

Russell Ranch Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Russell Ranch Elementary School
Street	375 Dry Creek Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2430
Principal	Joanie Cunningham
Email Address	jcunning@fcusd.org
School Website	www.fcusd.org/rr
County-District-School (CDS) Code	34673300113621

2022-23 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2022-23 School Overview

School Vision and Mission:

We expect all students, parents, and staff to work as a team to promote the maximum academic, social, and emotional growth of each student.

Russell Ranch Elementary School is committed to carrying out its mission by:

1. Providing a safe and positive learning environment.
2. Providing caring and talented teachers.
3. Communicating effectively with parents and students.
4. Developing students' self-esteem.
5. Promoting student success and responsibility.
6. Recognizing positive growth and accomplishments.
7. Increasing the involvement of parents and the community in school activities.
8. Promoting comprehensive individualized academic expectations, through Response to Instruction/Intervention (RtI), Multi Tiered Systems of Support (MTSS), or enrichment as needed.
9. Providing opportunities for students to enrich and expand their school experiences through both classroom and extra-curricular clubs/activities.
10. Promoting appropriate integration of technology into the classroom.

School & Community Profile:

2022-23 School Overview

Russell Ranch Elementary School is one of 21 elementary schools in the Folsom Cordova Unified School District. Located along the Highway 50 corridor, beautifully positioned in a well-thought-out neighborhood, surrounded by Folsom's finest establishments and scenery. Russell Ranch Elementary School has the distinct pleasure of being a California Distinguished School in 2014, 2018, and 2020. We fly our Distinguished School flag proudly, as it represents every part of our campus efforts and all who step on our grounds. All of our educational programs operate with three tenets in mind: "All means all," "We are here for the children," and "Parents are their children's first teachers."

Russell Ranch Elementary School provides a challenging curriculum while allowing students to explore and develop their interests and talents. All students are assessed formally throughout the year, and ongoing assessments guide the development of appropriate interventions and enrichment programs to meet the needs of all students. Our Multi-Tiered Systems of Support (MTSS) schedule provides reduced class sizes to provide instruction for students in Gifted & Talented Education (GATE) accelerated classes and targeted instruction for remediation and extra support. Due to the support of our Parent-Teacher Association (PTA), Intel Corporation funds, and parents, we are able to offer extended-day programs, interventions, Science Technology Engineering & Math (STEM) curriculum, and a variety of after-school clubs, (i.e. Chess Club, Robotics Club, Engineering, Computer Club, and Musical Theater). Russell Ranch Elementary School maintains a positive school environment through the teamwork efforts of our staff, students, and parents. Our hardworking school staff is expected to model the behavior we expect from our students. We expect our students to be Respectful, Responsible, Friendly, and Safe. Our Blackboard Connect messages (voice, emails, and text), school marquee, and website allow for maximum communication from the school to the members of our community. Frequent communication and strong parent involvement allow for an informed and positive learning environment.

In the spring of 2018, Russell Ranch Elementary School received a grant of \$20,000 through the State of California's Scholar-Dollars program. Those monies have helped convert our former computer lab space into an incredible Innovation Station/Maker's Space/STEM lab. The Innovation Station includes two 3-D printers, a magnetic whiteboard planning area, an interactive Lego wall, an interactive Promethean Board, storage, project space, and modular furniture designed for group and individual work with ergonomic, flexible, and mobile seating options throughout the space. The projects, curriculum, and lesson plans will be sponsored by each grade level as we adhere to Next Generation Science Standards (NGSS) and core curriculum support materials. This space will be a constant work in motion, allowing for exploration, creativity, processing, and design.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	100
Grade 2	100
Grade 3	109
Grade 4	112
Grade 5	123
Total Enrollment	625

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.5
Asian	40.6
Black or African American	0.5
Filipino	3.0
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.6
White	35.2
English Learners	8.0
Foster Youth	0.0
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	7.5
Students with Disabilities	12.5



A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.70	96.64	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown	1.00	3.36	88.40	9.48	18854.30	6.86
Total Teaching Positions	29.70	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.40	98.43	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	0.50	1.57	62.20	6.31	15831.90	5.67
Total Teaching Positions	31.90	100.00	985.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2022 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

Russell Ranch Elementary was originally constructed in 2007. The campus is comprised of 29 classrooms (special education and general education students), a gym/multipurpose room/cafeteria, a library, a staff lounge, Innovation Station, and three playgrounds.

Cleaning Process: The principal works daily with the custodial staff of three (three full-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: October 26, 2022

Year and month of the most recent FIT report	2022 October
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Kinder room 24 2 lights out, bad switch. work order #60938
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 32 cabinets pulling loose from wall. work order #60637
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 29 outer window pain is broken. work order #61056

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	79	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	79	N/A	48	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	356	99.16	0.84	79.21
Female	172	170	98.84	1.16	85.88
Male	187	186	99.47	0.53	73.12
American Indian or Alaska Native	--	--	--	--	--
Asian	141	140	99.29	0.71	89.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	38	38	100.00	0.00	68.42
White	138	137	99.28	0.72	73.72
English Learners	13	13	100.00	0.00	23.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	64.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	49	98.00	2.00	38.78

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	356	99.16	0.84	78.93
Female	172	170	98.84	1.16	80.00
Male	187	186	99.47	0.53	77.96
American Indian or Alaska Native	--	--	--	--	--
Asian	141	140	99.29	0.71	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	73.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	38	38	100.00	0.00	78.95
White	138	137	99.28	0.72	73.72
English Learners	13	13	100.00	0.00	23.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	49	98.00	2.00	42.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	70.34	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	118	97.52	2.48	70.34
Female	62	60	96.77	3.23	70
Male	59	58	98.31	1.69	70.69
American Indian or Alaska Native	--	--	--	--	--
Asian	45	44	97.78	2.22	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	54	98.18	1.82	64.81
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	93%	94%	93%	94%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

District services are provided for families of our Russell Ranch and all of Folsom Cordova Unified School District. Parent volunteers, interventions by highly qualified teachers, and extended-day opportunities are available. Russell Ranch Elementary School provides a thorough Back to School Night, Open House, committee meetings, and principal/parent get-togethers to facilitate better parent communication to support home and school communication.

District services are provided as needed or allotted. Staff, parents, and community review site plans and goals through PTA, School Site Council, parent meetings, and English Learner Advisory Committee (ELAC) meetings. School Site Council is composed of five or more parents and five or more school staff.

District services and funding are provided for the direct support of the classroom, materials, and supplies as well as staff development. Staff and student needs are monitored and addressed for needs vs. wants, and we triage as the budget allows throughout the year.

District services and funding are provided, also including PTA, Intel Corporation, Community donations, and grant matching.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	663	64	9.7
Female	321	317	23	7.3
Male	351	346	41	11.8
American Indian or Alaska Native	3	3	0	0.0
Asian	274	272	19	7.0
Black or African American	5	5	0	0.0
Filipino	24	23	2	8.7
Hispanic or Latino	69	67	11	16.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	65	64	4	6.3
White	232	229	28	12.2
English Learners	77	77	6	7.8
Foster Youth	1	1	1	100.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	58	56	11	19.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	105	25	23.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.29	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.30	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30	0.00
Female	0.00	0.00
Male	0.57	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.54	0.00
White	0.43	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Russell Ranch Elementary School. The School Site Safety plan is reviewed and updated each year by the School Safety Committee and approved by the Folsom Cordova Unified School District Board of Trustees. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The school stays in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held several times a year, as needed. Students are supervised before and after school by certificated staff/classified staff/principal, and certificated staff/classified staff/principal supervise students during lunch. Certificated staff/classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up before and after school throughout the day and multiple schedules. During the 2021-2022 school year, there were six (6) reported student accidents.

Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

Russell Ranch has created a school-wide positive support plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in a classroom presentation. Staff members consistently enforce the school-wide standards. School staff is trained in the Positive Behavioral Intervention and Supports (PBIS) program, and additionally, our staff uses the Second Step Curriculum throughout the grade levels.

Procedure to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school, which has been dealt with by county juvenile authorities, the teacher of the student will be promptly notified of the status of the student.

Sexual Harassment Policy: Russell Ranch strictly adheres to district policies, which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year. All employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

School-wide Dress Code: Russell Ranch believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming are as follows: the student should be neat and clean; the student should wear clothing that does not compromise safety or modesty or that is disruptive to the educational process.

Date of Last Review/Update: August 18, 2022

Date Last Reviewed with Staff: October 20, 2022

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	1	
1	25		4	
2	25		4	
3	23		5	
4	21	7		2
5	30		2	3
6				
Other	17	5	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	38		3	1
1	35		4	1
2	35	1	4	1
3	35	1	4	1
4	40	1	6	1
5	37	2	2	1
6				
Other	11	5	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32	4		1
1	39		4	1
2	39		4	1
3	36	1	4	1
4	39	1	6	1
5	39	2		3
6				
Other	12	5	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,919	\$1,571	\$5,348	\$89,053
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-37.6	10.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-20.9	0.8

2021-22 Types of Services Funded

In addition to general state funding, Russell Ranch receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2