

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Russell Ranch Elementary School
Address	375 Dry Creek Road Folsom, CA 95630
County-District-School (CDS) Code	34673300113621
Principal	Joanie Cunningham
District Name	Folsom Cordova Unified School District
SPSA Revision Date	September 25, 2018
Schoolsite Council (SSC) Approval Date	September 25, 2018
Local Board Approval Date	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School & Community Profile 4
- Stakeholder Engagement 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - CELDT Results 13
 - Equity Report 17
 - Status and Change Report..... 18
 - Detailed Report 21
 - Student Group Report 23
- Goals, Strategies, & Proposed Expenditures..... 24
 - Goal 1..... 24
 - Goal 2..... 27
 - Goal 3..... 30
 - Goal 4..... 32
- Annual Review and Update 35
 - Goal 1..... 35
 - Goal 2..... 37
 - Goal 3..... 40
 - Goal 4..... 42
- Budget Summary and Consolidation 44
 - Budget Summary 44
 - Allocations by Funding Source..... 44
 - Expenditures by Funding Source 45
 - Expenditures by Budget Reference 46
 - Expenditures by Budget Reference and Funding Source 47
 - Expenditures by Goal..... 48
- School Site Council Membership 49
- English Learner Advisory Committee (ELAC)..... 50
- Recommendations and Assurances 51
- Addendum..... 52
 - Instructions: Linked Table of Contents..... 52
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 55

School Vision and Mission

RUSSELL RANCH VISION STATEMENT / MISSION STATEMENT

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

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

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

School & Community Profile

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

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

In the spring of 2018, Russell Ranch received a grant of \$20,000 through the State of California's Scholar-Dollars program. Those monies will be helping to convert our old computer lab into an incredible Innovation Station / Maker's Space / STEM lab. The Innovation Station will include two 3-D printers, a magnetic whiteboard planning area, interactive Lego wall, 70" mounted TV, storage, project space, modular furniture designed for group and individual work and ergonomic and mobile seating options throughout the space. The projects, curriculum and lesson plans will be sponsored by each grade level as we adhere to NGSS and core curriculum support materials. This space will be a constant work in motion, allowing for exploration, creativity, processing and design.

Stakeholder Engagement

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 SPSA. Our School Site Council is comprised of staff and parent representatives, working toward a common goal of student achievement. We hold meetings at least four times a year to review, connect and re-evaluated site practices while making plans for improvement. Our previous SPSA is shared and reviewed at our first meeting, allowing for a better glimpse as to where we've been and where we're going as a school. As a Site Council, we also ensure that our mission and goals support and align with the FCUSD LCAP.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	%	%	5		
African American	1.6%	%	%	11		
Asian	29.8%	%	%	200		
Filipino	3.1%	%	%	21		
Hispanic/Latino	8.9%	%	%	60		
Pacific Islander	0.2%	%	%	1		
White	51.2%	%	%	344		
Multiple/No Response	4.3%	%	%	29		
Total Enrollment				672		

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	82		
Grade 1	95		
Grade 2	106		
Grade3	129		
Grade 4	135		
Grade 5	125		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
Total Enrollment	672		

Conclusions based on this data:

1. Based on this data, Russell Ranch continues to have consistent enrollment of close to if not over, 650 students.

2. We serve preschool - grade 5 students, in a growing community with building and construction taking place. Many new housing developments (single family and apartments) contribute to our steady enrollment of over 650 students each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				9.4%		
Fluent English Proficient	90			13.4%		
Reclassified Fluent English Proficient	14			20.0%		

Conclusions based on this data:

1. Russell Ranch students and staff work with our allocated site BIA to support language learners at all levels throughout our campus, focusing on support in ELA and Math.
2. Although a small percentage of our overall students identify as EL, we still incorporate many EL strategies and learning techniques in our curriculum that are beneficial to all learners as well.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

Conclusions based on this data:

1. Russell Ranch's overall ELA achievement grew with current supports and interventions in place; instruction and assessment overall is strong.
Overall ELA assessment % Standard Exceeded grew from 61% (16-17) to 65% (17-18).
2. Our area of "relative" weakness remains in Listening as it went from only 48% to 49% above standard.
3. Research/Inquiry rose significantly from 50% to 66% Above Standard, along with Writing as it went from 64% to 71% Above Standard. We attribute that rise in consistent and thorough SIPPS instruction with Benchmark to build upon the foundational skills necessary.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	54.13	60.58	50	43.12	33.65	7	2.75	5.77
Grade 4	50	55.97	66.00	43	37.31	30.00	7	6.72	4.00
Grade 5	48	60.00	52.99	39	33.33	41.79	12	6.67	5.22
All Grades	47	56.88	59.17	44	37.57	35.80	9	5.56	5.03

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

Conclusions based on this data:

1. 3rd grade 16-17 = 93% Above Standard; 17-18 = 91% Above Standard (went down)
4th grade 16-17 = 82% Above Standard; 17-18 = 87% Above Standard (went up)
5th grade 16-17 = 79% Above Standard; 17-18 = 82% Above Standard (went up)
2. Russell Ranch's overall MATH achievement grew with current supports and interventions in place; instruction and assessment overall is strong.
3. Math areas of relative weakness will be areas of focus for the 18-19 school year, (concepts and procedures for 4th and 5th; Problem Solving and Modeling/Data for 3rd).

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1. As CELDT transitions to ELPAC, we need to be aware of the resources available through FCUSD, Benchmark Advance, Rtl, BIA supports and best practices for integrated and designated ELD instruction.
2. As a school, we need to aware of ELPAC data, school wide, each grade level and in each class, while driving our curricular needs and targeting students for strategic supports.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
1	21	17		47	50		16	25		11	8		5		
2	10	14		20	36		60	29			7		10	14	
3				46	38		38	63		8			8		
4	29	17		43	17		29	67							
5	***			***	***		***	***							
Total	15	12		40	40		33	40		6	5		6	5	

Conclusions based on this data:

1. As CELDT transitions to ELPAC, we need to be aware of the resources available through FCUSD, Benchmark Advance, Rtl, BIA supports and best practices for integrated and designated ELD instruction.
2. As a school, we need to aware of ELPAC data, school wide, each grade level and in each class, while driving our curricular needs and targeting students for strategic supports.

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	6			25	27		50	36		6	9		13	27	
1	26	20		43	47		13	27		13	7		4		
2	18	22		18	33		55	22			6		9	17	
3	19			38	40		31	50		6			6	10	
4	30	25		50	25		20	50							
5	***			***	***		***	***							
Total	20	14		35	37		32	34		6	5		6	11	

Conclusions based on this data:

1. As CELDT transitions to ELPAC, we need to be aware of the resources available through FCUSD, Benchmark Advance, Rtl, BIA supports and best practices for integrated and designated ELD instruction.
2. As a school, we need to aware of ELPAC data, school wide, each grade level and in each class, while driving our curricular needs and targeting students for strategic supports.

School and Student Performance Data

ELPAC Results

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Subgroup data in both ELA and Math support that EL progress is critical and imperative to academic gains and successes.
2. Focus and depth in PBIS throughout our campus will help to sustain our low suspensions and involved rehabilitation practices; Student and Staff Social and Emotional Learning will be of focus as we learn how to help and support ongoing needs.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. Russell Ranch's overall attendance rate was 95.4%, just under the expected 96% district goal. A focus on preschool and Kindergarten attendance will be given as the data indicates those are the areas of concern.
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/or truancy will continue to be monitored and tracked through Truancy Hunter.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. RR maintained a low suspension rate for 17-18 school year with a total of 1 suspension.
2. We will continue implement and support strong PBIS practices to encourage problem solving and de-escalation strategies schoolwide. A focus of student connectedness will be in place as well as we ensure each student has 2-3 adults on campus they can count on or feels that support them.
3. RR will look continually at disproportionality as it relates to suspension or discipline practices.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

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

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. A continued focus on ELA high quality instruction and best practices through Benchmark / Benchmark Advance will continue throughout the school year in grades K-5.
2. A continued focus on Math high quality instruction and best practices through Envision will continue throughout the school year in grades K-5.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. Russell Ranch will continue to focus on proactive supports, lending to a continued low suspension rate throughout the school year.
2. Additional analysis of PBIS and student connectedness will take place in grades K-5.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- Russell Ranch will continue to place an emphasis on high quality instruction throughout our academics with fidelity to our adopted curriculum aligned with common core.

Goals, Strategies, & Proposed Expenditures

Goal 1

Statement

Curriculum and Instruction

Goal Description

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

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

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

LCAP Goal

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

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

1.2 Maintain schools in good repair.

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

Basis for this Goal

State, district, and school assessments, (including CAASPP, ELPAC, iReady, etc.)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
credential audit	100%	maintain 100%
Williams Act facilities audit	100%	maintain 100%
Williams Act instructional materials audit	100%	maintain 100%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

Kindergarten through 5th grade students

Timeline

ongoing 2018-2019

Person(s) Responsible

Principal, Intervention Teacher, Classroom Teachers, Support Personnel, Office of C & I

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for PD and training, on and off campus

Strategy/Activity 2

Rtl at Work Institute (LCAP 4)

Students to be Served by this Strategy/Activity

All Students

Timeline

October 1-3, 2018

Person(s) Responsible

Joanie Cunningham

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	conference (travel, substitutes, registration)

Strategy/Activity 3

Scheduled PLC / Staff Meetings (LCAP 3.2)

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing 2018-2019

Person(s) Responsible

Admin / Staff

Proposed Expenditures for this Strategy/Activity

Description	Collaboration and PD time provided through staff meetings
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Strategy/Activity 4

Intervention Teacher Supports (LCAP Goals: 4.1, 3.1, 1.3)

Students to be Served by this Strategy/Activity

Timeline

ongoing

Person(s) Responsible

Administrator and Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	provide data driven analysis of grade level and individual performance
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide additional interventions and services during the school year as student academic needs are determined
Amount	3720
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 5

BIA supports for EL students / teachers (LCAP Goal 1.3)

Students to be Served by this Strategy/Activity

Timeline

ongoing 2018-2019

Person(s) Responsible

Admin / BIA

Proposed Expenditures for this Strategy/Activity

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Assist teachers in EL student needs and access to curriculum

Goals, Strategies, & Proposed Expenditures

Goal 2

Statement

Parent and Student Engagement

Goal Description

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

LCAP Goal

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

2.1 Increase student attendance rates and reduce chronic absences.

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

2.3 Decrease 8th grade dropout rates.

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

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

2.6 Increase community partnerships that support student learning.

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

Basis for this Goal

Attendance rates, suspension rates and parent / student communication surveys

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rate	2017-2018 Attendance rate = 95.44%	Reach 96% or higher
Suspension rate	2017-2018 Suspension rate = 0.06%	Reach 100%
Parent / Student communication surveys	3 surveys a year	Increase connectedness with parents and students

Planned Strategies/Activities

Strategy/Activity 1

Parent communication/education throughout school year about importance of attendance

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, teachers, office staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

PBIS school wide, Second Step Curriculum, Student Connectedness project

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	incentives, posters, motivational visuals

Strategy/Activity 3

Parent and Student Connectedness surveys

Students to be Served by this Strategy/Activity

all students

Timeline

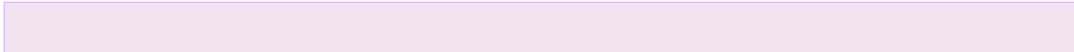
ongoing 2018-2019

Person(s) Responsible

Principal, parent coordinator, staff, students and parents

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications



Strategy/Activity 4

Offer more intervention programs
Provide additional programs and support to LTELS and high need students

Students to be Served by this Strategy/Activity

all students

Timeline

ongoing 2018-2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Amount 19190

Source LCFF - Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Provide additional interventions and services during the school year as student academic needs are determined

Amount 3720

Source LCFF - Supplemental

Budget Reference 3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Statement

High Quality Instruction

Goal Description

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

LCAP Goal

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

Basis for this Goal

Summative District Math Assessments, informal and formal classroom assessments, benchmarks, etc.

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

EL students, K-5

Timeline

ongoing 2018-2019

Person(s) Responsible

Principal, program monitor, site BIA, staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Additional materials or supports

Strategy/Activity 2

Professional Development Trainings

Students to be Served by this Strategy/Activity

all students

Timeline

on going 2018-2019

Person(s) Responsible

Principal, staff, office of C & I

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	materials and time needed

Goals, Strategies, & Proposed Expenditures

Goal 4

Statement

Monitor student progress with formative and summative assessments

Goal Description

1.3 All students, including English Learners (EL), must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning
1.5 Ensure all EL students have access to research-based EL instructional strategies to improve achievement
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.

LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Basis for this Goal

State and local assessments including: CAASPP, ELPAC, ECBN, iReady, SIPPS,

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Parent outreach and school communication

Students to be Served by this Strategy/Activity

all students

Timeline

ongoing 2018 - 2019

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Source

LCFF - Supplemental

Budget Reference

None Specified

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

all students

Timeline

ongoing 2018 - 2019

Person(s) Responsible

Elena Cabrera, Principal and Staff

Proposed Expenditures for this Strategy/Activity

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

release time for collaboration

Strategy/Activity 3

Schoolwide Rtl and Planning

Students to be Served by this Strategy/Activity

all students as needed

Timeline

2018 - 2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

all students

Timeline

2018 - 2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 19190	
		3000-3999: Employee Benefits LCFF - Supplemental 3720	
BIA supports for EL students / teachers (LCAP Goal 1.3)		Assist teachers in EL student needs and access to curriculum 2000-2999: Classified Personnel Salaries	

Analysis

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

Overall implementation of Professional Development was effective and spiraled throughout the school year. We focused on PLCs; learning and teaching from district supports, along with engaging work on site.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Professional learning continues to be evident as teachers are better prepared for delivery of high quality instruction. Their analysis of best practices and data are implemented, resulting in improvement in grade levels and subject matter.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

These can be found in Goal 3 and 4.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

1.3 - All students, including EL must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning.
 4.3 - Ensure English Learners make yearly progress.
 District Goal 1: Student achievement and Success
 School Goals: High quality direct instruction in ELD supports / BIA implementation

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extended Day Interventions		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
Provide Teacher Trainings (PD)		Lead Teachers	
Parent outreach and school communication		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 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4729	
		3000-3999: Employee Benefits LCFF - Supplemental 1616	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration</p>		<p>Instructional Aides for direct student support and intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8958</p> <p>Program monitoring & collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental</p> <p>3000-3999: Employee Benefits LCFF - Supplemental 959</p>	
<p>Offer more intervention programs Provide additional programs and support to LTELS and high need students</p>		<p>Provide additional interventions and services during the school year as student academic needs are determined</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 19190</p> <p>3000-3999: Employee Benefits LCFF - Supplemental 3720</p>	

Analysis

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

Professional development and increased parent/school communication were implemented throughout the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Increased parent/school communication allows for transparent sharing of information and a better feeling of connectedness. Multiple measures of communication (written, electronically, verbally, consistently, with urgency/priority) proved increased attendance at events, better preparedness and less questions of disconnect school wide.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

Goal 1 & 2

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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

4.2 Ensure students are meeting grade level standards in math (K-5)

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extended Day Interventions		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
Professional Development Trainings		Lead Teachers 1000-1999: Certificated Personnel Salaries	
Extended Day Interventions / Supports		school staff, intervention teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 19190	
		Offer more intervention programs Provide additional programs and support to LTELS and high need students 3000-3999: Employee Benefits LCFF - Supplemental 3720	

Analysis

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

Intervention supports, both during the instructional day and afterward were implemented in grades K - 5.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Assistance and supports from our site intervention teacher (working with teachers and students) proved to provide necessary supports throughout grades K - 5. Individual learning goals aligned with core curriculum, progress monitoring and ongoing conversation/feedback regarding student progress all contributed to the success of this goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

Goal 4

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

1.3 All students, including English Learners (EL), must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning
 1.5 Ensure all EL students have access to research-based EL instructional strategies to improve achievement
 4.3 Ensure English Learners make yearly progress.
 4.4 Ensure Special Education students make yearly progress.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent outreach and school communication		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 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1931	
		3000-3999: Employee Benefits LCFF - Supplemental 660	
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.		Supplemental Instructional Aide support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3659	
		Program monitoring & collaboration 1000-1999: Certificated Personnel	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries LCFF - Supplemental	
		3000-3999: Employee Benefits LCFF - Supplemental 392	
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities		Student scholarships for instructional activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 1578	
Offer more intervention programs Provide additional programs and support to LTELS and high need students		Provide additional interventions and services during the school year as student academic needs are determined 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 19190	
		3000-3999: Employee Benefits LCFF - Supplemental 3720	

Analysis

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

BIA and strategic instruction helped to support designated and integrated ELD supports.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our EL population continues to make growth throughout math and ELA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

ELPAC requirements have allowed us to adjust and adhere to new material. We're happy to be testing our own students at the site level as we can hone in to address our EL needs and priorities. Goal 3 and 4.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	116,122	75,992.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	40,130.00
None Specified	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,690.00
3000-3999: Employee Benefits	7,440.00
None Specified	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,190.00
3000-3999: Employee Benefits	LCFF - Supplemental	7,440.00
None Specified	LCFF - Supplemental	8,500.00
1000-1999: Certificated Personnel Salaries	None Specified	1,500.00

Expenditures by Goal

Goal Number	Amount
Goal 1	15,720.00
Goal 2	23,910.00
Goal 3	2,000.00

School Site Council Membership

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

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

Name of Members	Role
Joanie Cunningham	Principal
Michelle MacDonald	Classroom Teacher
Christina Abshire	Classroom Teacher
Lisa Mahoney	Classroom Teacher
Amanda McBee	Other School Staff
Ken Scoggins	Parent or Community Member
Chandra Konduru	Parent or Community Member
Lance Parks	Parent or Community Member
Bob Hummel	Parent or Community Member
Stacy Hendrickson	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Christina Abshire	Classroom Teacher
Vera Chang	Parent or Community Member
Swee Linn Foo	Parent or Community Member
Joanie Cunningham	Principal
Lisa Mahoney	Classroom Teacher
Michelle MacDonald	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 9/25/18.

Attested:



Principal, Joanie Cunningham on 9/25/18



SSC Chairperson, Bob Hummel on 9/25/18

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Russell Ranch Elementary School

375 Dry Creek Road

Folsom, CA 95630

(916) 294-2430

NOTICE OF SCHOOL SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Tuesday September 25, 2018

TIME: 3:00 pm

PLACE: Russell Ranch Office - Conference Room

PUBLISHED AGENDA

- ✓ Welcome and reintroductions
- ✓ Review Minutes from Previous Meeting
- ✓ Approval of School Plan for Site Achievement
- ✓ Approval of Comprehensive School Safety Plan
- ✓ Review Meeting Dates - proposed February & April

Russell Ranch Elementary

Site Council Meeting Minutes for September 25, 2018 @3:00 pm

Members Present: Joanie Cunningham, Lisa Mahoney, Michelle MacDonald, Christina Abshire, Amanda McBee, Lance Parks, Chandra Konduru, Ken Scoggins, Bob Hummell, Stacy Hendrickson

Reviewed minutes from September 11, 2018 meeting: Lisa Mahoney moved to approve; Michelle MacDonald seconded. Motion carried.

Review, discussion and approval of School Plan for Site Achievement (SPSA)

- ✓ Why we need it
- ✓ What is recorded
- ✓ Where we get the data
- ✓ Each member was asked to review, ask questions and comment

Lance Parks moved to approve SPSA in its current status with necessary changes to be made and data and updated; Michelle MacDonald seconded. Motion carried.

Review, discussion and approval of Comprehensive School Safety Plan

- ✓ The Comprehensive School Safety Plan was explained to members, including how it is implemented, where to find the binder and information contained in the binder.
- ✓ Each member was asked to review, ask questions and comment

Stacy Hendrickson moved to approve the Comprehensive School Safety Plan; Ken Scoggins seconded. Motion carried.

Mrs. Cunningham let members know that Russell Ranch is moving toward a closed campus. A letter will be sent home to parents in the near future stating that parents are not allowed on campus during school hours to wait for children near classrooms. If you are volunteering and it has been prearranged with the teacher, you must sign in at the office and out when leaving. Parents waiting for student dismissal will be asked to wait away from classes and away from the center of campus.

Mrs. Cunningham reminded all members that even though our next scheduled meeting will not be until February, she is available at any time to discuss concerns. Members will be contacted in January with a date for the next meeting.

The meeting was adjourned at 3:44 PM.

Russell Ranch Elementary School

SCHOOL SITE COUNCIL MEETING SIGN IN SHEET

DATE: Tuesday, September 25, 2018

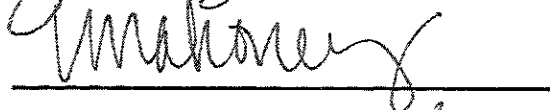
TIME: 3:00 pm

PLACE: Russell Ranch Conference Room

Joanie Cunningham



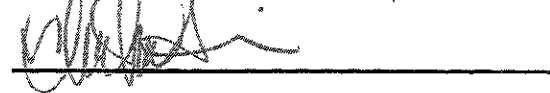
Lisa Mahoney



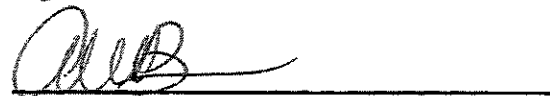
Michelle MacDonald



Christina Abshire



Amanda McBee



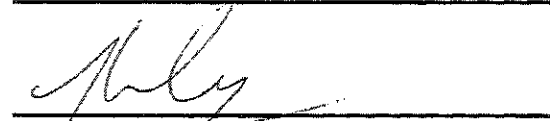
Lance Parks



Chandra Konduru



Ken Scoggins



Bob Hummel



Stacy Hendrickson

