 p.m.

Place: Virtually in Zoom

Published Agenda

- Welcome and establish quorum
- Role of SSC
- Single Plan for Student Achievement (SPSA)
- Planning, Input, and Goal Setting on SPSA
- Review and approvals on SPSA

Rancho Cordova Elementary School

Site Council Meeting

2562 Chassella Way

Rancho Cordova, Ca. 95670

In virtual attendance: Jessica Hutchinson (Principal), Lori Gillespie (Parent), Helen Watson (Parent), Lea Hernandez (Parent), Victoria Goulet (Parent), Maria Martinez (Other School Staff), Elvia Valdovinos (Other School Staff), Pam Ball (Teacher), Frances Myatt (Teacher), Marian Spalding (Teacher).

1. Meeting began at 3:30 p.m. with introductions of SSC members. Mrs. Hutchinson reviewed the purpose of the role of School Site Council.
2. Mrs. Hutchinson pulled up the SPSA document through a shared screen on Zoom and reviewed the components to the SPSA. The members were given the SPSA digitally prior to the meeting to look through and review.
3. The members reviewed the Purpose and Description page. Mrs. Hutchinson explained to the Site Council that Rancho Cordova Elementary is in Additional Targeted Support and Improvement.
4. An explanation of why Rancho Cordova is in this targeted support was explained. Rancho Cordova's state test scores two years ago went down in both ELA and Math. The area of attendance was also an area for improvement.
5. The SSC reviewed the four Goals in the SPSA, and Mrs. Hutchinson explained how all Title 1 money being used is connected to one of the four goals.
6. It was also explained that any purchase using Title 1 funds has to be approved through Categorical Program's office (Elena Cabrera), and Curtis Wilson (Assistant Superintendent).
7. Mrs. Hutchinson explained what has been purchased using Title 1 funds (Ex: Chromebooks)
8. Lori asked the about Chromebooks and parent accountability financially if something was to happen to the Chromebook. Mrs. Hutchinson explained that we can't deny a student a Free and Appropriate Education (FAPE). That we as a district have to supply the necessary materials for Distance Learning (DL), and a Chromebook is vital to the students during DL.
9. The proposal to accept the SPSA was made. All voted to accept the SPSA to move forward to the Board of Education.