



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Russell Ranch Elementary School	34673300113621	August 27, 2019	October 24, 2019

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Purpose and Description.....	4
School Vision and Mission	4
School & Community Profile	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations	6
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	8
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	20
Academic Performance	21
Academic Engagement.....	26
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1	30
Goal 2.....	34
Goal 3.....	38
Goal 4.....	41
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
School Site Council Membership	45
English Learner Advisory Committee (ELAC).....	46
Recommendations and Assurances	47
Instructions.....	48
Instructions: Linked Table of Contents.....	48
Purpose and Description.....	49
Stakeholder Involvement.....	49

Resource Inequities49

Goals, Strategies, Expenditures, & Annual Review50

Annual Review51

Budget Summary52

Appendix A: Plan Requirements54

Appendix B:57

Appendix C: Select State and Federal Programs59

Purpose and Description

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

Schoolwide Program

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

The site plan of Russell Ranch Elementary School is designed and purposed to align, complement and support Local Control and Accountability Plan (LCAP) goals of Folsom Cordova Unified School District. Continuous analysis of student data and focus on targeted instruction is essential in the growth and sustainability of all students. Our site plan highlights the integration of evidence based practices and fidelity to curriculum, assuring that all students can and will achieve at their, and beyond their level.

School Vision and Mission

RUSSELL RANCH VISION STATEMENT / MISSION STATEMENT

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

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

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

School & Community Profile

Russell Ranch is one of 19 elementary schools in the Folsom Cordova Unified School District. Located along the Highway 50 corridor, beautifully positioned in a well thought out neighborhood, surrounded by Folsom's finest establishments and scenery. Russell Ranch has the distinct pleasure of being a California Distinguished School twice ... 2014 and again in 2018. We fly our Distinguished School flag proudly as it represents every part of our campus efforts and all who step on our grounds. All of our educational programming operates with three tenets in mind, "All means all," "We are here for the children," and "Parents are their children's first teacher."

Russell Ranch School provides a challenging curriculum while allowing students to explore and develop their interests and talents. All students are assessed formally throughout the year and ongoing assessments guide the development of appropriate interventions and enrichment programs to meet the needs of all students. Our Multi-Tiered Systems of support (MTSS) schedule provides reduced class sizes to provide instruction for students in Gifted & Talented Education (GATE)/Accelerated classes and targeted instruction for remediation and extra supports. Due to the support of our Parent-Teacher Association (PTA), Intel funds, and parents, we are able to offer extended day programs, interventions, Science Technology Engineering & Math (STEM)/ Project Lead the Way (PLTW) curriculum, and after a variety of school clubs, (i.e. Chess Club, Robotics Club, Engineering, Computer Club, and Musical Theater). Russell Ranch maintains a positive school environment through the teamwork efforts of our staff, students and parents. Our hardworking school staff is expected to model the behavior we expect from our students. We expect our students to be Respectful, Responsible, Friendly, and Safe.

Our Blackboard Connect messages (voice, emails and text) school marquee and School Wires web pages on our website allows for maximum communication from the school to the members of our community. Frequent communication and strong parent involvement allows for a positive learning environment.

In the spring of 2018, Russell Ranch 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, interactive Lego wall, interactive Promethean Board, storage, project space, 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We conduct school effectiveness surveys, along with ongoing parent feedback. Through our Parent Teacher Association (PTA), Site Council, teacher communications and parent coordinator we gather needed information to address needs and concerns of our community. Google Survey has provided great opportunity for easy use implementation, results and feedback. California Healthy Kids is formally administered once a year to our 5th grade students, all parents and staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are made throughout the campus, formally and informally as needed or wanted and spontaneously. Teacher and staff evaluations are made on a scheduled and drop in process with ongoing supports in place to provide guidance, options and knowledge to better their teaching. Areas of need, strengths and growth are targeted throughout the school year, providing areas and suggestions for professional development. We have an electronic evaluation process through Talent Ed / Perform, which is used regularly and easily for better communication and tracking for each employee (certificated and classified).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

iReady, Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), oral reading passages, phonics assessments, computerized reading and common core standards tests are used for progress monitoring and meeting the instructional needs of students. Formative and summative assessments in English Language Arts (ELA) and MATH monitor student progress throughout the year, highlighting areas of remediation, intervention and acceleration. In addition, standardized state assessments are used.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff meets weekly to monitor and adjust to student instructional, behavioral and emotional needs. We work at analyzing the student work and scores to modify instruction and Multi Tiered Systems of Support (MTSS) and learning center groupings appropriately. Our Every Child by Name (ECBN) meetings provide dedicated analysis time to allow for goal setting and smart goals individually for students, classrooms and grade levels.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified and credentialed appropriately in the areas / grades they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

State, district, and site purchased materials are provided to support intervention, classroom needs, and students exceeding grade level standards. All teachers are appropriately and properly credentialed, and participate in ongoing professional development focused on Common Core, Data Analysis (iReady) and Professional Learning Communities (PLC's).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff are provided district, site, and professional developed targeted Professional Development (PD) to meet their ongoing needs. All professional development is based on common core instruction while implementing practical application.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District and site level coaches are provided as needed and provide on-going support for staff. Professional Development Release days are provided for teachers to gain insight and deeper understanding in core curriculum. These PD days / collaborations center around curriculum delivery and needs analysis. Our site utilizes the support and expertise of an intervention specialist five days a week, who analyzes and supports MTSS implementation in grades K - 5. We also incorporate outside professionals as needed, allotted or available.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly to collaborate in PLC meetings, staff meetings and grade level meetings. Formal Every Child by Name meetings are conducted with the administration at least 3 times a year, in which SmartGoals are set, analyzed, created and modified with assessment data (formal and informal).

Teaching and Learning

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

State and research based materials are used to support instruction, with Common Core State Standards (CCSS) as the base of instruction. District adopted curriculum and other supports materials are used, i.e. SIPPS, iReady, Words their way, level-readers, Junior Great Books, Project Lead the Way science modules. The teaching staff is participating in district lead staff development and instruction and materials to content and performance standards Elementary and Secondary Education Act (ESEA) as it relates to the common core. History–Social Science (HSS) and (NGSS) aligned curriculum has recently been adopted and will be implemented as well.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

State instructional minutes are met and extended day programs are used in addition to meet the instructional needs of students. Language Arts and Math (core curriculum) times are protected from interruptions or pull out supports to help maintain the fidelity and integrity of academic programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District and site guides are available and used and allow teachers to monitor progress. District assessment windows allow teachers to monitor student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

State and research materials are used to support instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State and research materials are used to support instruction. Teachers have been trained in the use of supplemental materials as needed, (included but not limited to iReady, Lexia, SIPPS, IXL Math).

Opportunity and Equal Educational Access

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

Russell Ranch utilizes a MTSS / Learning Center model, before and after school enrichment programs (BASE), etc. where students are working at specific needs per child / instructional levels.

Evidence-based educational practices to raise student achievement

State and research based strategies are used to support instruction during the instructional day, along with before and after school intervention opportunities.

Parental Engagement

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

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

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

District services are provided as needed or allotted. Site plans and goals are reviewed by staff, parents, and community through PTA, School Site Council, parent meetings, English Learner Advisory Committee (ELAC) meetings, Site Council and an open door policy. School Site Council is composed of 5 or more parents and 5 or more school staff.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 at least four times a year to review, connect and re-evaluated site practices while making plans for improvement. Our previous SPSA is shared and reviewed at our first meeting, allowing for a better glimpse as to where we've been and where we're going as a

school. As a Site Council, we also ensure that our mission and goals support and align with the Folsom Cordova Unified School District (FCUSD) LCAP.

Other meetings and communication occur throughout the year as well to encourage home-school communication and progress monitoring. We encourage and welcome participation as well, including but not limited to: monthly PTA meetings, PTA general meetings, morning meet and greets, campus walk throughs, weekly staff meetings, leadership team meetings, grade level collaboration meetings, teacher/parent conferences, email, voicemail, weekly newsletter, FCUSD professional development days, ECBN meetings, Superintendent's Communication Committee, Grade Level Leader meetings, family nights sponsored by PTA and Coffee and Chat with Mrs. Cunningham.

Resource Inequities

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

None identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	%	%	5	3	5
African American	1.6%	%	%	11	8	6
Asian	29.8%	%	%	200	213	216
Filipino	3.1%	%	%	21	21	16
Hispanic/Latino	8.9%	%	%	60	53	55
Pacific Islander	0.2%	%	%	1	0	1
White	51.2%	%	%	344	333	291
Multiple/No Response	4.3%	%	%	29	37	37
Total Enrollment				672	668	627

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	82	87	79
Grade 1	95	100	105
Grade 2	106	101	99
Grade3	129	107	108
Grade 4	135	134	101
Grade 5	125	139	135
Total Enrollment	672	668	627

Conclusions based on this data:

1. Based on this data, Russell Ranch Elementary School continues to have consistent enrollment of close to if not over, 650 students.
2. We serve preschool through grade 5 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 approximately 650 general and special education students each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	63	37	35	9.4	5.5	5.6
Fluent English Proficient (FEP)	42	51	50	6.3	7.6	8.0
Reclassified Fluent English Proficient (RFEP)	48	69	64	7.1	10.3	10.2

Conclusions based on this data:

1. Russell Ranch students and staff work with our allocated site Bilingual Instructional Assistant (BIA) to support language learners at all levels throughout our campus, focusing on support in ELA and Math.
2. Although a small 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.
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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	126	109	106	124	109	104	124	109	104	97.6	100	98.1
Grade 4	135	135	102	134	134	100	134	134	100	99.3	99.3	98
Grade 5	122	135	135	122	135	134	122	135	134	100	100	99.3
All Grades	383	379	343	380	378	338	380	378	338	99	99.7	98.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2475.	2500.	2513.	43	59.63	64.42	34	24.77	24.04	15	11.93	10.58	9	3.67	0.96
Grade 4	2535.	2548.	2559.	51	61.94	65.00	26	23.88	23.00	18	7.46	10.00	4	6.72	2.00
Grade 5	2572.	2579.	2591.	52	50.37	58.21	27	33.33	29.10	12	11.85	8.96	8	4.44	3.73
All Grades	N/A	N/A	N/A	49	57.14	62.13	29	27.51	25.74	15	10.32	9.76	7	5.03	2.37

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	39	57.80	55.77	52	33.94	42.31	10	8.26	1.92	
Grade 4	49	55.22	55.00	46	41.04	43.00	6	3.73	2.00	
Grade 5	52	53.33	59.70	34	39.26	31.34	15	7.41	8.96	
All Grades	46	55.29	57.10	44	38.36	38.17	10	6.35	4.73	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	64.22	57.69	40	33.03	37.50	10	2.75	4.81
Grade 4	48	56.72	69.00	46	36.57	26.00	7	6.72	5.00
Grade 5	62	58.52	74.63	30	35.56	19.40	8	5.93	5.97
All Grades	53	59.52	67.75	39	35.19	26.92	8	5.29	5.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	48.62	50.96	64	47.71	47.12	7	3.67	1.92
Grade 4	36	41.04	48.00	63	53.73	50.00	1	5.22	2.00
Grade 5	38	40.00	40.30	54	57.04	57.46	8	2.96	2.24
All Grades	34	42.86	45.86	60	53.17	52.07	6	3.97	2.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	48.62	65.38	47	44.95	31.73	12	6.42	2.88
Grade 4	38	55.97	65.00	57	38.06	30.00	4	5.97	5.00
Grade 5	64	53.33	55.97	33	40.74	39.55	3	5.93	4.48
All Grades	47	52.91	61.54	46	41.01	34.32	7	6.08	4.14

Conclusions based on this data:

1. Russell Ranch's overall ELA achievement grew with current supports and interventions in place; instruction and assessment overall is strong.
Overall ELA assessment % Standard Exceeded maintained a strong 62% (18-19), aligned with 65% (17-18). 89% of students tested met achievement standards; we only had 11% of all students tested (18-19) not meeting achievement standard.
2. Our area of "relative" weakness remains in Listening as the result is 44% above standard, (50% near standard and 6% below standard).
3. Writing remains a strong component as results show 62% of students above standard, (30 near standard and 5% below standard). We attribute that rise in consistent, dedicated and thorough SIPPS instruction with Benchmark to build upon the foundational skills necessary.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	126	109	106	124	109	104	124	109	104	97.6	100	98.1
Grade 4	135	135	102	134	134	100	134	134	100	99.3	99.3	98
Grade 5	122	135	135	122	135	134	122	135	134	100	100	99.3
All Grades	383	379	343	380	378	338	380	378	338	99	99.7	98.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2494.	2515.	2519.	44	57.80	62.50	42	34.86	28.85	10	6.42	5.77	3	0.92	2.88
Grade 4	2542.	2548.	2557.	51	52.24	64.00	27	29.85	24.00	19	15.67	10.00	4	2.24	2.00
Grade 5	2573.	2588.	2590.	50	59.26	61.19	25	20.00	20.90	17	14.07	13.43	8	6.67	4.48
All Grades	N/A	N/A	N/A	48	56.35	62.43	31	27.78	24.26	16	12.43	10.06	5	3.44	3.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	81.65	79.81	20	16.51	15.38	7	1.83	4.81
Grade 4	63	66.42	74.00	25	23.88	23.00	12	9.70	3.00
Grade 5	52	63.70	64.18	35	21.48	27.61	13	14.81	8.21
All Grades	62	69.84	71.89	27	20.90	22.49	11	9.26	5.62

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	54.13	60.58	50	43.12	33.65	7	2.75	5.77
Grade 4	50	55.97	66.00	43	37.31	30.00	7	6.72	4.00
Grade 5	48	60.00	52.99	39	33.33	41.79	12	6.67	5.22
All Grades	47	56.88	59.17	44	37.57	35.80	9	5.56	5.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	66.97	69.23	40	29.36	27.88	5	3.67	2.88
Grade 4	57	58.21	70.00	36	37.31	25.00	7	4.48	5.00
Grade 5	52	52.59	53.73	37	40.74	41.79	11	6.67	4.48
All Grades	55	58.73	63.31	38	36.24	32.54	8	5.03	4.14

Conclusions based on this data:

1. Russell Ranch's overall MATH achievement grew with current supports and interventions in place; instruction and assessment overall is strong.
Overall MATH assessment % Standard Exceeded maintained a strong 85% (18-19) at meeting achievement standards, (15% did not meet achievement standards).
2. Russell Ranch's overall MATH achievement remains strong with supports and interventions in place; instruction, intervention and assessment overall is prioritized and made a priority.
3. Math areas of relative weakness will be continued areas of focus for the 19-20 school year, (Problem Solving and Modeling/Data) as 58% of students tested were above standard, 37% were near standard and 6% were below standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
All Grades				18

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*					*	*	*
Grade 2	*	*	*	*					*
Grade 3							*	*	*
Grade 4	*	*							*
All Grades	11	61.11	*	*			*	*	18

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*	*	*	*
Grade 1	*	*					*	*	*
Grade 2	*	*	*	*					*
Grade 3							*	*	*
Grade 4	*	*							*
All Grades	11	61.11	*	*	*	*	*	*	18

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*					*	*	*
Grade 1	*	*					*	*	*
Grade 2	*	*	*	*					*
Grade 3							*	*	*
Grade 4			*	*					*
All Grades	11	61.11	*	*			*	*	18

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*			*	*	*
Grade 2	*	*			*	*	*
Grade 3					*	*	*
Grade 4	*	*					*
All Grades	12	66.67	*	*	*	*	18

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*					*
Grade 3					*	*	*
Grade 4	*	*					*
All Grades	11	61.11	*	*	*	*	18

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*			*
Grade 3					*	*	*
Grade 4			*	*			*
All Grades	11	61.11	*	*	*	*	18

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*			*
Grade 3					*	*	*
Grade 4	*	*					*
All Grades	11	61.11	*	*	*	*	18

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
627	7.0%	5.6%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	5.6%
Homeless	4	0.6%
Socioeconomically Disadvantaged	44	7.0%
Students with Disabilities	68	10.8%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0%
American Indian	5	0.8%
Asian	216	34.4%
Filipino	16	2.6%
Hispanic	55	8.8%
Two or More Races	36	5.7%
Pacific Islander	1	0.2%
White	291	46.4%

Conclusions based on this data:

1. Student Groups of Asian and White students at Russell Ranch are disproportionate compared to other races.
2. Russell Ranch has a significantly low homeless student group 0.6% and socioeconomically disadvantaged group 7.0%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

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.
2. Focus and depth in Positive Behavior Intervention Supports (PBIS) throughout our campus will help to sustain our low suspensions and involved rehabilitation practices; Student and Staff Social and Emotional Learning will continue to be of focus as we learn how to help and support ongoing needs.

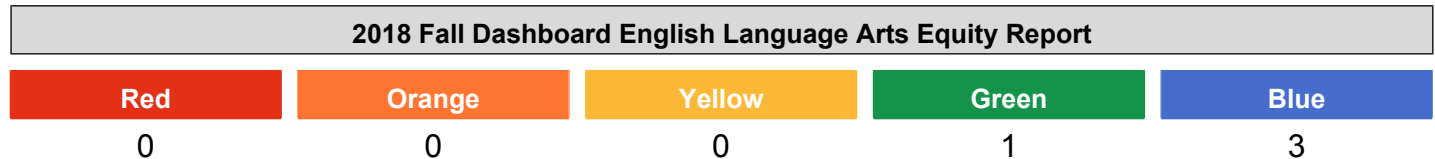
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue		 Green		 No Performance Color	
86.2 points above standard		67.5 points above standard		0 Students	
Increased 11.5 points		Declined -3.2 points			
333 students		54 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 No Performance Color		 Blue	
Less than 11 Students - Data Not Displayed for Privacy		45 points above standard		41.4 points above standard	
1 students		Increased 12.3 points		Increased 18.9 points	
		21 students		38 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Asian  Blue 105.9 points above standard Increased 12.1 points 125 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic  No Performance Color 45.8 points above standard Increased 18.8 points 17 students	Two or More Races  No Performance Color 123.9 points above standard Increased 29 points 14 students	Pacific Islander  No Performance Color 0 Students	White  Blue 71.5 points above standard Increased 8.5 points 160 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 2.2 points below standard Maintained -1.1 points 12 students	Reclassified English Learners 87.4 points above standard Maintained -0.4 points 42 students	English Only 83.6 points above standard Increased 13.3 points 238 students
--	---	--

Conclusions based on this data:

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

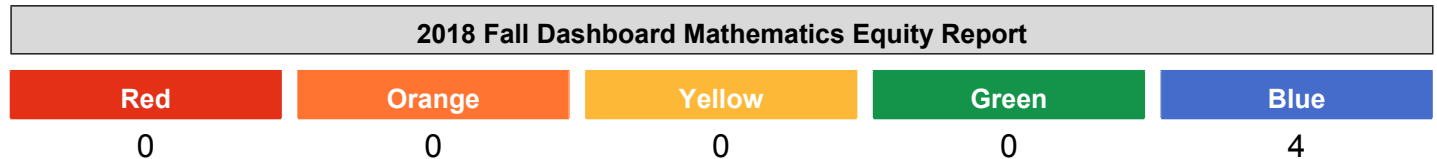
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 72.3 points above standard Increased 5.1 points 333 students	English Learners  Blue 74.7 points above standard Increased 5 points 54 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  No Performance Color 43.5 points above standard Increased 39.9 points 21 students	Students with Disabilities  Blue 36.8 points above standard Increased 12.4 points 38 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Asian  Blue 102.3 points above standard Maintained 2.7 points 125 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic  No Performance Color 26.9 points above standard Increased 17.1 points 17 students	Two or More Races  No Performance Color 103.2 points above standard Maintained 0.7 points 14 students	Pacific Islander  No Performance Color 0 Students	White  Blue 48.6 points above standard Maintained 2.5 points 160 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 16.5 points above standard Increased 18.8 points 12 students	Reclassified English Learners 91.2 points above standard Increased 4.3 points 42 students	English Only 63.8 points above standard Increased 3.2 points 238 students
---	---	---

Conclusions based on this data:

- Our Asian and White students represent the majority of our test takers. Our African American, American Indian, Filipino, Hispanic, Pacific Islander and Two or More Races did not register a performance color.
- The overall performance for all students remains above standard (72.3 points above) and increased 5.1 points. This information validates the intensive and intentional instruction taking place throughout our school.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
18	61.1%	11.1%		27.8%

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	2

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Blue 2.2% chronically absent Maintained 0% 644 students	English Learners  Yellow 2.7% chronically absent Increased 2.7% 37 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Socioeconomically Disadvantaged  Orange 7.3% chronically absent Increased 0.9% 55 students	Students with Disabilities  Green 6.8% chronically absent Declined 2.4% 88 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Asian  Blue 1.4% chronically absent Declined 1.3% 221 students	Filipino  No Performance Color 0% chronically absent Maintained 0% 16 students
Hispanic  Green 3.5% chronically absent Maintained 0.3% 57 students	Two or More Races  Yellow 2.6% chronically absent Increased 2.6% 38 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Blue 2.3% chronically absent Maintained 0.3% 300 students

Conclusions based on this data:

1. A focus on Kindergarten attendance will be given as the data indicates those are the areas of concern. We have created a attendance awareness campaign as we continue to educate our community, especially new families to the importance and impact of attendance.
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 with our district support attendance program. The principal and office personnel will be trained on our new program, Attention 2 Attendance (A2A), which replaced Truancy Hunter.

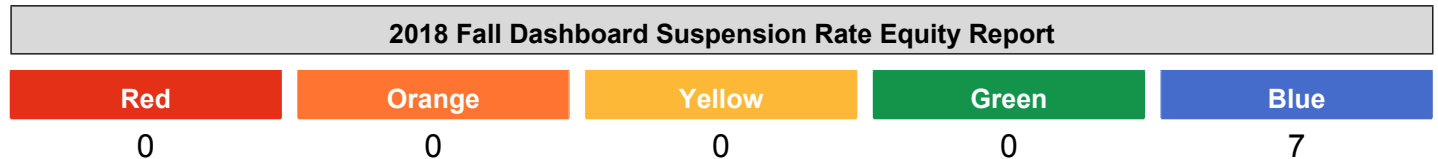
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least once Declined -0.4% 648 students	English Learners  Blue 0% suspended at least once Maintained 0% 37 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 1 students
Homeless  No Performance Color Less than 11 Students - Data Not 4 students	Socioeconomically Disadvantaged  Blue 0% suspended at least once Declined -2.1% 56 students	Students with Disabilities  Blue 0% suspended at least once Maintained 0% 88 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7 students	American Indian  No Performance Color Less than 11 Students - Data 5 students	Asian  Blue 0% suspended at least once Declined -0.5% 222 students	Filipino  No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic  Blue 0% suspended at least once Maintained 0% 57 students	Two or More Races  Blue 0% suspended at least once Maintained 0% 39 students	Pacific Islander  No Performance Color Less than 11 Students - Data 1 students	White  Blue 0% suspended at least once Declined -0.6% 301 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1% suspended at least once	0.4% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. We will look continually at disproportionality as it relates to suspension or discipline practices.
2. We will continue implement and support strong PBIS practices to encourage problem solving, proactive supports, connectivity and de-escalation strategies schoolwide. 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.

LEA/LCAP Goal

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

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

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

School Goals: High quality instruction with common core standards based instruction; students will have access to curriculum which promotes college and career readiness and options.

1.3 - All students, including EL must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning.

4.1 - Ensure students are reading at grade level and beyond (K-5th grade)

Identified Need

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

Annual Measurable Outcomes

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%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Kindergarten through 5th grade students

Strategy/Activity

Instruction and supports provided for targeted alignment and CCSS mastery (LCAP 3.1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Release time for PD and training, on and off campus

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Social Emotional Learning Professional Development Supports and Training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental
None Specified
conference (travel, substitutes, registration)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Scheduled PLC / Staff Meetings (LCAP 3.2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Collaboration and PD time provided through staff meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Identified EL Students, K-5

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified 2000-2999: Classified Personnel Salaries Assist teachers in EL student needs and access to curriculum
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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 classroom teacher and BIA in and out of the classroom.

Briefly 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 are to be reported.

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 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.

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

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

Identified Need

Increased parent/community partnerships to support student engagement during school day and beyond.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2018-2019 Attendance rate =	Reach 96% or higher
Suspension rate	2018-2019 Suspension rate = 0.0	Reach 100%
Parent / Student communication surveys	3 surveys a year	Increase connectedness with parents and students

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent communication/education throughout school year about importance of attendance in relation to connectivity and academic success, in addition to improving methods of communication necessary to reach all stakeholders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent-Teacher Association (PTA)
1000-1999: Certificated Personnel Salaries

Parent-Teacher Association (PTA)
2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS school wide, Second Step Curriculum, Student Connectedness project

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
None Specified
incentives, posters, motivational visuals

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent and Student Connectedness surveys

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
None Specified
Parent Coordinator -

3.1 Increase family engagement and parent input and the utilization of volunteers.
 3.2 Increase two-way community partnerships that support student learning.
 3.3 Increase the efficiency, timeliness and accessibility of district communications

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Offer more intervention programs before or after school;
 Provide additional programs and support to Long Term English Learner (LTELS) and high need students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,190

Source(s)

LCFF - Supplemental
 1000-1999: Certificated Personnel Salaries
 Provide additional interventions and services during the school year as student academic needs are determined

3,720

LCFF - Supplemental
 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

Briefly 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.

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
 3.1 Provide professional development in new adoptions and local curriculum.
 3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP,) and Science Technology Engineering & Math (STEM) courses.

Goal 3

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	ongoing PD during staff meetings 1x / month	increased knowledge and access to additional instructional strategies
EL Instruction Strategies	ongoing review with EL standards and ELPAC expectations	training and continued knowledge to gain research based instructional strategies to improve student achievement
STEM Curriculum access and implementation	ongoing access to STEM lab (Innovation Station), PLTW curriculum	ongoing and increased STEM opportunities aligned with NGSS
RtI Training and Implementation	ongoing review of academic data	training and continued knowledge to support all students

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL students, K-5

Strategy/Activity

Teacher exposure and working with program monitor, BIA and administrator to track and support EL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
None Specified
Additional materials or supports

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development Trainings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

None Specified
1000-1999: Certificated Personnel Salaries
materials and time needed

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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 classroom teacher and BIA in and out of the classroom.

Briefly 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.

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

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

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

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

1.3 All students, including English Learners (EL), must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning

1.5 Ensure all EL students have access to research-based EL instructional strategies to improve achievement

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and MATH	2017-2018 data	maintain and increase levels of exceeding standards
iReady ELA and MATH	ongoing 2017 - 2018 - 2019 data	increase student usage and growth targets
ELPAC	ongoing 2017 - 2018 - 2019 data	increase authentic RFEP reclassifications and student improvement
SIPPS	ongoing 2017 - 2018 - 2019 data	students will complete SIPPS with mastery by the end of 2nd grade

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent outreach and school communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Every Child by Name (ECBN)Meetings : Professional conversation via release time with agenda to discuss every student by grade level - looking at the whole child (academically, emotionally, socially and behaviorally).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
release time for collaboration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students as needed

Strategy/Activity

Schoolwide RtI and Planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

MTSS (multiple tiered systems of support): grouping within grade levels in which students rotate or switch based on skill need and level and encouraging student connectedness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$25,910.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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	\$24,410.00
None Specified	\$1,500.00

Subtotal of state or local funds included for this school: \$25,910.00

Total of federal, state, and/or local funds for this school: \$25,910.00

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

Name of Members	Role
Joanie Cunningham	Principal
Noelle Quaglia	Classroom Teacher
Christina Abshire	Classroom Teacher
Lisa Mahoney	Classroom Teacher
Amanda McBee	Other School Staff
Ken Scoggins	Parent or Community Member
Chandra Konduru	Parent or Community Member
Lance Parks	Parent or Community Member
Erin Folk	Parent or Community Member
Kim Harter	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Christina Abshire	Classroom Teacher
Vera Chang	Parent or Community Member
Swee Linn Foo	Parent or Community Member
Joanie Cunningham	Principal
Lisa Mahoney	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
	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 8-26-19.

Attested:

	Principal, Joanie Cunningham on 8-26-19
	SSC Chairperson, Christina Abshire on 8-26-19

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Russell Ranch Elementary

Site Council Meeting Minutes August 27, 2019 @2:50 pm

Members Present: Joanie Cunningham, Lisa Mahoney, Christina Abshire, Amanda McBee, Lance Parks, Chandra Konduru, Ken Scoggins, Erin Folk, Kim Harter

General Introductions

Nomination of Officers:

- ✓ Christina Abshire nominated and selected as Chair
- ✓ Lance Parks nominated and selected as Co-Chair
- ✓ Amanda McBee nominated and selected as Secretary

Review of Site Council:

- ✓ Uniform Complaint Procedures
- ✓ Vision and Mission Statements
- ✓ School Plan for Site Achievement
- ✓ Comprehensive School Safety Plan
- ✓ Campus Enhancements
- ✓ Meetings planned for 3-4 times per year
- ✓ LCAP Overview

Overview of New School Year

- ✓ So far everyone is feeling like the school year is off to a great start
- ✓ 2018-2019 test results discussed and reviewed. Data provided to all members to look over and ask questions

Approval of the following

- ✓ Review and Approval of School Plan for Site Achievement
- ✓ Review and Approval of Comprehensive School Safety Plan
- ✓ Review Meeting TBD for January

Meeting Adjourned at 3:37 PM

Russell Ranch Elementary School

Site Council Meeting

ELAC Minutes August 27, 2019 @ 3:50 pm

Members Present: Joanie Cunningham, Lisa Mahoney, Noelle Quaglia, Christina Abshire, Swee Lin Foo

- General Welcome and Re-introductions
- Review of Site Council Meeting Minutes and Notes
 - Overview school goals and SPSA
 - Review and discussion about:
 - Uniform Complaint Procedures
 - Vision and Mission Statements
 - School Plan for Site Achievement
 - Comprehensive School Safety Plan
 - Campus Enhancements
 - ELPAC - testing dates and score availability
 - ELD Checklist - support for conferencing if needed
 - LCAP Overview
 - Questions and Answers
- Meeting Adjourned at 4:26 PM

Russell Ranch Elementary School

375 Dry Creek Road

Folsom, CA 95630

(916) 294-2430

NOTICE OF SCHOOL SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Tuesday, August 27, 2019

TIME: 2:50 pm

PLACE: Russell Ranch Office - Conference Room

PUBLISHED AGENDA

- ✓ Welcome and introductions
- ✓ Review Minutes from Previous Meeting
- ✓ Approval of School Plan for Site Achievement
- ✓ Approval of Comprehensive School Safety Plan
- ✓ Review proposed meeting dates for the year

Russell Ranch Elementary School

SCHOOL SITE COUNCIL MEETING SIGN IN SHEET

DATE: Tuesday, August 27, 2019

TIME: 2:50 pm

PLACE: Russell Ranch Conference Room

Joanie Cunningham

Lisa Mahoney

Noelle Quaglia

Christina Abshire

Amanda McBee

Lance Parks

Chandra Konduru

Ken Scoggins

Erin Folk

Kim Harder

Russell Ranch Elementary School

375 Dry Creek Road

Folsom, CA 95630

(916) 294-2430

NOTICE OF SCHOOL SITE COUNCIL MEETING

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

OPEN TO THE PUBLIC

DATE: Tuesday, August 27, 2019

TIME: 3:50 pm

PLACE: Russell Ranch Office - Conference Room

PUBLISHED AGENDA

- ✓ Welcome and introductions - ELAC members
- ✓ School Site Council Overview - connection
- ✓ Presentation and Approval of SPSA
- ✓ Review proposed meeting dates for the year
- ✓ Wrap up - Q & A

Russell Ranch Elementary School

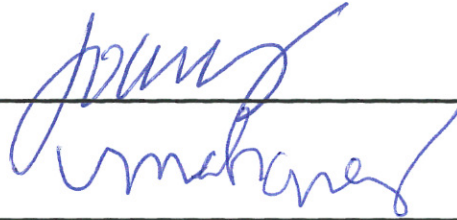
SCHOOL SITE COUNCIL MEETING
ENGLISH LANGUAGE ADVISORY COMMITTEE
(ELAC) SIGN IN SHEET

DATE: Tuesday, August 27, 2019

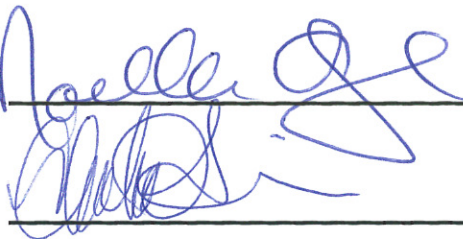
TIME: 3:50 pm

PLACE: Russell Ranch Conference Room

Joanie Cunningham



Lisa Mahoney



Noelle Quaglia



Christina Abshire



Swee Linn Foo



Vera Chang

