



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	September 13, 2021	October 21, 2021

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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

Title I Schoolwide

Additional Targeted Support and Improvement (ATSI)

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

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

Our purpose is to align the School Plan for Student Achievement with Folsom-Cordova's Local Control and Accountability Plan (LCAP). Our focus will be to increase student proficiency in both English Language Arts (ELA) and Mathematics. In order to do so, data will be gathered using 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) 4 days a week. We will continue to use evidence-based interventions for students not meeting standards. Our goal will be to follow all of the Every Student Succeeds Acts (ESSA) requirements to ensure student success. An additional Intervention teacher was temporarily added this school year to help support targeted small group instruction.

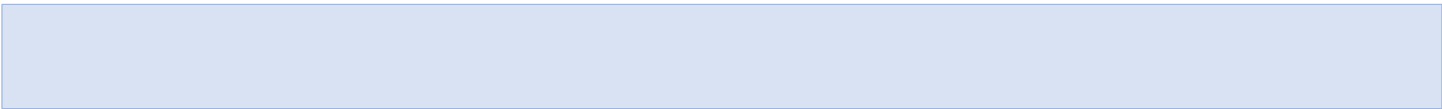
School Vision and Mission

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 while always staying life long learners.

School & Community Profile

Rancho Cordova School has a student body enrollment of 446 kindergarten through fifth-grade students, representing the diverse cultural background of the Rancho Cordova community. About 37% 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 others at 12%. Eighty-two percent of our students are socioeconomically disadvantaged.

The school campus houses a library, multipurpose room, three playgrounds with updated equipment, and 22 classrooms. Additionally, Rancho Cordova has a state preschool 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 6:00 pm Monday-Friday. In addition, this year Expanded Learning Opportunity (ELO) program is being offered for students grades first and second to stay on the school site all day for additional support. 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, two Intervention Specialists, 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.



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.

There are both formal and informal observations conducted by the school principal. Formal evaluations are completed throughout the school year per the district's evaluation process. Formal evaluations results are stored in a system called TalentEd. The principal will also 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 using i-Ready. 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 California Assessment of Student Performance and Progress (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 and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). Reflex math was purchased to increase students math fact fluency.

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 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. Each teacher is on a subcommittee under Positive Behavior Intervention Supports (PBIS) that meets monthly to evaluate the social-emotional well-being of students, attendance, school climate activities, and positive behavior incentives.

Teaching and Learning

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

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 2021 start of the school year has been given some limitations in regards to co-mingling of students within a grade level. The academic support team (Academic Coach, two Intervention teachers), will continue to support small group instruction for MTSS and SIPPS.

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)

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 2021 start of the school year has been given some limitations in regards to co-mingling of students within a grade level. The academic support team (Academic Coach, two Intervention teachers), will continue to support small group instruction for MTSS and SIPPS. .

Opportunity and Equal Educational Access

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

Rancho Cordova Elementary 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.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Parents are encouraged to attend Back to School Night (virtually) in order to receive materials about their child's classroom expectations. Information is also provided in the form of Blackboard Connect messages that discuss upcoming school events. Our English Language Learner families (ELL) are encouraged to participate in our English Language Advisory Committee (ELAC) meetings held multiple times throughout the year. Parents are encouraged to join our School Site Council (SSC) meetings that are held throughout the year as well to stay informed about the current status of the school. Conferences are held with families throughout the year to discuss student progress (virtually). Information from the school goes out in both English and Spanish

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

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

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, September 13, 2021 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 446 student's preschool through 5th grade. We have a large English Language Learner (ELL) population here at Rancho Cordova with 37% of students labeled ELL. The majority of our ELL students are Latino/Hispanic. However, other languages include 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 82% 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 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.23%	0.22%	0.2%	1	1	1
African American	5.66%	4.71%	6.3%	25	21	26
Asian	3.62%	3.36%	2.7%	16	15	11
Filipino	0.45%	0.67%	0.7%	2	3	3
Hispanic/Latino	55.66%	56.28%	56.3%	246	251	233
Pacific Islander	0.9%	1.12%	1.2%	4	5	5
White	24.43%	24.44%	22.7%	108	109	94
Multiple/No Response	7.47%	7.85%	8.7%	33	35	36
Total Enrollment				442	446	414

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	94	75	73
Grade 1	81	79	67
Grade 2	78	81	72
Grade3	62	77	76
Grade 4	65	61	70
Grade 5	62	73	56
Total Enrollment	442	446	414

Conclusions based on this data:

1. Rancho Cordova Elementary enrollment has continued to increase over the last couple of years. The 2021-2022 enrollment is at 446.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	171	167	146	38.7%	37.4%	35.3%
Fluent English Proficient (FEP)	44	40	29	10.0%	9.0%	7.0%
Reclassified Fluent English Proficient (RFEP)	32	2	4	17.7%	1.2%	2.4%

Conclusions based on this data:

1. The number of overall English Learners has fluctuated over the last couple of years. With 2021-2022 being at 37%
2. 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. In the 2021 school year, more refugees are enrolled at Rancho Cordova Elementary School.
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. 2018-2019 47% of students were At/Near/Above Standard overall in English Language Arts
2. 2018-2019 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. 2018-2019 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. 2018-2019 48.06 % of students were At/Near/Above Standard in Problem solving & Modeling/Data Analysis.
2. 2018-2019 38.66% of students were At/Near/Above Standard in Concepts & Procedures.
3. 2018-2019 52.49% of students were At/Near/Above Standard in Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	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. 2018-2019 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. 2018-2019 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. 2018-2019 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
446	82.7	37.4	0.2
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	167	37.4
Foster Youth	1	0.2
Homeless	33	7.4
Socioeconomically Disadvantaged	369	82.7
Students with Disabilities	74	16.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	4.7
American Indian	1	0.2
Asian	15	3.4
Filipino	3	0.7
Hispanic	251	56.3
Two or More Races	35	7.8
Pacific Islander	5	1.1
White	109	24.4

Conclusions based on this data:

- Our Latino/Hispanic population makes up the majority of our student population (56.3%). 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) 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. SEL out reach will be done in-person for the start of the 2021-2022 school year with some restrictions.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. 2018-2019- 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

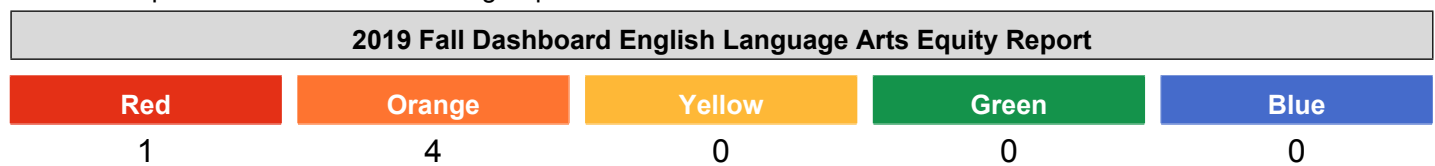
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
56.4 points below standard		68.2 points below standard		0 Students	
Declined Significantly -17.8 points		Declined Significantly -18.2 points			
174		89			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Red	
Less than 11 Students - Data Not Displayed for Privacy		60.9 points below standard		98.4 points below standard	
		Declined Significantly -19.2 points		Declined -5.5 points	
6		146		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
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Conclusions based on this data:

1. 2018-2019-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. 2018-2019- 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. 2018-2019-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

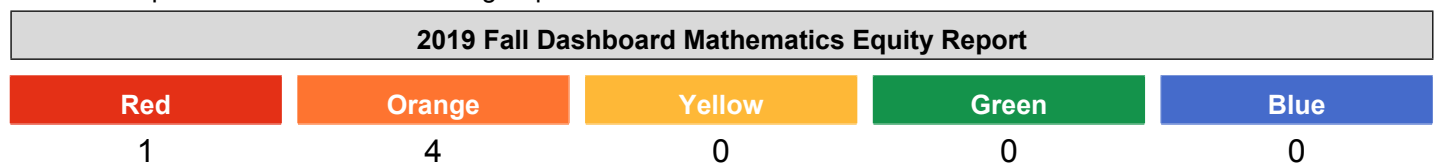
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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. 2018-2019-All students were in the orange range with -17 points overall.
2. 2018-2019-EL students, Low Income (LI) students socioeconomically disadvantaged, and students with disabilities decreased.
3. 2018-2019-Rancho Cordova Elementary school scores decreased in mathematics.

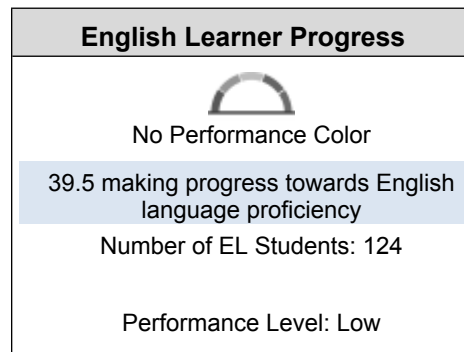
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
24.1	36.2	1.6	37.9

Conclusions based on this data:

1. 2018-2019- 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. 2018-2019-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. 2018-2019-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 Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Rancho Cordova Elementary School implements the California Common Core Standards to support college and career readiness.

School and Student Performance Data

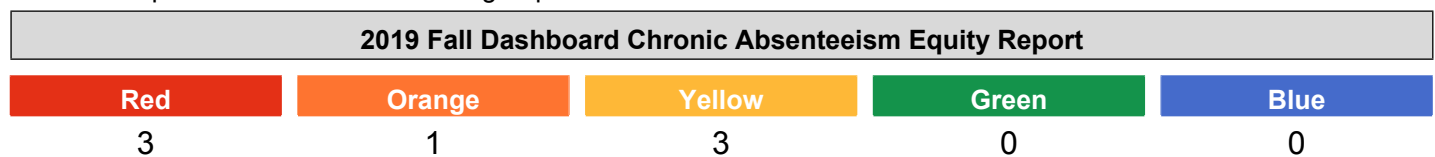
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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.

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">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; text-align: center; padding: 2px;">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; text-align: center; padding: 2px;">15.8</div> Increased +1.7 272	Two or More Races  Red <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">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; text-align: center; padding: 2px;">11.3</div> Declined -9.9 115

Conclusions based on this data:

1. 2018-2019-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. 2019-2020-RCE began making home visits to assist any families that needed additional support.
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 positive percentage of attendance is beginning in September using. PBIS incentives throughout the year need to be increased for attendance. The attendance team will help track attendance and support in positive recognition of improved attendance. Principal and MFT will reach out to families that are continuing to be struggle with absenteeism and offer support.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. All student receive instruction that aligns to California Common Core Standards K-12.
2. As Rancho Cordova Elementary is an elementary school, we do not have data to report on graduation rate.
3. During 2018-2019 school year all of our 5th graders were promoted to 6th grade.

School and Student Performance Data

Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	1	1

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

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 Reported 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). Due to COVID-19 no accurate suspension data was entered.
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 and will continue to be school-wide for the 2021-2022 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

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

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

1.2 - Maintain schools in good repair

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

Goal 1

1.1 All students will be taught by highly-qualified credentialed teachers and have access to 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 Williams 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 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)
20687	Title I 1000-1999: Certificated Personnel Salaries Title 1 Academic Coach - Collaborative training in and out of the classroom
7361	Title I 3000-3999: Employee Benefits Employee Benefits and Substitutes Benefits
1000	Title I 1000-1999: Certificated Personnel Salaries Substitutes for PBIS, PD and ECBN
	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)
4335	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)

1000

Source(s)

Title I

2000-2999: Classified Personnel Salaries

Extra Times Classified Clerical /Temp/Hourly

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 (If allowed during COVID).

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
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)

Teaching Staff

Strategy/Activity

6. Professional development for staff for conferences (Virtually).

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)

796

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: 2020-21

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

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

Goal 2

2.1 Increase attendance to 96%
2.4 Decrease suspension, expulsion rates, and reduce bullying while creating an increase in school connectedness by implementing PBIS, 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 (2018-2019)
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 are 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, Office Discipline Referral (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)
20687	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
7361	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. In-person PD if possible.

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

Title I
5800: Professional/Consulting Services And Operating Expenditures

4335

Title I
4000-4999: Books And Supplies
Instructional supplies and enrichment materials and incentives.

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 (If allowed).

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
1000	Title I 2000-2999: Classified Personnel Salaries Clerical Sub and Hourly
	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
2962	Title I 5000-5999: Services And Other Operating Expenditures Professional development

Annual Review

SPSA Year Reviewed: 2020-21

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.

2018-2019-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

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

3.1 More professional development for Benchmark, TCI, Amplify, SIPPS, and Envision are offered 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 Next Generation Science Standards (NGSS) and provided opportunities for more Science, Technology, Engineering, and Math (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 Amplify science curriculum is now aligned the new NGSS standards for science. Teachers 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 and in-person PD	The lead teachers are developing PD 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 and Math

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)

20687

Source(s)

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

7361

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)

4335

Source(s)

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)

EL/LI/At-Risk

Strategy/Activity

3. Extended day interventions.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional programs and support to LTELs and high need students Provide additional interventions and services during the school year as student academic needs are determined
796	Title I 5800: Professional/Consulting Services And Operating Expenditures Other Services
2167	Title I

	5000-5999: Services And Other Operating Expenditures Conferences and Professional Development
	Title I 5800: Professional/Consulting Services And Operating Expenditures Other Services and Operating Services
	Title I 5700-5799: Transfers Of Direct Costs Field trips

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

ELA will continue to be more of the focus as our scores declined on the state assessment. 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

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

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

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

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

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

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

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

Goal 4

Implementing evidence based interventions to support students who are not reading at grade level. Access to grade level curriculum that aligns with common core standards is given to ALL students. ELA/ELD is the focus for our MTSS groups at Rancho Cordova. Inclusion with our special education students will increase this year for our moderate autism program. Kindergarten students will be beginning SIPPS instruction no later than 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	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
	RTI grade level meetings held every 6 weeks for each grade	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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)
20687	Title I 1000-1999: Certificated Personnel Salaries SIPPS instruction by teachers
1000	Title I 2000-2999: Classified Personnel Salaries SIPPS support by Title I and Bilingual Aides/Clerical
	Title I 3000-3999: Employee Benefits Benefits for classified personnel supporting SIPPS
7361	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, with an emphasis on EL and LI students

Strategy/Activity

Supplies, Glad, Operating expenses, Conferences, and 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)
4335	Title I 4000-4999: Books And Supplies supplies
2963	Title I 5000-5999: Services And Other Operating Expenditures Conference, Student Activity Fees
	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional/Consulting Services/Online professional development services

Annual Review

SPSA Year Reviewed: 2020-21

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.

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	\$143,216.00

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	\$143,216.00

Subtotal of additional federal funds included for this school: \$143,216.00

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: \$143,216.00

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
Parisa Meschi	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
Edith Ruiz	Parent or Community Member
Yessica Reyna	Parent or Community Member
Reina Hernandez	Parent or Community Member
Maricruz Mora	Parent or Community Member
Josefina Marcos	Parent or Community Member
Margarita Marcos	Parent or Community Member
Sandra Alvarado	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 September 13, 2021.

Attested:




Principal, Jessica Hutchinson on September 13, 2021

SSC Chairperson, Victoria Goulet on September 13, 2021

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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 **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

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

Date: September 7, 2021

Rancho Cordova Elementary School

2562 Chassella Way

Rancho Cordova, Ca. 95670

Notice of Site Council Meeting

Open to the Public

Date: September 13, 2021

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

September 13, 2021

In virtual attendance: Jessica Hutchinson (Principal), Helen Watson (Parent), Lea Hernandez (Parent), Victoria Goulet (Parent), Maria Martinez (Other School Staff), Parisa Meschi (Teacher), Frances Myatt (Teacher), Marian Spalding (Teacher).

1. Meeting began at 3:30 p.m. with introductions and warm welcome. Mrs. Hutchinson reviewed the purpose of today's meeting and the role of Site Council.
2. The SPSA was sent PDF the prior week to the SSC team to preview ahead of the School Site Council meeting.
3. Mrs. Hutchinson explained to the SSC team that Rancho Cordova Elementary School is still in Additional Targeted Support and Improvements based on our 2018-2019 data.
4. Mrs. Hutchinson explained the areas for needed improvement were: ELA, ELL, Math, and special education students, and attendance.
5. The goals were explained and how the Title 1 money being used must connect to one or more of the four goals.
6. Mrs. Hutchinson also explained, that purchasing through Title 1 funding, has many layers to the process, and must be approved.
7. Mrs. Hutchinson explained this is a working document and advised the SSC that additional information can and will be added as new materials or items need to be purchased to support our students.
8. Mrs. Hutchinson asked if there are any questions or comments on the SPSA.
9. Parisa Meschi made the motion to approve Rancho Cordova Elementary Schools SPSA.
10. Victoria Goulet second the motion to approve the SPSA.
11. Motion passed.

September 16, 2021

Rancho Cordova Elementary School
2562 Chassella Way
Rancho Cordova, Ca. 95670

NOTICE OF ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC) MEETING

Date: September 20, 2021

Time: 8:30 a.m.

Place: Library Room 10

Published Agenda

Welcome and establish quorum

Role of ELAC

Single Plan for Student Achievement (SPSA)

Planning, input, and Goal Setting on SPSA

Review and approval of SPSA

Rancho Cordova Elementary School
English Language Advisory Committee

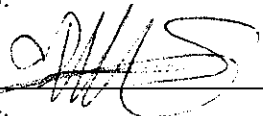
September 20, 2021

In attendance: Jessica Hutchinson (Principal), Hilsa Ponce (Translator, Other School Staff), Maria Martinez (Other School Staff), Josefina Marcus (Parent), Veronica Berber (Parent), Sandra Alvarado (Parent), Edith Ruiz (Parent), Reina Hernandez (Parent).

1. Meeting began in the library at 8:30 a.m.
2. Mrs. Hutchinson welcomed and thanked the parents for coming to the meeting.
3. The role of ELAC was explained to the parents. Mrs. Hutchinson explained that their voice wants to, and needs to be heard.
4. Mrs. Hutchinson explained what the SPSA was, what it was comprised of, and why we have to do this yearly.
5. Mrs. Hutchinson presented the Title 1 budget and explained the connection to the SPSA's goals and the budget.
6. There was discussion about the new changes to the income form online, and what that information does for the school.
7. It was expressed that any purchasing for the school using Title 1 funds must be in the SPSA and approved by the district.
8. Mrs. Hutchinson asked for questions and input regarding the budget and the SPSA.
9. In the discussion, Mrs. Hutchinson let the parents know that Rancho Cordova Elementary School is a targeted school due to test scores from 2019 declining.
10. There was conversation about the role of the Academic Coaches and Intervention teachers.
11. Josefina Marcos (Parent), motioned to approve the SPSA, and the rest of the parents seconded the motion.
12. We discussed that Spanish Saturday school will be returning in-person to Ranch Cordova Elementary School. Parents were very excited to hear this.
13. Mrs. Ponce confirmed that Monday mornings are the best time to hold our ELAC meetings
14. We let the parents know that Monday, October 4th is going to be our next ELAC meeting.
15. We thanked the parents for coming.
16. We adjourned at 9:00 a.m.

Rancho Cordova Elementary School

ELAC Sign-In Sheet

1. Josefina Marcos	9.
2. VERONICA BERBER G	10.
3.  Ariana Mendoza	11.
4. Edith Ruiz	12.
5. Maria Martinez	13.
6. Leina Hernandez	14.
7.	15.
8.	16.

Name	Signature
Jessica Hutchinson	<i>Jessica Hutchinson</i>
Parisa Meschi	<i>Parisa Meschi</i>
Marian Spalding	<i>Marian Spalsing</i>
Helen Watson	<i>Helen Watson</i>
Maria Martinez	Maria Martinez
Victoria Goulet	<i>Victoria Goulet</i>
Frances Myatt	<i>Frances Myatt</i>
Lea Hernandez	Lea Hernandez