School Year: **2023-24**

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Russell Ranch Elementary School	34673300113621	August 25, 2023	September 21, 2023

Table of Contents

SPSA Title Page 1
Table of Contents 2
Purpose and Description 4
School Vision and Mission 4
Comprehensive Needs Assessment Components 5
Data Analysis 5
Surveys 5
Classroom Observations 5
Analysis of Current Instructional Program 5
Educational Partner Involvement 9
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment 10
CAASPP Results 12
ELPAC Results 17
Student Population 21
Overall Performance 23
Academic Performance 25
Academic Engagement 31
Conditions & Climate 34
Goals, Strategies, & Proposed Expenditures 36
Goal 1 36
Goal 2 41
Goal 3 45
Goal 4 49
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source 54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 54
Expenditures by Goal 55
School Site Council Membership 56
English Learner Advisory Committee (ELAC) 57

Recommendations and Assurances 58
Instructions....59
Instructions: Linked Table of Contents....59
Purpose and Description....60
Educational Partner Involvement....60
Resource Inequities....60
Goals, Strategies, Expenditures, & Annual Review....61
Annual Review....62
Budget Summary....63
Appendix A: Plan Requirements....65
Appendix B:....68
Appendix C: Select State and Federal Programs....70

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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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

School Vision and Mission

RUSSELL RANCH ELEMENTARY VISION STATEMENT / MISSION STATEMENT

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

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

1. Providing a safe and positive learning environment.

2. Providing caring, talented, and highly qualified teachers.

3. Communicating effectively with parents and students.

4. Developing students' self-esteem and social emotional wellbeing.

5. Promoting student success and responsibility.

6. Recognizing positive growth and accomplishments.

7. Increasing the involvement of parents and the community in school activities.

8. Promoting comprehensive individualized academic expectations, through Response to Instruction/Intervention (RtI), Multi-Tiered Systems of Support (MTSS), and/or enrichment as needed.

9. Providing opportunities for students to enrich and expand their school experiences through both classroom and extra-curricular activities.

10. Promoting appropriate integration of technology into the classroom.

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), School Site Council (SSC), teacher communications, and parent coordinator, we gather needed information to address the needs and concerns of our community. Google Survey has provided a great opportunity for easy-use implementation, results, and feedback. California Healthy Kids Survey (CHKS) is formally administered once a year to our 5th grade students, all parents, and staff as well as data gathered to better address the concerns and needs of that targeted population.

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, informally as needed or wanted, and spontaneously. Teacher and staff evaluations are made on a scheduled and drop-in basis with ongoing support 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 (PD). We have an electronic evaluation process through Talent Ed/Perform, which is used regularly and easily for better communication and tracking for each employee (both 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)

California Assessment of Student Performance and Progress (CAASPP) is administered to all students, grades 3-5, each year in the spring. Programs including Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), oral reading passages, phonics assessments, computerized reading, Renaissance, Illuminate, and Common Core State Standards (CCST) 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. We also pride ourselves on our Every Student by Name (ESBN) processes that are held three times a year. Throughout the year, our ESBN meetings provide additional opportunities for our teams to dive deeper into classroom data and adjust learning targets specific to each student. In 2022-2023 we were fortunate to implement Common Planning Time (CPT), where teachers and staff use designated time to analyze data and teaching practices and have ongoing structured collaboration.

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

Staff meets weekly during allotted Professional Learning Communities (PLC) staff meetings to monitor and adjust individual 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 Student by Name (ESBN) meeting provides dedicated analysis time to allow for goal setting and smart goals individually for students, classrooms, and grade levels/teams. All assessment data is available in Illuminate, providing useful information for staff to support students throughout the school year.

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 credentialed appropriately and properly and participate in ongoing Professional Development (PD) focused on Common Core, Data Analysis 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 ongoing support for staff. Professional Development Release days are provided for teachers to gain insight and a deeper understanding of the 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 who are used 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 Student by Name (ESBN) meetings are conducted with the administration at least three 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 support materials are used, i.e., SIPPS, Renaissance, Words Their Way, level-readers, and Junior Great Books. The teaching staff is participating in district staff development, instruction, materials to content, and performance standards Elementary, and Secondary Education Act (ESEA) as it relates to the common core. History-Social Science (HSS) and Next Generation Science Standards (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, (including but not limited to Renaissance, Lexia, SIPPS).

Opportunity and Equal Educational Access

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

Russell Ranch Elementary School utilizes a MTSS/Learning Center model, before and after-school enrichment programs, 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 Elementary School provides a thorough Back to School Night, Open House, committee meetings and principal/parent get togethers to facilitate better parent communication to support home and school communication.

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. Staff, parents, and community review site plans and goals through PTA, School Site Council, parent meetings, English Learner Advisory Committee (ELAC) meetings, Site Council, and we have an open-door policy. The School Site Council is composed of five or more parents and five 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, and may include PTA, Intel Corporation, community donations, and grant matching.

Educational Partner 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 four to six times a year to review, connect, and re-evaluate site practices while making plans for improvement. Our previous SPSA is shared and reviewed at our first meeting; allowing for a better glimpse of where we have been and where we are going as a school. As a School Site Council, we also ensure that our mission and goals support and align with the Folsom Cordova Unified School District's (FCUSD) LCAP.
Other meetings and communication occur throughout the year as well to encourage home-to-school communication and progress monitoring. We also encourage and welcome participation, including but not limited to: monthly PTA meetings, PTA general meetings, morning meet and greet, campus walkthroughs, weekly staff meetings, PLC meetings, common planning time, leadership team meetings, grade-level collaboration meetings, teacher/parent conferences, email, voicemail, weekly newsletters, FCUSD's Professional Development days, ESBN meetings, Superintendent's Communication Committee, Site Leadership Team, family nights sponsored by PTA, and Coffee and Chat with the Principal.

Resource Inequities

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

As we analyze and track our English Language Learner students, we have a consistent need for Bilingual Instructional Assistant (BIA) supports. With an ever-changing and diverse community, there is an identified need for increased supports and strategies for student acclimation and adjustment throughout the school year.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.3%	0.3%	0.48%	2	2	3
African American	0.91%	0.7%	0.48%	6	4	3
Asian	36.36%	40.0%	40.64%	240	247	254
Filipino	1.67%	1.6%	3.04%	11	10	19
Hispanic/Latino	11.67%	11.7%	10.56%	77	72	66
Pacific Islander	0.15%	%	%	1		
White	39.7%	36.0%	35.20%	262	222	220
Multiple/No Response	9.09%	9.7%	9.60%	60	60	60
			Total Enrollment	660	617	625

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	85	79	81
Grade 1	103	89	100
Grade 2	109	107	100
Grade3	121	109	109
Grade 4	116	115	112
Grade 5	126	118	123
Total Enrollment	660	617	625

Conclusions based on this data:

1. Based on this data, Russell Ranch Elementary School continues to have consistent enrollment over 600 students (both general education and special education students), although we are seeing a slight decline each year.

2. We serve preschool through 5th grade students in a growing community with continuous building and construction taking place. Many new housing developments (single family and apartments) contribute to our steady enrollment of over 600 general and special education students each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	61	45	50	9.2%	7.30%	8.0%
Fluent English Proficient (FEP)	85	74	106	12.9%	12.00%	17.0%
Reclassified Fluent English Proficient (RFEP)	0	11		0.0%	24.4%	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	111	104	109	111	0	109	111	0	109	100	0.0	100.0
Grade 4	111	111	112	110	0	112	110	0	112	99.1	0.0	100.0
Grade 5	107	117	121	107	0	118	107	0	118	100	0.0	97.5
All Grades	329	332	342	328	0	339	328	0	339	99.7	0.0	99.1

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2517.		2511.	69.37		63.30	18.92		19.27	7.21		11.01	4.50		6.42
Grade 4	2565.		2547.	72.73		62.50	15.45		18.75	8.18		11.61	3.64		7.14
Grade 5	2588.		2590.	61.68		55.08	29.91		30.51	1.87		8.47	6.54		5.93
All Grades	N/A	N/A	N/A	67.99		60.18	21.34		23.01	5.79		10.32	4.88		6.49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	61.26		50.46	31.53		45.87	7.21		3.67
Grade 4	66.36		48.21	30.00		50.00	3.64		1.79
Grade 5	57.01		47.46	33.64		49.15	9.35		3.39
All Grades	61.59		48.67	31.71		48.38	6.71		2.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	65.77		55.05	29.73		37.61	4.50		7.34
Grade 4	62.73		49.11	31.82		44.64	5.45		6.25
Grade 5	66.36		46.61	28.97		48.31	4.67		5.08
All Grades	64.94		50.15	30.18		43.66	4.88		6.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.24		28.44	50.45		66.06	6.31		5.50
Grade 4	50.91		36.61	46.36		53.57	2.73		9.82
Grade 5	36.45		31.36	55.14		66.10	8.41		2.54
All Grades	43.60		32.15	50.61		61.95	5.79		5.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64.86		40.37	26.13		54.13	9.01		5.50
Grade 4	57.27		30.36	39.09		66.07	3.64		3.57
Grade 5	67.29		41.53	27.10		50.00	5.61		8.47
All Grades	63.11		37.46	30.79		56.64	6.10		5.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Russell Ranch Elementary School's overall ELA achievement grew with current supports and interventions in place; instruction and assessment overall are strong.
Overall,ELA assessment percentage Standard Exceeded came in at a strong 60.18%, but a decline is noted from 2019-2021 from 67.99. This decline will be analyzed more thoroughly as we've had to adjust and modify practices since the pandemic and its hurdles.

2. CAASPP data suggests we could benefit with a focus on the area of Writing, which is at approximately 6.19% below standard.

3. 5th grade Research and Inquiry came back at 8.47% below standard which is significantly higher than the 3rd and 4th graders. 4th grade Listening was 9.82% below standard which was significantly below 3rd and 5th grades.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	111	104	109	111	0	109	111	0	109	100	0.0	100.0
Grade 4	111	111	112	110	0	112	110	0	112	99.1	0.0	100.0
Grade 5	107	117	121	107	0	118	107	0	118	100	0.0	97.5
All Grades	329	332	342	328	0	339	328	0	339	99.7	0.0	99.1

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2517.		2514.	57.66		60.55	30.63		25.69	6.31		10.09	5.41		3.67
Grade 4	2559.		2554.	53.64		55.36	34.55		27.68	11.82		14.29	0.00		2.68
Grade 5	2592.		2591.	68.22		62.71	10.28		16.95	16.82		15.25	4.67		5.08
All Grades	N/A	N/A	N/A	59.76		59.59	25.30		23.30	11.59		13.27	3.35		3.83

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79.28		71.56	12.61		25.69	8.11		2.75
Grade 4	76.36		65.18	20.00		31.25	3.64		3.57
Grade 5	71.03		63.56	20.56		27.97	8.41		8.47
All Grades	75.61		66.67	17.68		28.32	6.71		5.01

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57.66		58.72	36.04		34.86	6.31		6.42
Grade 4	57.27		50.89	38.18		43.75	4.55		5.36
Grade 5	57.01		49.15	37.38		44.92	5.61		5.93
All Grades	57.32		52.80	37.20		41.30	5.49		5.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69.37		52.29	27.03		44.04	3.60		3.67
Grade 4	65.45		50.00	31.82		41.96	2.73		8.04
Grade 5	59.81		40.68	34.58		52.54	5.61		6.78
All Grades	64.94		47.49	31.10		46.31	3.96		6.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Russell Ranch Elementary School's overall Math achievement grew with current supports and interventions in place; instruction and assessment overall are strong.
   Overall, Math assessment percentage Standard Exceeded maintained a strong 85% (2018-2019) at meeting achievement standards (15% did not meet achievement standards).

2. Russell Ranch Elementary School's overall Math achievement remained strong with supports and interventions in place; instruction, intervention, and assessment overall are prioritized and made a priority.

3. Math areas of relative weakness will be continued areas of focus for the 2021-2022 school year, (Problem Solving and Modeling/Data) as 58% of students tested were above standard, 37% were near standard and 6% were below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	1462.2	1447.1	*	1472.7	1435.1	*	1437.8	1474.4	10	16	13
1	*	*	1505.8	*	*	1485.4	*	*	1525.9	9	9	11
2	*	1519.5	*	*	1509.9	*	*	1528.6	*	7	16	7
3	*	*	*	*	*	*	*	*	*	4	7	4
4	*	*	*	*	*	*	*	*	*	7	*	*
5	*	*		*	*		*	*		*	*	
All Grades										40	52	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	43.75	46.15	*	43.75	30.77	*	6.25	15.38	*	6.25	7.69	*	16	13
1	*	*	27.27	*	*	72.73	*	*	0.00	*	*	0.00	*	*	11
2	*	68.75	*	*	12.50	*	*	6.25	*	*	12.50	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	52.50	48.08	36.84	22.50	28.85	42.11	7.50	7.69	15.79	17.50	15.38	5.26	40	52	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	37.50	38.46	*	43.75	30.77	*	12.50	15.38	*	6.25	15.38	*	16	13
1	*	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11
2	*	68.75	*	*	6.25	*	*	12.50	*	*	12.50	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	62.50	50.00	42.11	5.00	25.00	26.32	10.00	11.54	23.68	22.50	13.46	7.89	40	52	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	37.50	15.38	*	25.00	76.92	*	31.25	7.69	*	6.25	0.00	*	16	13
1	*	*	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11
2	*	62.50	*	*	18.75	*	*	6.25	*	*	12.50	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	45.00	38.46	31.58	30.00	30.77	55.26	7.50	15.38	10.53	17.50	15.38	2.63	40	52	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	50.00	46.15	*	37.50	46.15	*	12.50	7.69	*	16	13
1	*	*	45.45	*	*	54.55	*	*	0.00	*	*	11
2	*	62.50	*	*	25.00	*	*	12.50	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	55.00	55.77	47.37	25.00	26.92	50.00	20.00	17.31	2.63	40	52	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	18.75	15.38	*	68.75	69.23	*	12.50	15.38	*	16	13
1	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
2	*	62.50	*	*	25.00	*	*	12.50	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	55.00	40.82	26.32	12.50	46.94	57.89	32.50	12.24	15.79	40	49	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	6.25	15.38	*	81.25	76.92	*	12.50	7.69	*	16	13
1	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
2	*	56.25	*	*	31.25	*	*	12.50	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	35.00	34.62	39.47	50.00	48.08	55.26	15.00	17.31	5.26	40	52	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	50.00	92.31	*	37.50	7.69	*	12.50	0.00	*	16	13
1	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
2	*	62.50	*	*	25.00	*	*	12.50	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	47.50	42.86	55.26	37.50	44.90	44.74	15.00	12.24	0.00	40	49	38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
625	**7.5**	**8.0**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Russell Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	8.0
Foster Youth		
Homeless	2	0.3
Socioeconomically Disadvantaged	47	7.5
Students with Disabilities	78	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian	3	0.5
Asian	254	40.6
Filipino	19	3.0
Hispanic	66	10.6
Two or More Races	60	9.6
Pacific Islander		
White	220	35.2

Conclusions based on this data:

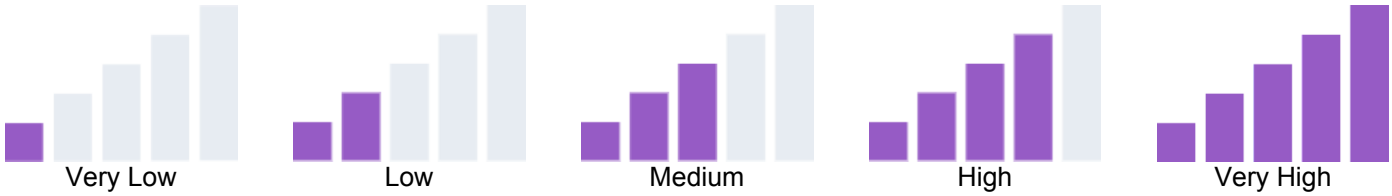
1. Student Groups of Asian (40%) and White (36%) students at Russell Ranch Elementary School are disproportionate compared to other races.
2. Russell Ranch Elementary School has a significantly low homeless student group (0.2%) and socioeconomically disadvantaged group (5.8%).

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: Medium	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

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

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

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	1	4

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
77.4 points above standard	76.9 points above standard	0 Students
334 Students	40 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	High
	36.0 points above standard	17.0 points above standard
	21 Students	42 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Level 1 Student	Very High 107.8 points above standard 131 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 57.4 points above standard 28 Students	Very High 57.8 points above standard 36 Students		Very High 53.9 points above standard 132 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
28.7 points below standard	117.0 points above standard	71.6 points above standard
11 Students	29 Students	264 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

Very Low	Low	Medium	High	Very High
0	0	0	1	4

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Very High
70.1 points above standard
331 Students

English Learners

Very High
84.4 points above standard
37 Students

Foster Youth

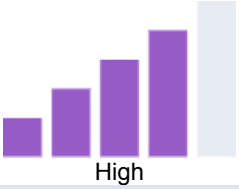
No Performance Level
0 Students

Homeless

Socioeconomically Disadvantaged

No Performance Level
26.7 points above standard
21 Students

Students with Disabilities



High
18.2 points above standard
39 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 1 Student	 Very High 101.5 points above standard 129 Students	 No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Level 52.3 points above standard 28 Students	 Very High 53.5 points above standard 35 Students		 Very High 46.8 points above standard 132 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	106.7 points above standard 29 Students	62.3 points above standard 264 Students

Conclusions based on this data:

1. 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.
2. The overall performance for all students remains above standard (70.1 points above). This information validates the intensive and intentional instruction taking place throughout our school.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
64.7 making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.9%	29.4%	5.9%	58.8%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
1	3	3	0	0

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.

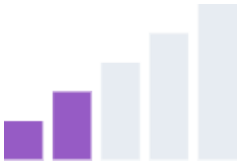
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
9.7% Chronically Absent	7.8% Chronically Absent	Less than 11 Students
663 Students	77 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	19.6% Chronically Absent	23.8% Chronically Absent
2 Students	56 Students	105 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	7% Chronically Absent	8.7% Chronically Absent
5 Students	3 Students	272 Students	23 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	Medium		High
16.4% Chronically Absent	6.3% Chronically Absent		12.2% Chronically Absent
67 Students	64 Students		229 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.3% suspended at least one day	0% suspended at least one day	Less than 11 Students
672 Students	77 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Low
Less than 11 Students	0% suspended at least one day	0.9% suspended at least one day
2 Students	58 Students	106 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
5 Students	3 Students	274 Students	24 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Medium		Very Low
0% suspended at least one day	1.5% suspended at least one day		0.4% suspended at least one day
69 Students	65 Students		232 Students

Conclusions based on this data:

1. We will look continually at disproportionality as it relates to suspension or discipline practices.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Curriculum and Instruction

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to a 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

School Goals: High quality instruction with common core standards-based instruction; students will have access to a curriculum that promotes college and career readiness and options.
1.3 - All students, including EL, must have access to a 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 (including interventions and RtI) 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)

All students grade K - 5

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher to support students not meeting standards.
9337	Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students grades K- 5

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)

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, Common Planning Time (CPT)

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 and CPT

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

BIA supports for EL students / teachers.

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)
4556	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA) to support EL student needs and access to curriculum
1633	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All student K-5

Strategy/Activity

Increasing school access with staff to support student achievement.

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)
2976	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elem School Clerk: Increased hours
1106	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Elem School Elem,
1100	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Asst.
395	LCFF - Supplemental 3000-3999: Employee Benefits

	Benefits for Health Assistant
2575	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
954	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Parent Coordinator

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

K-5

Strategy/Activity

Instructional assistant to support primary classroom teachers with literacy and math.

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)
2171	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional
811	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Paraprofessional

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional materials and supplies (technology) to support student learning.

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)
469	LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials/supplies including technology

Annual Review

SPSA Year Reviewed: 2022-23

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 Bilingual Instructional Assistant (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.

Goal Subject

Parent and Student Engagement

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

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

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, K-5

Strategy/Activity

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

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)
2975	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk
1106	LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk
1100	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
395	LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, K-5

Strategy/Activity

SEL (including adult SEL as well), 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)	Source(s)
468	LCFF - Supplemental 4000-4999: Books And Supplies 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

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)
2575	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications
953	LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits
4555	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA)
1633	LCFF - Supplemental 3000-3999: Employee Benefits BIA Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, K-5

Strategy/Activity

Offer more intervention programs before or after school.
Provide additional programs and support to Long Term English Learners (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)	Source(s)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Provide additional interventions and services during the school year as student academic needs are determined.

9336	Learning Recovery 3000-3999: Employee Benefits
2171	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para-educator (K-2)
811	LCFF - Supplemental 3000-3999: Employee Benefits Para-educator (K-2) Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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, community, and students 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.

Goal Subject

High Quality Instruction

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K-12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LETRS Training	Ongoing training and implementation - 2-year plan	Increased teaching of reading strategies; individualization, and identification towards targeted goals and standards

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)	Source(s)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher
9336	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits
4554	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA)
1633	LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant
2171	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para Educator
810	LCFF - Supplemental 3000-3999: Employee Benefits Para Educator Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, K-5

Strategy/Activity

Professional Development Trainings / district and outside offerings

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)
468	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries materials and time needed; release time; training and workshops

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

Support a culturally responsive and welcoming school environment.

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)
2975	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk
1106	LCFF - Supplemental 3000-3999: Employee Benefits Elementary School Clerk Benefits
1100	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
394	LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits
2575	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
953	LCFF - Supplemental

	3000-3999: Employee Benefits Parent Coordinator Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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 the classroom teachers 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.

Goal Subject

Monitor student progress with formative and summative assessments.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

4.3 All students, including English Learners (EL), must have access to a curriculum that is aligned with state standards and access to related field trips and/or experiential learning.
4.5 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

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

Annual Measurable Outcomes

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

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, K-5

Strategy/Activity

Parent outreach and school communication methods during the school day and beyond.

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)
2574	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
953	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Benefits
2975	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk
1106	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Elementary School Clerk Benefits
1100	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
394	LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits

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 Student by Name (ESBN) Meetings - 3x/year: Professional conversation via release time with agenda to discuss every student by grade level - looking at the whole child (academically, emotionally, socially, and behaviorally).

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 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, K-5

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)
23817	Learning Recovery 0001-0999: Unrestricted: Locally Defined Intervention Teacher
9336	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits
4555	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant (BIA)
1632	LCFF - Supplemental 3000-3999: Employee Benefits BIA
2170	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional
810	LCFF - Supplemental 3000-3999: Employee Benefits Parprofessional Benefits
468	LCFF - Supplemental 4000-4999: Books And Supplies Instructional Supplies

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Continue goal focus to support teaching and learning.

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 noted at this time.

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

Continue goal focus to support teaching and learning.

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$207,577.00

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	$74,964.00
Learning Recovery	$132,613.00

Subtotal of state or local funds included for this school: $207,577.00

Total of federal, state, and/or local funds for this school: $207,577.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	74,964	0.00
Learning Recovery	132,613	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	74,964.00
Learning Recovery	132,613.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	23,817.00
1000-1999: Certificated Personnel Salaries	73,025.00
2000-2999: Classified Personnel Salaries	54,456.00
3000-3999: Employee Benefits	54,874.00
4000-4999: Books And Supplies	1,405.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,574.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	54,456.00
3000-3999: Employee Benefits	LCFF - Supplemental	17,529.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,405.00
0001-0999: Unrestricted: Locally Defined	Learning Recovery	23,817.00

1000-1999: Certificated Personnel Salaries	Learning Recovery	71,451.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,900.00
Goal 2	51,895.00
Goal 3	51,892.00
Goal 4	51,890.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

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

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Christina Abshire	Classroom Teacher
Erin Folk	Parent or Community Member
Swee Lin Foo	Parent or Community Member
Jason Dupree	Principal
Kim Cacioppo	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 8/25/2023.

Attested:

	Principal, Jason Dupree on 8/25/23
	SSC Chairperson, Christina Abshire on 8/25/23

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.

Educational Partner 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.

Educational Partner 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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 School
375 Dry Creek Road
Folsom, Ca 95630
(916) 294-2430

NOTICE OF SCHOOL English Language Advisory Committee

OPEN TO THE PUBLIC

DATE: Friday Aug 25, 2023

TIME: 3:00PM

PLACE : Russell Ranch Office - Conference Room

Published Agenda:

Welcome/Introductions
Review/Approval of School Site Plan (SPSA)
Review Meeting Dates

Russell Ranch Elementary School

ELAC Meeting Minutes

August 25, 2023

- Welcome and introductions: Meeting was held at Russell Ranch Elementary. Members present: Noelle Quaglia, Lindsay Anderson (via Zoom), Kim Cacioppo, Erin Folk, Kim Harter, Suzanne Adler, Christina Abshire, Amanda McBee, Jason Dupree. Swee Lin Foo was absent.

- Review of 23-24 SPSA: Time for questions, comments, clarifications - Approval of plan: Christina Abshire made a motion to approve the SPSA as written. Erin Folk seconded the motion. All members approved the motion.

- Next meeting will be held Monday, October 16, 2023.

- Meeting was adjourned at 3:35.

ELAC Meeting Sign-in Sheet
Aug 25, 2023
3:00

1. Noelle Quaglia
2. Kim Cacioppo
3. Erin Folk
4. Swee Lin Foo
5. Christine Abshire
6. Jason Dupree

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 8/25/2023.

Attested:

Principal, Jason Dupree on 8/25/23

SSC Chairperson, Christina Abshire on 8/25/23

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: Friday Aug 25, 2023

TIME: 3:00PM

PLACE : Russell Ranch Office - Conference Room

Published Agenda:

Welcome/Introductions
Review/Approval of School Site Plan (SPSA)
Review Meeting Dates

Russell Ranch Elementary School

SSC Meeting Minutes

August 25, 2023

- Welcome and introductions: Meeting was held at Russell Ranch Elementary. Members present: Noelle Quaglia, Lindsay Anderson (via Zoom), Kim Cacioppo, Erin Folk, Kim Harter, Suzanne Adler, Christina Abshire, Amanda McBee, Jason Dupree. Swee Lin Foo was absent.

- Review of 23-24 SPSA: Time for questions, comments, clarifications - Approval of plan: Christina Abshire made a motion to approve the SPSA as written. Erin Folk seconded the motion. All members approved the motion.

- Next meeting will be held Monday, October 16, 2023.

- Meeting was adjourned at 3:35.

Site Council Meeting Sign-in Sheet
Aug 25, 2023
3:00

1. Noelle Quaglia
2. Lindsay Anderson — Via Zoom
3. Kim Cacioppo — K. Cacioppo
4. Erin Folk
5. Swee Lin Foo
6. Kim Harter
7. Suzanne Adler
8. Christine Abshire
9. Amanda McBee
10. Jason Dupree