



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Russell Ranch Elementary School	34673300113621	August 27, 2024	August 15, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Russell Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
The Russell Ranch School Plan for Student Achievement (SPSA) is a strategic plan that is aligned and used to support the Folsom Cordova Unified School District Local Control Accountability Plan.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Russell Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Russell Ranch School Plan for Student Achievement (SPSA) is a strategic plan that is aligned and used to support the Folsom Cordova Unified School District Local Control Accountability Plan.

The site plan of Russell Ranch Elementary School is designed and purposed to align, complement, and support the Local Control and Accountability Plan (LCAP) goals of the Folsom Cordova Unified School District (FCUSD). Continuous analysis of student data and focus on targeted instruction are essential for the growth and sustainability of all students. Schoolwide coherence, articulation/collaboration, student engagement, student achievement, Social Emotional Learning (SEL), and Professional Learning Community (PLC) practices are how we will meet the Every Student Succeeds Act (ESSA) requirements. In addition, our site plan highlights the integration of evidence-based practices and fidelity to curriculum, assuring that all students can and will achieve at and beyond their levels (including but not limited to Multi-Tiered Systems of Supports (MTSS) and using Common Formative Assessments (CFA).

School Vision and Mission

RUSSELL RANCH ELEMENTARY VISION STATEMENT / MISSION STATEMENT

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, talented, and highly qualified teachers.
3. Communicating effectively with parents and students.
4. Developing students' self-esteem and social emotional wellbeing.
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 (Rtl), Multi-Tiered Systems of Support (MTSS), and/or enrichment as needed.
9. Providing opportunities for students to enrich and expand their school experiences through both classroom and extra-curricular activities.
10. Promoting appropriate integration of technology into the classroom.

School & Community Profile

Russell Ranch Elementary School is one of 23 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, 2020, and 2023. 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 programming operates with three tenets in mind: 1.) All means all, 2.) We are here for the children, and 3.) Parents are their children's first teacher.

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 supports. 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 Parent Square messages (voice, emails, and text), school marquee, and web pages on our 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Russell Ranch Elementary School is proud to communicate in multiple ways to develop, review, and gather input for our School Plan for Student Achievement (SPSA). Our School Site Council is comprised of staff and parent representatives, working toward a common goal of student achievement. We hold meetings four to six times a year to review, connect, and re-evaluate site practices while making improvement plans. Our previous SPSA is shared and reviewed at our first meeting; allowing for a better glimpse of where we have been and where we are going as a school. As a School Site Council, we also ensure that our mission and goals support and align with the Folsom Cordova Unified School District's (FCUSD) LCAP.

Other meetings and communication occur throughout the year as well to encourage home-to-school communication and progress monitoring. We also encourage and welcome participation, including but not limited to: monthly PTA meetings, PTA general meetings, morning meet and greet, campus walkthroughs, weekly staff meetings, PLC meetings, common planning time, leadership team meetings, grade-level collaboration meetings, teacher/parent conferences, email, voicemail, weekly newsletters, FCUSD's Professional Development days, ESNB meetings, Superintendent's Communication Committee, Site Leadership Team, family nights sponsored by PTA, and Coffee and Chat with the Principal.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Russell ranch Elementary is not eligible for ATSI; however, all subgroups are closely monitored to ensure all groups are at grade level or higher. Instructional supports already exist for our English Language Learners and reclassification is a consistent practice.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

We do not have any state indicators for which overall performance was in the "Red", or "Orange" performance category, however we will continue to focus on lowering our chronic absenteeism (yellow).

English Learner Progress: No student group in Red or Orange

Chronic Absenteeism: English Learners and Two or More Races are Orange

Suspension Rate: Students with Disabilities and Hispanics are in Orange

English Language Arts: No student group in Red or Orange

Mathematics: No student group in Red or Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Learner Progress: No student group in Red or Orange

Chronic Absenteeism: English Learners and Two or More Races are Orange: we will closely monitor attendance and contact families daily. Tracking and monitoring students who continue to be absent through the utilization of the Dashboard feature located in the menu on PowerSchool will be a priority. In addition, we will utilize the Assessment to Achievement (A2A) program to maintain records and communication with families of students who were chronically tardy/truant. Furthermore, we will continue our efforts to ensure student engagement - engaged students are eager to come to school ready to learn and interact with their teachers and friends. Working with our Attendance & Engagement Team as a subcommittee of our Positive Behavioral Intervention Support (PBIS) team will allow us to coordinate systematic outreach to our families.

Suspension Rate: Students with Disabilities and Hispanics are in Orange we will offer targeted behavior interventions to improve outcomes for students with the greatest needs. In addition, we will implement other means of correction, including de-escalation techniques and alternatives to suspensions. We will partner closely with our district's Social Emotional Learning department, our mental health specialist, and our site's PBIS team to provide Professional Development and support for our staff to continue to build all educational partners' understanding of the importance of fostering positive relationships, using common language, establishing consistent behavior expectations, and implementing a restorative approach to discipline.

English Language Arts: No student group in Red or Orange

Mathematics: No student group in Red or Orange

Other Needs

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

Climate and School Community

School Connectedness

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Russell Ranch Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.48%	0.32%	0.16%	3	2	1
African American	0.48%	0.81%	0.99%	3	5	6
Asian	40.64%	40.45%	41.87%	254	250	255
Filipino	3.04%	4.85%	4.76%	19	30	29
Hispanic/Latino	10.56%	11.33%	11.33%	66	70	69
Pacific Islander	%	0%	0.33%	0	0	2
White	35.20%	31.88%	30.87%	220	197	188
Multiple/No Response	9.60%	10.36%	9.69%	60	64	59
Total Enrollment				625	618	609

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	81	70	76
Grade 1	100	93	80
Grade 2	100	103	111
Grade3	109	108	107
Grade 4	112	121	101
Grade 5	123	123	134
Total Enrollment	625	618	609

Conclusions based on this data:

1. Based on this data, Russell Ranch Elementary School continues to have consistent enrollment over 600 students (both general education and special education students), although we are seeing a slight decline each year.
2. We serve preschool through 5th grade students in a growing community with continuous building and construction taking place. Many new housing developments (single family and apartments) contribute to our steady enrollment of over 600 general and special education students each year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	50	63	56	7.3%	8.0%	9.2%
Fluent English Proficient (FEP)	106	106	123	12.0%	17.0%	20.2%
Reclassified Fluent English Proficient (RFEP)				24.4%		

Conclusions based on this data:

1. Russell Ranch Elementary School students and staff work with our allocated site Bilingual Instructional Assistant (BIA) to support English Learners (EL) at all levels throughout our campus, focusing on a variety of supports in ELA and Math. In addition, we strive for ongoing academic achievement and reclassification for our EL students.
2. Although a smaller percentage of our overall students identify as English Learner (EL), we still incorporate many EL strategies and learning techniques in our curriculum that are beneficial to all learners, as well as in all areas of curriculum throughout our school year.
3. Continuous work and staff development with site BIA and classroom teachers to ensure that identified students have support and resources in all areas of our curriculum and school processes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	109	101	0	109	101	0	109	101	0.0	100.0	100.0
Grade 4	111	112	118	0	112	117	0	112	117	0.0	100.0	99.2
Grade 5	117	121	120	0	118	120	0	118	120	0.0	97.5	100.0
All Grades	332	342	339	0	339	338	0	339	338	0.0	99.1	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2511.	2485.		63.30	44.55		19.27	30.69		11.01	15.84		6.42	8.91
Grade 4		2547.	2552.		62.50	60.68		18.75	19.66		11.61	13.68		7.14	5.98
Grade 5		2590.	2564.		55.08	48.33		30.51	27.50		8.47	14.17		5.93	10.00
All Grades	N/A	N/A	N/A		60.18	51.48		23.01	25.74		10.32	14.50		6.49	8.28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.46	33.66		45.87	60.40		3.67	5.94
Grade 4		48.21	50.43		50.00	43.59		1.79	5.98
Grade 5		47.46	37.50		49.15	57.50		3.39	5.00
All Grades		48.67	40.83		48.38	53.55		2.95	5.62

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.05	36.63		37.61	55.45		7.34	7.92
Grade 4		49.11	43.59		44.64	53.85		6.25	2.56
Grade 5		46.61	41.67		48.31	47.50		5.08	10.83
All Grades		50.15	40.83		43.66	52.07		6.19	7.10

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.44	22.77		66.06	70.30		5.50	6.93
Grade 4		36.61	33.33		53.57	61.54		9.82	5.13
Grade 5		31.36	20.00		66.10	72.50		2.54	7.50
All Grades		32.15	25.44		61.95	68.05		5.90	6.51

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.37	30.69		54.13	65.35		5.50	3.96
Grade 4		30.36	37.61		66.07	57.26		3.57	5.13
Grade 5		41.53	30.83		50.00	62.50		8.47	6.67
All Grades		37.46	33.14		56.64	61.54		5.90	5.33

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Conclusions based on this data:

1. Russell Ranch Elementary School's overall ELA achievement grew with current supports and interventions in place; instruction and assessment overall are strong. Overall, ELA assessment percentage Standard Exceeded came in at a strong 60.18%, but a decline is noted from 2019-2021 from 67.99. This decline will be analyzed more thoroughly as we've had to adjust and modify practices since the pandemic and its hurdles.
2. CAASPP data suggests we could benefit with a focus on the area of writing, which is at approximately 6.19% below standard.
3. 5th grade Research and Inquiry came back at 8.47% below standard which is significantly higher than the 3rd and 4th graders. 4th grade Listening was 9.82% below standard which was significantly below 3rd and 5th grades.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	109	101	0	109	101	0	109	101	0.0	100.0	100.0
Grade 4	111	112	118	0	112	117	0	112	117	0.0	100.0	99.2
Grade 5	117	121	120	0	118	119	0	118	119	0.0	97.5	99.2
All Grades	332	342	339	0	339	337	0	339	337	0.0	99.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2514.	2502.		60.55	48.51		25.69	36.63		10.09	8.91		3.67	5.94
Grade 4		2554.	2568.		55.36	60.68		27.68	26.50		14.29	11.11		2.68	1.71
Grade 5		2591.	2572.		62.71	48.74		16.95	20.17		15.25	21.85		5.08	9.24
All Grades	N/A	N/A	N/A		59.59	52.82		23.30	27.30		13.27	14.24		3.83	5.64

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		71.56	56.44		25.69	39.60		2.75	3.96
Grade 4		65.18	71.79		31.25	25.64		3.57	2.56
Grade 5		63.56	47.90		27.97	42.02		8.47	10.08
All Grades		66.67	58.75		28.32	35.61		5.01	5.64

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		58.72	49.50		34.86	42.57		6.42	7.92
Grade 4		50.89	47.01		43.75	49.57		5.36	3.42
Grade 5		49.15	42.02		44.92	47.06		5.93	10.92
All Grades		52.80	45.99		41.30	46.59		5.90	7.42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		52.29	54.46		44.04	40.59		3.67	4.95
Grade 4		50.00	57.26		41.96	40.17		8.04	2.56
Grade 5		40.68	37.82		52.54	54.62		6.78	7.56
All Grades		47.49	49.55		46.31	45.40		6.19	5.04

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Russell Ranch Elementary School's overall math achievement grew with current supports and interventions in place; instruction and assessment overall are strong. Overall, math assessment percentage standard exceeded maintained a strong 85% (2018-2019) at meeting achievement standards (15% did not meet achievement standards).
- Russell Ranch Elementary School's overall math achievement remained strong with supports and interventions in place; instruction, intervention, and assessment overall are prioritized and made a priority.
- Math areas of relative weakness will be continued areas of focus for the 2021-2022 school year, (Problem Solving and Modeling/Data) as 58% of students tested were above standard, 37% were near standard and 6% were below standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1462.2	1447.1	*	1472.7	1435.1	*	1437.8	1474.4	*	16	13	7
1	*	1505.8	*	*	1485.4	*	*	1525.9	*	9	11	10
2	1519.5	*	*	1509.9	*	*	1528.6	*	*	16	7	9
3	*	*	*	*	*	*	*	*	*	7	4	6
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades										52	38	37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	43.75	46.15	*	43.75	30.77	*	6.25	15.38	*	6.25	7.69	*	16	13	*
1	*	27.27	*	*	72.73	*	*	0.00	*	*	0.00	*	*	11	*
2	68.75	*	*	12.50	*	*	6.25	*	*	12.50	*	*	16	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	48.08	36.84	18.92	28.85	42.11	56.76	7.69	15.79	18.92	15.38	5.26	5.41	52	38	37

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.50	38.46	*	43.75	30.77	*	12.50	15.38	*	6.25	15.38	*	16	13	*
1	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*
2	68.75	*	*	6.25	*	*	12.50	*	*	12.50	*	*	16	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	50.00	42.11	27.03	25.00	26.32	62.16	11.54	23.68	5.41	13.46	7.89	5.41	52	38	37

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.50	15.38	*	25.00	76.92	*	31.25	7.69	*	6.25	0.00	*	16	13	*
1	*	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11	*
2	62.50	*	*	18.75	*	*	6.25	*	*	12.50	*	*	16	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	38.46	31.58	16.22	30.77	55.26	51.35	15.38	10.53	18.92	15.38	2.63	13.51	52	38	37

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	46.15	*	37.50	46.15	*	12.50	7.69	*	16	13	*
1	*	45.45	*	*	54.55	*	*	0.00	*	*	11	*
2	62.50	*	*	25.00	*	*	12.50	*	*	16	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	55.77	47.37	51.35	26.92	50.00	37.84	17.31	2.63	10.81	52	38	37

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	15.38	*	68.75	69.23	*	12.50	15.38	*	16	13	*
1	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
2	62.50	*	*	25.00	*	*	12.50	*	*	16	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	40.82	26.32	40.54	46.94	57.89	51.35	12.24	15.79	8.11	49	38	37

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	15.38	*	81.25	76.92	*	12.50	7.69	*	16	13	*
1	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
2	56.25	*	*	31.25	*	*	12.50	*	*	16	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	34.62	39.47	18.92	48.08	55.26	62.16	17.31	5.26	18.92	52	38	37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	92.31	*	37.50	7.69	*	12.50	0.00	*	16	13	*
1	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
2	62.50	*	*	25.00	*	*	12.50	*	*	16	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	42.86	55.26	45.95	44.90	44.74	51.35	12.24	0.00	2.70	49	38	37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Russell Ranch Elementary School EL students' overall language score was 61.11%, Level 4 - Well Developed in all domains.
2. We continue to instructionally support our EL students and see the reclassifications consistently taking place, resulting in many students Reclassification Fluent English Proficient (RFEP).

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
618	6.1	10.2	
Total Number of Students enrolled in Russell Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	63	10.2
Foster Youth		
Homeless	4	0.6
Socioeconomically Disadvantaged	38	6.1
Students with Disabilities	91	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
American Indian	2	0.3
Asian	250	40.5
Filipino	30	4.9
Hispanic	70	11.3
Two or More Races	64	10.4
White	197	31.9

Conclusions based on this data:

1. Student Groups of Asian (40%) and White (36%) students at Russell Ranch Elementary School are disproportionate compared to other races.

2. Russell Ranch Elementary School has a significantly low homeless student group (0.2%) and socioeconomically disadvantaged group (5.8%).

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Subgroup data in both English Language Arts (ELA) and Math support that EL progress is critical and imperative to academic gains and successes overall.
2. Focus and depth in Positive Behavior Intervention Supports (PBIS) through Social Emotional Learning (SEL) strategies and training throughout our campus will help to sustain our low suspensions and involved rehabilitation

practices: Student and staff SEL and adult SEL will continue to be of focus as we learn how to help and support ongoing needs.

School and Student Performance Data

Academic Performance English Language Arts

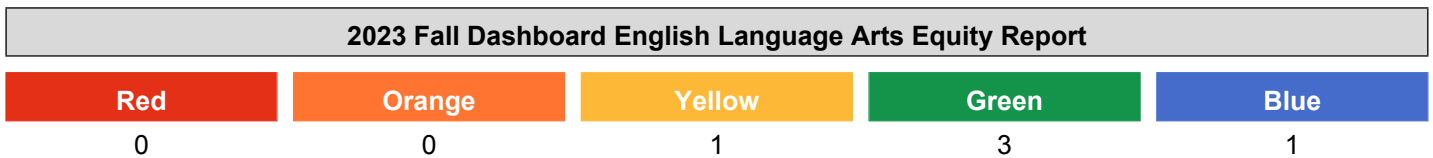
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Blue	 No Performance Color
65.9 points above standard	75.5 points above standard	0 Students
Decreased -11.5 points	Maintained -1.4 points	
340 Students	43 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	23.3 points above standard	 Yellow
1 Student	Decreased -12.7 points	0.6 points below standard
	19 Students	Decreased Significantly -17.5 points
		48 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	 Green 99.8 points above standard Decreased -8.1 points 140 Students	71.8 points above standard 14 Students
Hispanic	Two or More Races	Pacific Islander	White
36.9 points above standard Decreased Significantly - 20.5 points 33 Students	 Green 32.8 points above standard Decreased Significantly -25 points 39 Students	 No Performance Color 0 Students	 Green 45.2 points above standard Decreased -8.7 points 111 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
18.6 points below standard Increased +10.1 points 11 Students	107.8 points above standard Decreased -9.2 points 32 Students	55.6 points above standard Decreased Significantly -16.1 points 260 Students

Conclusions based on this data:

1. Our students with disabilities academically increased 18.9 points, which is 41.4 points above standard. This information helps to support the intensive and intentional instruction and supports implemented throughout our campus through direct instruction and intervention strategies.
2. All students' data indicated an increase of 11.5 points, which is 86.2 points above standard. This information helps to support the intensive and intentional teaching and learning taking place throughout our campus through direct instruction and intervention strategies.

School and Student Performance Data

Academic Performance Mathematics

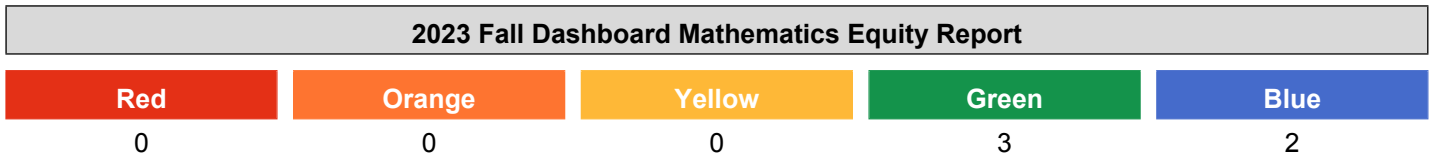
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 63.8 points above standard Decreased -6.2 points 337 Students	English Learners  Blue 85.8 points above standard Maintained +1.4 points 41 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged 15.2 points above standard Decreased -11.5 points 18 Students	Students with Disabilities  Green 9.6 points above standard Decreased -8.6 points 46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	 Blue 101.7 points above standard Maintained +0.2 points 139 Students	76.3 points above standard 14 Students
Hispanic	Two or More Races	Pacific Islander	White
37.2 points above standard Decreased Significantly - 15.1 points 33 Students	 Green 34.8 points above standard Decreased Significantly - 18.7 points 37 Students	 No Performance Color 0 Students	 Green 34.3 points above standard Decreased -12.5 points 111 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	105.9 points above standard Maintained -0.8 points 32 Students	54 points above standard Decreased -8.2 points 259 Students

Conclusions based on this data:

- Our Asian and White students represent the majority of our test takers. Our African American, American Indian, Filipino, Hispanic, Pacific Islander and Two or More Races did not register a performance color.
- The overall performance for all students remains above standard (70.1 points above). This information validates the intensive and intentional instruction taking place throughout our school.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
56.7% making progress towards English language proficiency
Number of EL Students: 30 Students
Performance Level: 4

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.

2023 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
2	7	0	15

Conclusions based on this data:

1. Although a relatively low population, our EL students will continue to be an area of focus, K-5 in areas of core curriculum and throughout the day's activities.
2. Review of Benchmark Advance offerings, Bilingual Instructional Assistant (BIA) supports and overall, EL strategies and best practices will continue throughout the school year.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

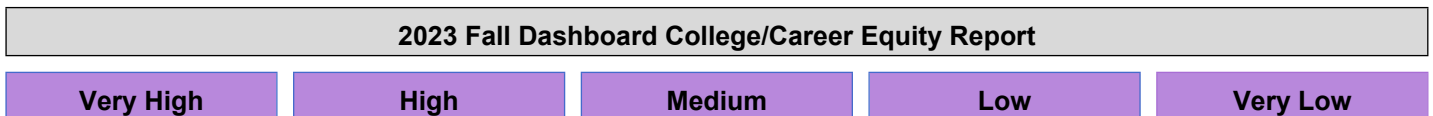
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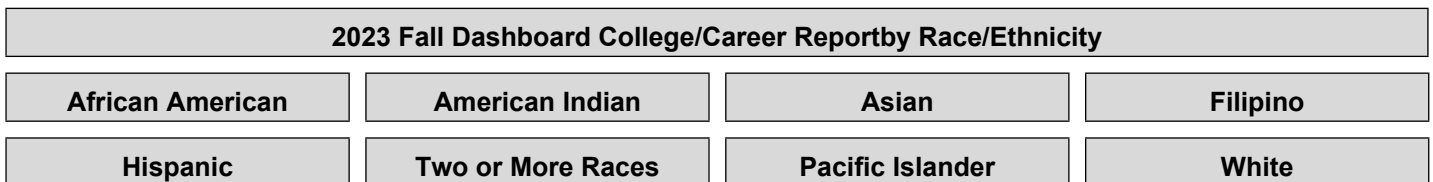
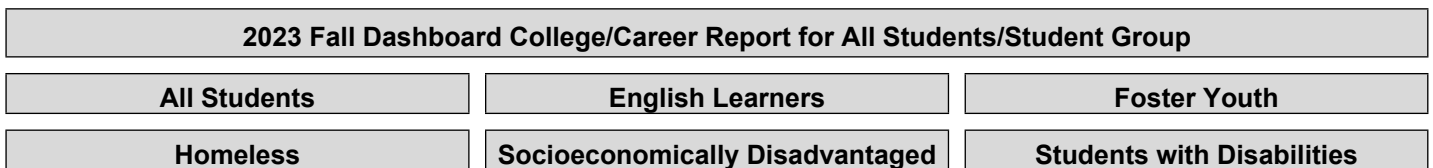
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

- Russell Ranch Elementary School will continue to support early learning, building foundations and strong connections for student success throughout their education career and beyond.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

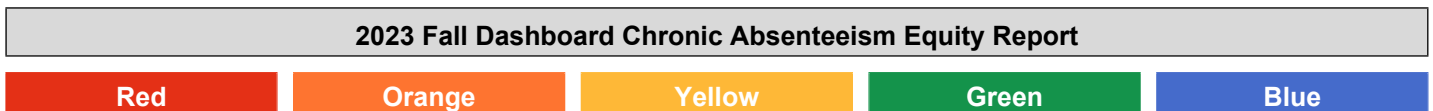
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Green 5.6% Chronically Absent Declined Significantly -4 641 Students	English Learners Orange 12.3% Chronically Absent Increased 4.5 65 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Yellow 15.2% Chronically Absent Declined -4.4 46 Students	Students with Disabilities Yellow 18.6% Chronically Absent Declined -5.2 113 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Green 4.6% Chronically Absent Declined -2.4 259 Students	3.2% Chronically Absent Declined -5.5 31 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.1% Chronically Absent Declined -8.3 74 Students	 Orange 12.1% Chronically Absent Increased 5.9 66 Students	 No Performance Color 0 Students	 Blue 4.5% Chronically Absent Declined Significantly -7.8 202 Students

Conclusions based on this data:

1. A focus on kindergarten attendance will be given as the data indicates those are the areas of concern. We actively run an attendance awareness campaign as we continue to educate our community, especially new families, to the importance and impact of attendance. We have noticed a trend in attendance concerns in subgroups which include Socioeconomically Disadvantages and Students with Disabilities.
2. We will work with parents, students, and staff to address attendance concerns, looking for ways to prioritize and validate the school day and instructional hours.
3. Chronic absenteeism and truancy will continue to be monitored and tracked through our district support attendance program. The principal and office personnel will be trained on our attendance program, Attention 2 Attendance (A2A).

School and Student Performance Data

Academic Engagement Graduation Rate

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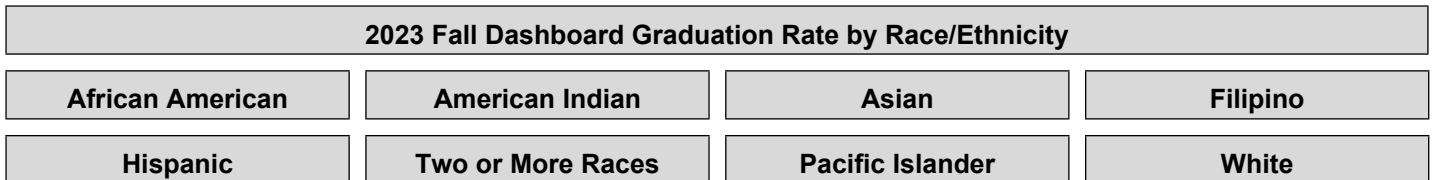
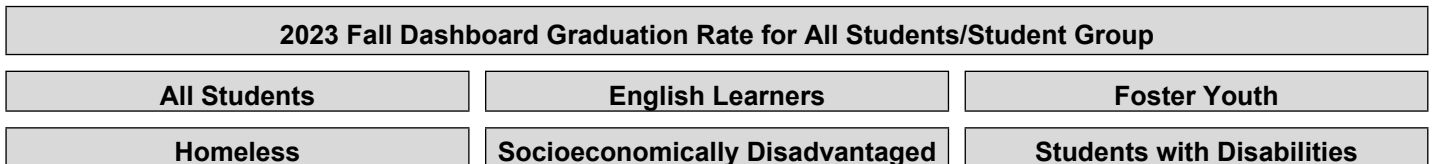
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. Russell Ranch Elementary School will continue to support early learning, building foundations and strong connections for student success throughout their education career and beyond.

School and Student Performance Data

Conditions & Climate Suspension Rate

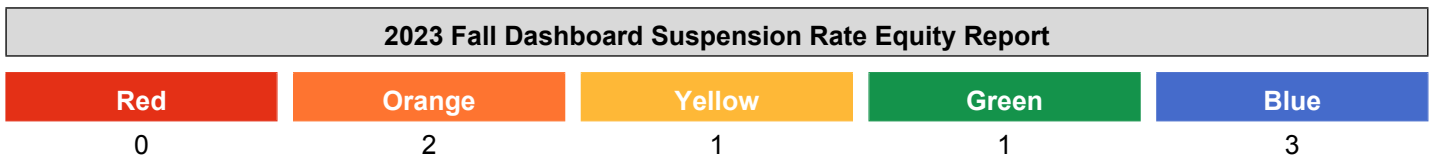
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.6% suspended at least one day Increased 0.3 647 Students	English Learners Blue 0% suspended at least one day Maintained 0 66 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0 46 Students	Students with Disabilities Orange 2.6% suspended at least one day Increased 1.7 114 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center">  Green 0.4% suspended at least one day Increased 0.4 261 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 31 Students </p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Orange 1.4% suspended at least one day Increased 1.4 74 Students </p>	<p align="center">  Blue 0% suspended at least one day Declined -1.5 68 Students </p>	<p align="center">  No Performance Color 0 Students </p>	<p align="center">  Yellow 1% suspended at least one day Increased 0.5 204 Students </p>

Conclusions based on this data:

1. We will look continually at disproportionality as it relates to suspension or discipline practices.
2. We will continue to implement and support strong PBIS/SEL practices to encourage problem solving, proactive supports, connectivity, and de-escalation strategies school wide. A focus of student connectedness will be in place as well, as we ensure each student has 2-3 adults on campus they can count on or feels that support them.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Monitor student progress with formative and summative assessments.

Ensure students are meeting grade-level standards in ELA and math with a specific emphasis on marginalized and underserved student populations
 Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
 Improve Kindergarten readiness as measured by curriculum embedded assessments

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
 1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through our grade level PLC meetings, teachers will work to understand essential standards and common assessments. These assessments (formative) will be used to drive our instruction and drive our MTSS groupings. During MTSS, students will receive timely interventions and supports as needed.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and MATH	2019-2020 data	Maintain and increase levels of exceeding standards
i-Ready ELA and MATH	2019-2020 data	Increase student usage and growth targets
ELPAC	2019-2020 data	Increase authentic RFEP reclassification and student improvement
SIPPS	2019-2020 data	Students will complete SIPPS with mastery by the end of 2nd grade

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Parent outreach and school communication methods during the school day and beyond.	All students, K-5	2092 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 750 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Benefits 3156 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 1172 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Elementary School Clerk Benefits 1304 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk 484 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits
1.2	Every Student by Name (ESBN) Meetings - 3x/year: Professional conversation via release time with agenda to discuss every student by grade level - looking at the whole child (academically, emotionally, socially, and behaviorally).	All students	1812 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for collaboration 513 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
1.3	Schoolwide RtI and Planning including an intervention teacher for supporting all students	All students, K-5	20543 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 6796 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits 4831 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA) 1732 LCFF - Supplemental 3000-3999: Employee Benefits BIA 2303 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional 1025 LCFF - Supplemental 3000-3999: Employee Benefits Paraprofessional Benefits 258 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Supplies
1.4	MTSS (Multiple-Tiered Systems of Support): Grouping within grade levels in which students rotate or switch based on skill need and level and encouraging student connectedness.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Continue goal focus to support teaching and learning.

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

No major differences noted at this time.

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.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent and Student Engagement

Continue to increase parent and student engagement and awareness to provide a healthy, safe, positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continued and increased parent/community partnerships and awareness to support student engagement during the school day and beyond.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2021-2022 Attendance rate	Reach 96% or higher
Suspension rate	2021-2022 Suspension rate	Reach 100%
Parent / Student communication surveys	2 surveys a year (fall and spring)	Increase connectedness with parents and students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Parent communication/education throughout the academic school year about importance of attendance in relation to connectivity and academic success, in addition to improving methods of communication necessary to reach all stakeholders.	All students, K-5	3156 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 1172

			LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk 1304 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk 484 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk
2.2	SEL (including adult SEL as well), PBIS school wide, and Second Step Curriculum	All students, K-5	257 LCFF - Supplemental 4000-4999: Books And Supplies incentives, posters, motivational visuals
2.3	Parent and Student Connectedness through the use of a Parent Coordinator	All students	2092 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications 750 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits 4830 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA) 1732 LCFF - Supplemental 3000-3999: Employee Benefits BIA Benefits
2.5	Offer a robust intervention system Provide additional programs and support to Long Term English Learners (LTELS) and high-need students.	All students, K-5	20543 Learning Recovery 1000-1999: Certificated Personnel Salaries Provide additional interventions and services during the school year as student academic needs are determined.

			6796 Learning Recovery 3000-3999: Employee Benefits Benefits for intervention 2303 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para-educator (K-2) 1025 LCFF - Supplemental 3000-3999: Employee Benefits Para-educator (K-2) Benefits
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have seen increased awareness and knowledge of attendance benefits and ramifications as we continue to educate our families, community, and students about the tremendous benefits of consistent and timely attendance.

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

No major differences to be reported at this time.

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.

No changes will be made to this goal at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction

- 3.3 All students, including English Learners (EL), must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning.
- 3.2 Ensure students are meeting grade level standards in math (K-5)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
- 3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
 - 3.02 - Provide professional development opportunities in quality first instruction.
 - 3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
 - 3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We will work to provide high quality first instruction using guaranteed and viable curriculum.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	Ongoing PD during staff meetings	Increased knowledge and access to additional instructional strategies
EL Instruction Strategies	Ongoing review with EL standards and ELPAC expectations	Training and continued knowledge to gain research based instructional strategies to improve student achievement
STEM Curriculum access and implementation	Ongoing access to STEM lab (Innovation Station), NGSS and Science curriculum	Ongoing and increased STEM opportunities aligned with NGSS
Rtl Training and Implementation	Ongoing review of academic data	Training and continued knowledge to support all students
SIPPS Trained	Ongoing implementation and instruction adjustment	All K-2 teachers, (3rd as needed)
LETRS Training	Ongoing training and implementation - 2-year plan	Increased teaching of reading strategies; individualization, and identification towards targeted goals and standards

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Teacher exposure and working with program monitor, BIA, and administrator to track and support EL students. Intervention teacher to support any subgroup indicating a need.	EL students, K-5	20542 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 6795 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits 4830 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA) 1731 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant 2303 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para Educator 1025 LCFF - Supplemental 3000-3999: Employee Benefits Para Educator Benefits
3.2	Professional Development Trainings / district and outside offerings	All students, K-5	257 LCFF - Supplemental 4000-4999: Books And Supplies materials and time needed; release time; training and workshops
3.3	Support a culturally responsive and welcoming school environment.	All Students	3155 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 1171 LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk Benefits 1304 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Health Clerk 484 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits 2092 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 750 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall effectiveness was seen in the areas of content mastery, as our assessments and processes supported student learning at all levels, targeting areas of improvement and enrichment as needed. EL students continue to make gains in their environment with supports from the classroom teachers and BIA in and out of the classroom.

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

No major differences to be reported at this time.

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.

No changes will be made to this goal at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Create a nurturing, secure, and supportive school setting that fosters student well-being and academic success
 School Goals:
 Provide a safe, healthy, and positive school environment where students feel connected and thrive
 Provide new teachers support
 Teachers meet weekly and discuss learning objectives, instructional strategies, content standards, and analyze common formative assessment data

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
 4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
 4.02 - Maintain schools in good repair.
 4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Revise, address, improve, and analyze our schoolwide MTSS (including interventions and Rtl) process through identifying essential standards and common assessments to target students need to drive our instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100%	maintain 100%
Williams Act facilities audit.	100%	maintain 100%
Williams Act instructional materials audit.	100%	maintain 100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instruction and supports provided for targeted alignment and CCSS mastery (LCAP 3.1)	All students grade K - 5	20542 Learning Recovery 1000-1999: Certificated Personnel Salaries

			Intervention Teacher to support students not meeting standards. 6795 Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention Teacher
4.2	Social Emotional Learning Professional Development Supports and Training	All Students grades K- 5	
4.3	Scheduled PLC / Staff Meetings, Common Planning Time (CPT)	All students	Collaboration and PD time provided through staff meetings and CPT
4.4	BIA supports for EL students / teachers.	Identified EL Students, K-5	4830 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA) to support EL student needs and access to curriculum 1731 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA
4.5	Increasing school access with staff to support student achievement.	All student K-5	3155 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elem School Clerk: Increased hours 1171 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Elem School Elem, 1304 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Asst. 484 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Health Assistant 2091 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 750 LCFF - Supplemental

			3000-3999: Employee Benefits Benefits for Parent Coordinator
4.6	Instructional assistant to support primary classroom teachers with literacy and math.	K-5	2302 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional 1025 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Paraprofessional
4.7	Instructional materials and supplies (technology) to support student learning.	All students	257 LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials/supplies including technology

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Continue goal focus to support teaching and learning.

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

No major differences noted at this time.

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.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

District Goal 1: Student Achievement and Success

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,091.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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 (\$)
LCFF - Supplemental	\$78,739.00
Learning Recovery	\$109,352.00

Subtotal of state or local funds included for this school: \$188,091.00

Total of federal, state, and/or local funds for this school: \$188,091.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	78739	0.00
Learning Recovery	109352	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	78,739.00
Learning Recovery	109,352.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,154.00
2000-2999: Classified Personnel Salaries	55,487.00
3000-3999: Employee Benefits	46,421.00
4000-4999: Books And Supplies	1,029.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,984.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	55,487.00
3000-3999: Employee Benefits	LCFF - Supplemental	19,239.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,029.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	82,170.00
3000-3999: Employee Benefits	Learning Recovery	27,182.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
48,771.00
46,444.00
46,439.00
46,437.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jason Dupree	Principal
Noelle Quaglia	Classroom Teacher
Lindsay Anderson	Classroom Teacher
Kim Cacioppo	Classroom Teacher
Erin Folk	Parent or Community Member
Swee Lin Foo	Parent or Community Member
Kim Harter	Parent or Community Member
Suzanne Adler	Parent or Community Member
Christina Abshire	Parent or Community Member
Amanda McBee	Other School Staff

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.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 27, 2024.

Attested:



Principal, Meghan Schlooler on 8/27/24



SSC Chairperson, Christina Abshire on 8/27/24

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023