

Russell Ranch Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Russell Ranch Elementary School
Street	375 Dry Creek Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2430
Principal	Meghan Schooler
Email Address	mschooler@fcusd.org
School Website	https://rre.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673300113621

2025-26 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2025-26 School Description and Mission Statement

School Vision and Mission:

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.

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) drives 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.

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	69
Grade 2	79
Grade 3	98
Grade 4	103
Grade 5	101
Total Enrollment	503

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.3
Male	44.3
American Indian or Alaska Native	0.2
Asian	30.2
Black or African American	1
Filipino	2.8
Hispanic or Latino	12.2
Two or More Races	9.2
White	27.1
English Learners	9
Homeless	0.2
Socioeconomically Disadvantaged	8.2
Students with Disabilities	12.2

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.4	98.43	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	0	0	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.57	62.2	6.31	15831.9	5.67
Total Teaching Positions	31.9	100	985.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.5	96.16	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.37	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.47	41.7	4.18	14303.8	5.15
Total Teaching Positions	29.6	100	998.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	1	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected 2025 August

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	0.0%
Mathematics	Pearson - enVision, 2020	0.0%
Science	Amplify - California Science, 2019	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Russell Ranch is a Positive Behavior Intervention & Support (PBIS) - Silver Tier school. There is a robust program for teaching student behavioral expectations, routines, and procedures in classroom and outside spaces, and all staff are responsible for encouraging and recognizing positive behavior. Restorative practices are utilized to foster learning when behavioral infractions occur so that high expectations are maintained, and students are able to grow from their mistakes.

Russell Ranch Elementary was originally constructed in 2007. The campus is comprised of 31 classrooms (special education and general education students), a gym/multipurpose room/cafeteria, a library, a staff lounge, Innovation Station, and three playgrounds. Portables were added in 2011, 2013, and 2014.

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

School Facility Conditions and Planned Improvements

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school

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

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 24, 2025

Year and month of the most recent FIT report	2025 October
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 28 - Ramp skirting has dry rot. Work order # 61056.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	78	58	59	47	48
Mathematics (grades 3-8 and 11)	77	78	49	48	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	300	98.68	1.32	78.33
Female	143	142	99.30	0.70	84.51
Male	161	158	98.14	1.86	72.78
American Indian or Alaska Native	--	--	--	--	--
Asian	121	120	99.17	0.83	85.83
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	47	46	97.87	2.13	76.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	64.29
White	93	91	97.85	2.15	76.92
English Learners	19	19	100.00	0.00	31.58
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	60.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	48.78

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	300	98.68	1.32	77.93
Female	143	142	99.30	0.70	81.56
Male	161	158	98.14	1.86	74.68
American Indian or Alaska Native	--	--	--	--	--
Asian	121	120	99.17	0.83	88.33
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	47	46	97.87	2.13	65.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	67.86
White	93	91	97.85	2.15	76.67
English Learners	19	19	100.00	0.00	31.58
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	46.34

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	68.18	65.26	45.67	46.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	99	99.00	1.00	63.64
Female	46	46	100.00	0.00	58.70
Male	54	53	98.15	1.85	67.92
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	76.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	60.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	54.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	40.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.62%	0.63%		3.48%	3.31%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.03%	0.04%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Russell Ranch Elementary School. The School Site Safety plan is reviewed and updated each year by the School Safety Committee and approved by the Folsom Cordova Unified School District Board of Trustees. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The school stays in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held several times a year, as needed. Students are supervised before and after school by certificated staff/classified staff/principal, and certificated staff/classified staff/principal supervise students during lunch. Certificated staff/classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up before and after school, throughout the day, and multiple schedules. In the 2024-2025 school year, eleven (11) accidents were reported on campus. This reflects a reduction of two fewer accidents from the prior year.

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

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

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

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

School-wide Dress Code: Students are expected to dress appropriately for working and learning at school. Long pants, shorts, skirts, shirts, blouses, and dresses are encouraged.

Students must wear:

Clothing that covers private body parts

A top and a bottom that cover the buttocks

Secure footwear (no flip-flops or shoes without heel straps)

Not permitted:

Clothing with profanity, hate speech, or drug/alcohol messages

See-through clothing

Hats/masks that cover the face (except for religious/medical reasons)

Unsafe footwear (e.g., Heelys, sandals without heel straps)

Date of Last Review/Update: Nov. 12, 2025

Date Last Reviewed with Staff: Dec. 4, 2025

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	51	0	3	1
1	63	0	3	2
2	62	0	4	1
3	68	0	4	1
4	106	1	0	5
5	92	1	1	4
6	0	0	0	0
Other	10	5	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	37	0	3	1
1	32	4	0	1
2	36	0	5	1
3	42	0	4	1
4	37	2	4	1
5	39	2	3	4
6	0	0	0	0
Other	8	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,549	\$1,937	\$6,612	\$97,999
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-42.3	10.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-47.9	0.2

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Russell Ranch receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program. Data

Fiscal Year 2024-25 Types of Services Funded

Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	5.35%	4.88%

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

Russell Ranch teachers are building our professional learning community, and meet weekly to review student data, plan for instruction and intervention, and implement our learning from Solution Tree training including professional development around the Maria Nielsen 15-day challenge and formative assessments. In addition, based on teacher feedback, we use our monthly staff meetings to model and learn new teaching and engagement strategies that can be taken back to the classroom.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3