



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	May 13, 2025	August 14, 2025

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:

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
School Vision and Mission	4
School & Community Profile	4
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	17
Overall Performance	19
Academic Performance	21
Academic Engagement	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	35
Goal 3.....	38
Goal 4.....	41
Goal 5.....	43
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	47
School Site Council Membership	48
English Learner Advisory Committee (ELAC).....	49

Recommendations and Assurances 50

Instructions.....51

Appendix A: Plan Requirements 58

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 61

Appendix C: Select State and Federal Programs 64

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:

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 proposed 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

Our Mission Statement: At Russell Ranch, we empower students to thrive through a love of learning, confidence-building, and inclusive, engaging instruction.

Our Vision Statement: Our vision at Russell Ranch is to inspire lifelong learning and personal growth, ensuring every child becomes a confident, kind, and successful individual.

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, Russell Ranch is beautifully positioned in a well-thought-out neighborhood, surrounded by Folsom's finest establishments and scenery. Russell Ranch Elementary School achieved California Distinguished School status in 2014, 2018, 2020, 2023, and 2025. We fly our Distinguished School flag proudly as it represents every part of our campus efforts and all who step on our grounds. Our vision for Russell Ranch guides our instructional program, with a focus on inspiring lifelong learning and personal growth, ensuring every child becomes a confident, kind, and successful individual.

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) drive our WIN time (Whatever I Need) schedule during which time teachers collaborate across the grade level and with a dedicated intervention teacher to provide targeted instruction for students, including acceleration and 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. 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 a part of the Mustang HERD (Hardworking — Engaged — Respectful — Doing the Right Thing). 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, and family nights sponsored by PTA.

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.

Our state indicators are green and blue in every category except EL progress, which was red for 2024. Our English Learners were in the red due to 38.9% making progress, which reflects a decrease of 17.8%. On the other indicators, our English Learners had the following results:

ELA: Green; 68.2 points above standard, but a decline of 7.3 points overall; Current ELs: 12.8 points below standard and increased 5.8 points; Recently RFEP: 99.4 points above standard and declined 8.5 points; English Only: 67.2 points above standard and increased 11.6 points

Math: Green; 72.8 points above standard, but a decline of 12.9 points overall; Current ELs: 5.4 points above standard and no comparative data; Recently RFEP: 102.2 points above standard and declined 3.7 points; English Only 55.3 points above standard and maintained with a 1.3 points increase

Our chronic absenteeism improved from yellow to green, but our Hispanic, socially economically disadvantaged, and white groups were in the orange. Our students with disabilities were in the yellow, and all other groups were green, blue, or no color (based on a small sample size). When reviewing the data, the orange groups had a variety of data profiles. The socioeconomically disadvantaged group had the highest chronic absenteeism rate at 17.6%, with an increase of 2.4%. In contrast, the Hispanic student chronic absenteeism rate was 8.7% with a .6% increase, and the white student chronic absenteeism rate was 5.2% with a .7% increase. Finally, the students with disabilities group were still at 14.9% chronically absent, but that represented a 3.7% decline, which is a marked improvement. The other groups with 12 or more students ranged from 0% to 6.8% chronically absent, and they all maintained or decreased in the overall rate of absenteeism. This represents an overall improvement of .5% with the 2024 data showing 5.1% chronic absenteeism by year, in comparison to 5.6% the year prior and 9.7% in 2022.

Overall, our suspension rates were in the green, with 0.6% suspended for at least one day. English Learners, Two or More Races, and Socioeconomically Disadvantaged student groups were in the orange, and the Asian student group was in the yellow. The suspension rate has remained low, with 0.3 (2022) to 0.6% (2023) as the range for the past four years.

Finally, the growth metrics show that all of our measured groups of students achieved either typical or above expected growth.

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: We will work closely with our program monitor, our bilingual instructional assistant, our general education teachers, and our intervention teacher to monitor student progress, to embed robust designated ELD instruction within the general education classroom, and to prepare students for successful ELPAC experiences.

Chronic Absenteeism: We will closely monitor attendance and contact families when students are absent. We will utilize a watchlist for our students who have historically been in the chronic absentee group in order to intervene more strategically and quickly when attendance begins to falter. 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. We will utilize our PBIS team and our MTSS referral process to identify and intervene with students and families who are recognized as struggling with attendance.

Suspension Rate: We will use our PBIS and MTSS teams to clearly teach behavioral expectations in Tier 1 settings and to reteach or intervene in Tier 2 and Tier 3 settings prior to escalating to suspensions. In addition, we will implement other means of correction, including de-escalation techniques and alternatives to suspensions whenever appropriate. 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. With the opening of Alder Creek Elementary school, our 2024-2025 enrollment dropped under 600; however, we continue to have steady enrollment within our neighborhood.
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	109	101	109	109	101	109	109	101	109	100.0	100.0	100
Grade 4	112	118	99	112	117	99	112	117	99	100.0	99.2	100
Grade 5	121	120	133	118	120	132	118	120	132	97.5	100.0	99.2
All Grades	342	339	341	339	338	340	339	338	340	99.1	99.7	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2511.	2485.	2492.	63.30	44.55	51.38	19.27	30.69	22.02	11.01	15.84	15.60	6.42	8.91	11.01
Grade 4	2547.	2552.	2546.	62.50	60.68	62.63	18.75	19.66	20.20	11.61	13.68	9.09	7.14	5.98	8.08
Grade 5	2590.	2564.	2596.	55.08	48.33	59.85	30.51	27.50	25.76	8.47	14.17	10.61	5.93	10.00	3.79
All Grades	N/A	N/A	N/A	60.18	51.48	57.94	23.01	25.74	22.94	10.32	14.50	11.76	6.49	8.28	7.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50.46	33.66	34.86	45.87	60.40	58.72	3.67	5.94	6.42
Grade 4	48.21	50.43	43.43	50.00	43.59	55.56	1.79	5.98	1.01
Grade 5	47.46	37.50	37.88	49.15	57.50	59.85	3.39	5.00	2.27
All Grades	48.67	40.83	38.53	48.38	53.55	58.24	2.95	5.62	3.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	55.05	36.63	41.28	37.61	55.45	49.54	7.34	7.92	9.17
Grade 4	49.11	43.59	41.41	44.64	53.85	49.49	6.25	2.56	9.09
Grade 5	46.61	41.67	53.03	48.31	47.50	42.42	5.08	10.83	4.55
All Grades	50.15	40.83	45.88	43.66	52.07	46.76	6.19	7.10	7.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.44	22.77	24.77	66.06	70.30	64.22	5.50	6.93	11.01
Grade 4	36.61	33.33	36.36	53.57	61.54	58.59	9.82	5.13	5.05
Grade 5	31.36	20.00	27.27	66.10	72.50	68.94	2.54	7.50	3.79
All Grades	32.15	25.44	29.12	61.95	68.05	64.41	5.90	6.51	6.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.37	30.69	34.86	54.13	65.35	56.88	5.50	3.96	8.26
Grade 4	30.36	37.61	38.38	66.07	57.26	55.56	3.57	5.13	6.06
Grade 5	41.53	30.83	40.15	50.00	62.50	56.06	8.47	6.67	3.79
All Grades	37.46	33.14	37.94	56.64	61.54	56.18	5.90	5.33	5.88

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 Met and Exceeded came in at a strong 80.88%, which is growth from 77.22 overall in the prior year.
2. CAASPP data suggests we could benefit with a focus on the area of writing, which is at approximately 7.35% below standard, and reflects a slow but steady increase in the number of students struggling to demonstrate mastery in the area of writing.
3. 3rd grade listening came back at 11.01% below standard which is significantly higher than the 4th and 5th graders. Similarly, 3rd grade performance in other areas also was lower than the 4th and 5th grade groups. Based on this grade level discrepancy, we can increase our use of interims in order to expose students to the testing format and a focus on listening and writing in particular.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	109	101	109	109	101	109	109	101	109	100.0	100.0	100
Grade 4	112	118	99	112	117	99	112	117	99	100.0	99.2	100
Grade 5	121	120	133	118	119	133	118	119	133	97.5	99.2	100
All Grades	342	339	341	339	337	341	339	337	341	99.1	99.4	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2514.	2502.	2491.	60.55	48.51	43.12	25.69	36.63	31.19	10.09	8.91	18.35	3.67	5.94	7.34
Grade 4	2554.	2568.	2555.	55.36	60.68	54.55	27.68	26.50	27.27	14.29	11.11	15.15	2.68	1.71	3.03
Grade 5	2591.	2572.	2597.	62.71	48.74	63.91	16.95	20.17	17.29	15.25	21.85	13.53	5.08	9.24	5.26
All Grades	N/A	N/A	N/A	59.59	52.82	54.55	23.30	27.30	24.63	13.27	14.24	15.54	3.83	5.64	5.28

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58.72	49.50	42.20	34.86	42.57	52.29	6.42	7.92	5.50
Grade 4	50.89	47.01	42.42	43.75	49.57	53.54	5.36	3.42	4.04
Grade 5	49.15	42.02	44.36	44.92	47.06	50.38	5.93	10.92	5.26
All Grades	52.80	45.99	43.11	41.30	46.59	51.91	5.90	7.42	4.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52.29	54.46	39.45	44.04	40.59	55.96	3.67	4.95	4.59
Grade 4	50.00	57.26	50.51	41.96	40.17	46.46	8.04	2.56	3.03
Grade 5	40.68	37.82	46.62	52.54	54.62	46.62	6.78	7.56	6.77
All Grades	47.49	49.55	45.45	46.31	45.40	49.56	6.19	5.04	4.99

Conclusions based on this data:

1. Russell Ranch Elementary School's overall math achievement grew with current supports and interventions in place; instruction and assessment overall are strong.
Overall, the math assessment percentage standard meeting or exceeded maintained a strong 79.18% in comparison to 80.12% the year prior. 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.
2. Our grade level performance shows that as cohorts progress from 3rd through 5th grade math, the overall percentage of student nearly/not meeting tends to grow rather than shrink. To address this, we will need to adjust our intervention approach to more strategically reteach as needed for this group of students.
3. There are no math areas of relative weakness between communicating reasoning and problem solving and modeling. With both subskills at 4.99% below standard, we will focus equally on both skills in Tier 1 and 2 instruction and use CFAs to address gaps in standards across grade levels.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1447.1	*	*	1435.1	*	*	1474.4	*	*	13	7	9
1	1505.8	*	*	1485.4	*	*	1525.9	*	*	11	10	7
2	*	*	1507.2	*	*	1493.1	*	*	1520.8	7	9	11
3	*	*	*	*	*	*	*	*	*	4	6	9
4	*	*	*	*	*	*	*	*	*	*	*	4
5		*	*		*	*		*	*		*	4
All Grades										38	37	44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.15	*	*	30.77	*	*	15.38	*	*	7.69	*	*	13	*	*
1	27.27	*	*	72.73	*	*	0.00	*	*	0.00	*	*	11	*	*
2	*	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	36.84	18.92	18.18	42.11	56.76	56.82	15.79	18.92	15.91	5.26	5.41	9.09	38	37	44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	38.46	*	*	30.77	*	*	15.38	*	*	15.38	*	*	13	*	*
1	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*	*
2	*	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	42.11	27.03	34.09	26.32	62.16	43.18	23.68	5.41	13.64	7.89	5.41	9.09	38	37	44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	*	*	76.92	*	*	7.69	*	*	0.00	*	*	13	*	*
1	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11	*	*
2	*	*	18.18	*	*	54.55	*	*	18.18	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	31.58	16.22	27.27	55.26	51.35	36.36	10.53	18.92	27.27	2.63	13.51	9.09	38	37	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*
1	45.45	*	*	54.55	*	*	0.00	*	*	11	*	*
2	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	47.37	51.35	40.91	50.00	37.84	54.55	2.63	10.81	4.55	38	37	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	*	*	69.23	*	*	15.38	*	*	13	*	*
1	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
2	*	*	30.00	*	*	70.00	*	*	0.00	*	*	10
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	26.32	40.54	32.56	57.89	51.35	55.81	15.79	8.11	11.63	38	37	43

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	*	*	76.92	*	*	7.69	*	*	13	*	*
1	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
2	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	39.47	18.92	20.45	55.26	62.16	68.18	5.26	18.92	11.36	38	37	44

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	92.31	*	*	7.69	*	*	0.00	*	*	13	*	*
1	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
2	*	*	45.45	*	*	54.55	*	*	0.00	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	55.26	45.95	36.36	44.74	51.35	59.09	0.00	2.70	4.55	38	37	44

Conclusions based on this data:

1. 72.72% of Russell Ranch Elementary School EL students' overall language score was a 3 or 4. That means 27.27% remain in a 1 or 2 for EL progress.
2. Students perform best on the listening domain (40.91% well developed) and struggle the most on the reading domain (only 20.45% well developed). We will embed additional graphic organizers, intentional vocabulary development, and reading instruction to address this gap.

3. Students perform highest on oral language (77.27%) in comparison to written language (63.63%). We will develop our scaffolded reading and writing instruction through professional development and collaboration with teachers, program monitor, and staff.

School and Student Performance Data

Student Population

The 2024 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 information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
609	10%	9.2%	0.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	9.2%
Foster Youth	1	0.2%
Homeless	2	0.3%
Socioeconomically Disadvantaged	61	10%
Students with Disabilities	75	12.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1%
American Indian	1	0.2%
Asian	255	41.9%
Filipino	29	4.8%
Hispanic	69	11.3%
Two or More Races	59	9.7%
Pacific Islander	2	0.3%
White	188	30.9%

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%).
3. Russell Ranch Elementary has a population of students with disabilities (12.3%) commensurate with the district average (12.9%).

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  Red		

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 restorative

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

3. Focus on instructional strategies for ELs to support reclassification and academic progress.

School and Student Performance Data

Academic Performance English Language Arts

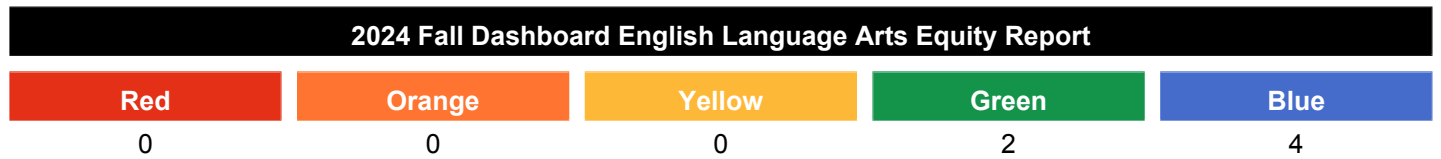
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 77.2 points above standard Increased 11.3 points 334 Students	English Learners  Green 68.2 points above standard Declined 7.3 points 54 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 35.5 points above standard Increased 12.3 points 31 Students

Students with Disabilities  Blue 19.7 points above standard Increased 20.3 points 39 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 109.3 points above standard Increased 9.6 points 144 Students	Filipino  No Performance Color 91.4 points above standard Increased 19.7 points 18 Students	Hispanic  Blue 53.1 points above standard Increased 16.2 points 37 Students
Two or More Races  Blue 62.6 points above standard Increased 29.8 points 32 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 44.0 points above standard Maintained 1.2 points 99 Students

Conclusions based on this data:

1. Our students with disabilities academically increased 20.3 points and is 19.7 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 11.3 points and is 77.2 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.
3. Our English learners remained in the green at 68.2 points above standard, but they declined 7.3 points. This points to a need for intentional work on our ELD programs and supports.

School and Student Performance Data

Academic Performance Mathematics

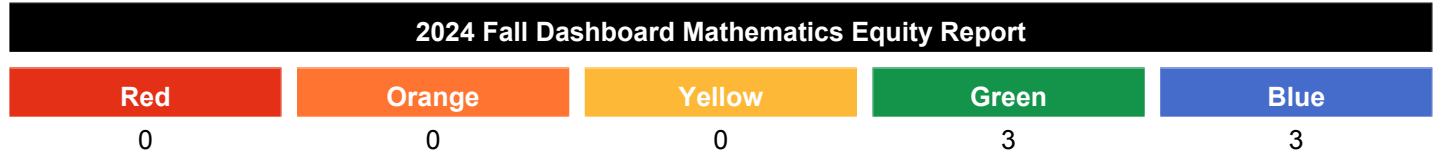
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 66.1 points above standard Maintained 2.2 points 334 Students	English Learners  Green 72.8 points above standard Declined 12.9 points 56 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 38.4 points above standard Increased 23.2 points 30 Students

Students with Disabilities  Blue 38.4 points above standard Increased 28.8 points 37 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  Green 97.1 points above standard Declined 4.6 points 146 Students	Filipino  No Performance Color 81.6 points above standard Increased 5.3 points 18 Students	Hispanic  Green 23.9 points above standard Declined 13.2 points 36 Students
Two or More Races  Blue 42.8 points above standard Increased 8.0 points 31 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 42.9 points above standard Increased 8.7 points 99 Students

Conclusions based on this data:

1. All subgroups showed scores that were above standard. Our Socioeconomically Disadvantaged, Students with Disabilities, Filipino, Two or More Races and White student groups increased with growth ranging from 5.3 to 28.8 points. This information validates the intensive and intentional instruction taking place throughout our school as highly effective for many groups.
2. The overall performance for all students remains above standard (66.1 points above standard). The performance is maintaining past performance, with only a 2.2 point difference. This information validates the intensive and intentional instruction taking place throughout our school.
3. While all groups had scores above standard, our English Learners, Asian, and Hispanic groups of students declined, a change ranging from 4.6 to 13.2 points. We will use this data to monitor progress through every student by name meetings and MTSS referrals.

School and Student Performance Data

Academic Performance English Learner Progress

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
38.9% making progress.	making progress.
Number Students: 36 Students	Number Students: 0 Students

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.

2024 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
25%	27.8%	0%	36.1%

Conclusions based on this data:

- Although a relatively small population of students, our EL students will continue to be an area of focus, K-5 in areas of core curriculum and throughout the day's activities.
- 25% of the students decreased one ELPI which indicates a need for increased professional development to help teachers adjust instruction to target students at various ELPI levels.
- 27.8% of students maintained the ELPI Levels 1 - 3H and 0% maintained level 4, which points toward more effective instruction for higher ELPI levels as compared to those in lower levels of proficiency. We will continue to support higher level students and improve strategies for lower proficiency students.

School and Student Performance Data

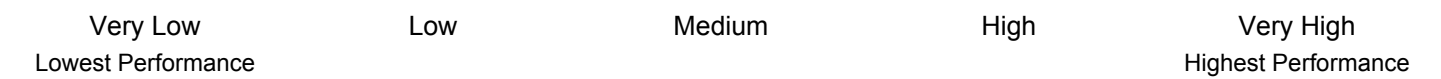
Academic Performance College/Career Report

The 2024 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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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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

The 2024 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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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 5.1% Chronically Absent Declined 0.5 628 Students	English Learners  Green 6.8% Chronically Absent Declined 5.5 59 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 17.6% Chronically Absent Increased 2.4 68 Students

Students with Disabilities  Yellow 14.9% Chronically Absent Declined 3.7 94 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 4.6% Chronically Absent Maintained 0.1 263 Students	Filipino  Blue 0% Chronically Absent Declined 3.2 30 Students	Hispanic  Orange 8.7% Chronically Absent Increased 0.6 69 Students
Two or More Races  Green 6.3% Chronically Absent Declined 5.8 63 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 5.2% Chronically Absent Increased 0.7 194 Students

Conclusions based on this data:

1. A focus on kindergarten attendance will be given as the data indicates these 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 Disadvantaged and Students with Disabilities (both with chronic absenteeism exceeding 10%).
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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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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

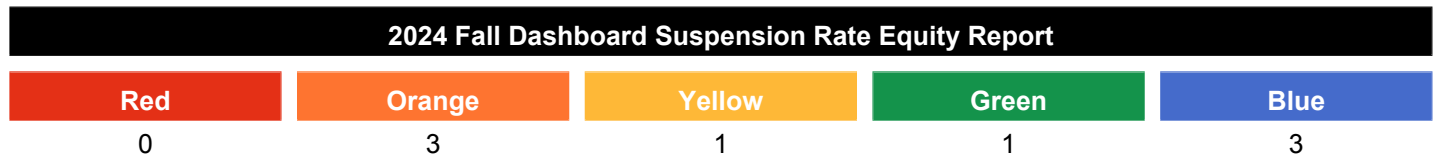
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.6% suspended at least one day Maintained 0% 640 Students	English Learners  Orange 1.6% suspended at least one day Increased 1.6% 63 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 1.4% suspended at least one day Increased 1.4% 69 Students

Students with Disabilities  Green 1.1% suspended at least one day Declined 1.6% 95 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Yellow 0.7% suspended at least one day Increased 0.4% 269 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 30 Students	Hispanic  Blue 0% suspended at least one day Declined 1.4% 70 Students
Two or More Races  Orange 1.6% suspended at least one day Increased 1.6% 64 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Blue 0.5% suspended at least one day Declined 0.5% 198 Students

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.

Through the leadership of a robust Guiding Coalition and the implementation of an MTSS Referral process, student progress will be monitored throughout the year, allowing for timely intervention resulting in at least 3% growth in reading and math from BOY to EOY testing.

All students, with a specific emphasis on marginalized and underserved student populations, will show growth on common grade-level assessments from Beginning-of-the-Year testing to End-of-the-Year testing as measured by grade level proficiency rates 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.

- Academic support for all grades in ELA and math
- Support for English Learners

Through our grade level PLC meetings and our guiding coalition leadership team, teachers will work to understand essential standards and common assessments. These assessments (formative) will be used to drive our first-best instruction and drive our MTSS groupings so that students 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	2024 data	Maintain and increase levels of students meeting and exceeding standards.
STAR Early Literacy & Reading Assessment	2024-2025 data	Growth will increase in all grade levels by 5% or more over baseline from 2024-2025 SY.

		EOY GE scores will increase by 1.5 or more in all grade levels and measured subgroups.
STAR Math Assessment	2024-2025 data	Growth will increase in all grade levels by 5% or more over baseline from 2024-2025 SY. EOY GE scores will increase by 1.5 or more in all grade levels and measured subgroups.
ELPAC	2023-2024 data	Increase RFEP reclassification and student improvement on ELPI.

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	Provide release time for teachers to review academic progress for each student three times during the school year in Every Student By Name (ESBN) conferences, collaborating with administration and the MTSS team.	All students, TK-5	2167 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for teachers
1.2	Provide certificated extra time to support PLC implementation, including grade level analysis and collaboration of essential standards, best practices for instruction, and data analysis.	All students, TK - 5	1472 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time for teachers
1.3	Provide release time for teachers to review academic progress for each student three times during the school year in Every Student By Name (ESBN) conferences, collaborating with administration and the MTSS team.	All students, TK-5	803 LCFF - Supplemental 3000-3999: Employee Benefits Release/extra time for teachers benefits
1.4	Hire a .5 FTE BIA to support English learners in literacy, language development, and math.	English Learners	19321 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary for BIA 7292 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA support
1.5	Hire a .25 FTE paraeducator to support tier 2 literacy intervention for students in K-2	Tier 2, Grades K-2	9678 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary for Para educator 4293 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for paraeducator

1.6	Instructional Materials to support SEL and academic needs of students for literacy and math	All students, TK - 2	1653 LCFF - Supplemental 4000-4999: Books And Supplies SEL & Literacy/Math Materials
1.7	Hire an MTSS Specialist to support all students, with a specific focus on Tier 2 and Tier 3 needs in literacy and math as well as behavioral/SEL needs.	All students, TK - 5	20542 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 6938 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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, the strategies and activities above proved effective at Russell Ranch based on growth across all grade levels as measured using our STAR math and reading tools. During the 2024-2025 school year, RRE had a full-time intervention teacher who worked closely with grade levels to support the literacy and math development of all students. In addition, the PLT time was focused on data analysis of common formative assessments so that WIN time could be used strategically for intervention connected to essential standards.

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

During the school year, the ESNB meetings took place in professional learning team time meetings, and data was tracked using a MTSS referral process throughout the year so that students who were struggling academically, behaviorally, or social-emotionally, could be discussed outside of the predetermined ESNB meetings.

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

This goal will be modified for the 2025-2026 school year to use our current measurement tools as metrics for success (mClass DIBELS, STAR Reading and Math, and CAASPP).

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	2024-2025 Attendance rate	Reach 96% or higher
Parent / Student 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	Hire .25 FTE Elementary School Clerk to support attendance initiatives and family engagement	All Students and families	10702 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk Salary 4039 LCFF - Supplemental

			3000-3999: Employee Benefits School Clerk Benefits
2.2	Hire .125 Health Clerk to support health related services for students	All students and families	5351 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk Salary 2353 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits
2.3	Hire .25 parent coordinator to improve school and family and school-home communication	All students and families	8777 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary 3312 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits
2.4	Pay for additional hours of yard duty time to allow for quarterly team meetings and training to facilitate safe and positive school environment in alignment with PBIS efforts	All students	825 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard Duty Extra Time 225 LCFF - Supplemental 3000-3999: Employee Benefits Yard Duty Extra Time benefits
2.5	Hire an MTSS Specialist to support with PBIS initiatives across all grade levels, including a targeted emphasis on students with Tier 2 needs for SEL/behavior.	All students	20542 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 6937 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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

Teachers will utilize professional learning time and collaborate with colleagues in order to prioritize essential standards, use common formative assessments, and maintain a shared focus on student learning across all grade levels, so that all students receive equitable and high-quality instruction.

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
PLT Agendas	Shared documents for each grade level/PLC	Weekly collaboration focused on a guaranteed and viable curriculum and instructional practices
MTSS & Every Student By Name	Ongoing review of student data	Training and continued knowledge to support all 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
3.1	Provide release time for teachers to review academic progress for each student three times during the school year in Every Student By Name (ESBN) conferences, collaborating with administration and the MTSS team.	All Students	2166 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for teachers
3.2	Provide certificated extra time to support PLC implementation, including grade level analysis and collaboration of essential standards, best practices for instruction, and data analysis.	All students	1471 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Time for teachers
3.3	Provide release time and certificated extra time to support PLC implementation, including grade level analysis and collaboration of essential standards, best practices for instruction, and data analysis.	all students	803 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated subs and release time
3.4	Provide audio enhancement equipment in the classroom setting to help all students achieve more consistent and successful participation in the learning environment	All students	6000 LCFF - Supplemental 4000-4999: Books And Supplies Audio Enhancement Equipment
3.5	Hire an MTSS Specialist to support implementation of professional learning and instructional strategies for all students	All students	20543 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 6938 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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
Promote a safe and positive school culture by consistently implementing Second Step and integrating SEL skills into schoolwide activities and PBIS practices throughout the year. Students who are identified as requiring additional support will receive additional scaffolded instruction, which will result in improved behaviors as measured by pre- and post-intervention 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 processes (including academic interventions and PBIS).

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%
SEL Curriculum Implementation	2024-2025 Completion Rates	100% of Second Step lessons will be taught in 100% of classrooms

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	Provide release time for teachers to review academic progress for each student three times during the school year in Every Student By Name	All students	2167 LCFF - Supplemental

	(ESBN) conferences, collaborating with administration and the MTSS team.		1000-1999: Certificated Personnel Salaries Release time for teachers
4.2	Provide certificated extra time to support PLC implementation, including grade level analysis and collaboration of essential standards, best practices for instruction, and data analysis.	All students	1472 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time for teachers
4.3	Provide certificated extra time and sub release time to support PLC implementation, including grade level analysis and collaboration of essential standards, best practices for instruction, and data analysis.	All students	803 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for release time and extra time
4.4	Instructional materials to fund SEL materials for tier 2 and tier 3 needs	Identified students	1653 LCFF - Supplemental 4000-4999: Books And Supplies SEL materials
4.5	Fund the "Special Friends" program, in partnership with FCUSD, to provide additional SEL support to identified students throughout the school year	Identified students	4500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Special Friends Program
4.6	Hire an MTSS Specialist to provide daily, targeted, standards-based intervention to students needing additional support. Provide classroom support for Tier 2A instructional practices, and collaborate with teachers to support behavioral and SEL needs	All students	20543 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Salary 6938 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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.

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: 2024-25

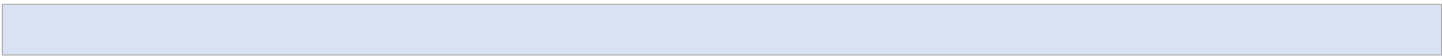
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$213,219.00
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	\$103,298.00
Learning Recovery	\$109,921.00

Subtotal of state or local funds included for this school: \$213,219.00

Total of federal, state, and/or local funds for this school: \$213,219.00

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	103,298	0.00
Learning Recovery	109,921	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	103,298.00
Learning Recovery	109,921.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	93,085.00
2000-2999: Classified Personnel Salaries	54,654.00
3000-3999: Employee Benefits	51,674.00
4000-4999: Books And Supplies	9,306.00
5000-5999: Services And Other Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,915.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	54,654.00
3000-3999: Employee Benefits	LCFF - Supplemental	23,923.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,306.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,500.00

1000-1999: Certificated Personnel Salaries	Learning Recovery	82,170.00
3000-3999: Employee Benefits	Learning Recovery	27,751.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,159.00
Goal 2	63,063.00
Goal 3	37,921.00
Goal 4	38,076.00

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
Meghan Schooler	Principal
Noelle Quaglia	Classroom Teacher
Lindsay Anderson	Classroom Teacher
Carrie Chaney	Classroom Teacher
Erin Folk	Parent or Community Member
Billie Jo Yeturi	Parent or Community Member
Kim Harter	Parent or Community Member
Suzanne Adler	Parent or Community Member
Christina Abshire	Parent or Community Member
Becky Marquez	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.

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Carrie Chaney	Classroom Teacher
Erin Folk	Parent or Community Member
Becky Marquez	Parent or Community Member
Meghan Schooler	Principal
Lindsay Anderson	Classroom Teacher
Noelle Quaglia	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



State Compensatory Education Advisory Committee

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 May 13, 2025.

Attested:



Principal, Meghan Schooler on May 13, 2025



SSC Chairperson, Christina Abshire on May 13, 2025

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

Russell Ranch Elementary School

Date: 05.13.2025

Time: 3:07

People in attendance: Meghan Schooler, Erin Folk, Billie Yeturi, Christina

Abshire, Becky Marquez, Carrie Chaney, Noelle Quaglia, Kim Harter.

The meeting was called to order @ 3:07 p.m. by Meghan Schooler and Becky seconded the motion. Ms. Schooler went over agenda items.

Review of our school plan for student achievement and our Mission Statement to empower students to thrive through a love of learning, confidence-building and inclusive, engaging instruction. Members felt that Russell Ranch was living up to the Mission Statement.

Discussion items:

Meghan went over our Data Analysis and explained how the percentages were concluded. Under the Data Analysis, part two, we discussed how to work on encouraging our chronically absent students. Most importantly, how to identify these students to ensure early intervention and support.

Meghan discussed our LCAP Goals and how expected outcome growth will increase by 5% or more. We also discussed the proposed expenditures to help meet our stated goals.

We also discussed our 2024 CA School Parent Survey and how we can become more intentional with accomplishing more parent involvement. We also discussed having monthly themes in which students participate and enjoy a feeling of connection with their peers.

Christine Abshire motioned to accept the SPSA and Lindsay Anderson second the motion.

The vote was unanimously passed.

Meghan motioned for adjournment and Kim seconded the motion.

Closed the meeting at 6:30

RUSSELL RANCH ELEMENTARY SCHOOL

SSC – May 13

Agenda

- Welcome- Final Meeting of the Year
- Attendance & Check In
- SPSA: Review Data and Goals
- SPSA Discussion & Questions
- SPSA Approval Vote
- Open Discussion of general items
- Adjournment

