School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Russell Ranch Elementary School	34673300113621	August 26, 2020	October 22, 2020

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Purpose and Description

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

Schoolwide Program

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

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

School Vision and Mission

RUSSELL RANCH 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 and talented teachers.

3. Communicating effectively with parents and students.

4. Developing students' self-esteem.

5. Promoting student success and responsibility.

6. Recognizing positive growth and accomplishments.

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

8. Promoting comprehensive individualized academic expectations, through Response to Instruction/Intervention (RtI) 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 Elementary School 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 Elementary School has the distinct pleasure of being a

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

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

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

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 needs and concerns of our community. Google Survey has provided 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.

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 supports in place to provide guidance, options and knowledge to better their teaching. Areas of need, strengths and growth are targeted throughout the school year, providing areas and suggestions for Professional Development (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 (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 such as i-Ready, Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), oral reading passages, phonics assessments, computerized reading 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.

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

Staff meets weekly 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 Child by Name (ECBN) meetings provide dedicated analysis time to allow for goal setting and smart goals individually for students, classrooms and grade levels. All assessment data is available in Illuminate, providing useful information for staff to support students throughout our campus 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 (i-Ready) and Professional Learning Communities (PLC's).

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

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

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

District and site level coaches are provided as needed and provide on-going support for staff. Professional Development Release days are provided for teachers to gain insight and deeper understanding in core curriculum. These PD days / collaborations center around curriculum delivery and needs analysis. Our site utilizes the support and expertise of an intervention specialist five days a week, who analyzes and supports MTSS implementation in grades K - 5. We also incorporate outside professionals 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 Child by Name meetings are conducted with the administration at least 3 times a year, in which SmartGoals are set, analyzed, created and modified with assessment data (formal and informal).

Teaching and Learning

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

State and research based materials are used to support instruction, with Common Core State Standards (CCSS) as the base of instruction. District adopted curriculum and other supports materials are used, i.e. SIPPS, i-Ready, Words their way, level-readers, Junior Great Books, Project Lead the Way science modules. 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 (NGSS) aligned curriculum has recently been adopted and will be implemented as well.

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

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

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

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

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

State and research materials are used to support instruction.

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

District services are provided. Parent volunteers, interventions by highly qualified teachers, and extended day opportunities are available. Russell Ranch 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. 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, also including PTA, Intel Corporation, Community donations and grant matching.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Russell Ranch Elementary School is proud to communicate in multiple ways to develop, review and gather input for our School Plan for Student Achievement (SPSA). Our School Site Council is comprised of staff and parent representatives, working toward a common goal of student achievement. We hold meetings at least four times a year to review, connect and re-evaluate 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 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-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 walk throughs, weekly staff meetings, leadership team meetings, grade level collaboration meetings, teacher/parent conferences, email, voicemail, weekly newsletters, FCUSD's Professional Development days, ECBN meetings, Superintendent's Communication Committee, Grade Level Leader meetings, family nights sponsored by PTA and Coffee and Chat with Mrs. Cunningham.

Resource Inequities

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

None identified at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.80%	0.48%	0.3%	5	3	2
African American	0.96%	0.96%	0.91%	6	6	6
Asian	34.45%	35.57%	36.36%	216	223	240
Filipino	2.55%	2.23%	1.67%	16	14	11
Hispanic/Latino	8.77%	9.89%	11.67%	55	62	77
Pacific Islander	0.16%	0.16%	0.15%	1	1	1
White	46.41%	43.22%	39.7%	291	271	262
Multiple/No Response	0.16%	0.16%	9.09%	1	1	1
			Total Enrollment	627	627	660

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	79	88	85
Grade 1	105	102	103
Grade 2	99	108	109
Grade3	108	109	121
Grade 4	101	112	116
Grade 5	135	108	126
Total Enrollment	627	627	660

Conclusions based on this data:

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

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

3. Please note: due to COVID-19, we are still in the Distance Learning model.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	35	46	61	5.6%	7.3%	9.2%
Fluent English Proficient (FEP)	114	106	85	18.2%	16.9%	12.9%
Reclassified Fluent English Proficient (RFEP)	5	7	0	13.5%	20.0%	0.0%

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 support in ELA and Math. Please note: due to COVID-19, we are still in the Distance Learning model.

2. Although a small percentage of our overall students identify as English Learner (EL), we still incorporate many EL strategies and learning techniques in our curriculum that are beneficial to all learners as well.

3. Continuous work and staff development with site BIA and classroom teachers to ensure that identified students have support and resources in all areas of our curriculum and school processes.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	109	106	111	109	104	111	109	104	111	100	98.1	100
Grade 4	135	102	111	134	100	110	134	100	110	99.3	98	99.1
Grade 5	135	135	107	135	134	107	135	134	107	100	99.3	100
All	379	343	329	378	338	328	378	338	328	99.7	98.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2500.	2513.	2517.	59.63	64.42	69.37	24.77	24.04	18.92	11.93	10.58	7.21	3.67	0.96	4.50
Grade 4	2548.	2559.	2565.	61.94	65.00	72.73	23.88	23.00	15.45	7.46	10.00	8.18	6.72	2.00	3.64
Grade 5	2579.	2591.	2588.	50.37	58.21	61.68	33.33	29.10	29.91	11.85	8.96	1.87	4.44	3.73	6.54
All Grades	N/A	N/A	N/A	57.14	62.13	67.99	27.51	25.74	21.34	10.32	9.76	5.79	5.03	2.37	4.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.80	55.77	61.26	33.94	42.31	31.53	8.26	1.92	7.21
Grade 4	55.22	55.00	66.36	41.04	43.00	30.00	3.73	2.00	3.64
Grade 5	53.33	59.70	57.01	39.26	31.34	33.64	7.41	8.96	9.35
All Grades	55.29	57.10	61.59	38.36	38.17	31.71	6.35	4.73	6.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64.22	57.69	65.77	33.03	37.50	29.73	2.75	4.81	4.50
Grade 4	56.72	69.00	62.73	36.57	26.00	31.82	6.72	5.00	5.45
Grade 5	58.52	74.63	66.36	35.56	19.40	28.97	5.93	5.97	4.67
All Grades	59.52	67.75	64.94	35.19	26.92	30.18	5.29	5.33	4.88

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	48.62	50.96	43.24	47.71	47.12	50.45	3.67	1.92	6.31
Grade 4	41.04	48.00	50.91	53.73	50.00	46.36	5.22	2.00	2.73
Grade 5	40.00	40.30	36.45	57.04	57.46	55.14	2.96	2.24	8.41
All Grades	42.86	45.86	43.60	53.17	52.07	50.61	3.97	2.07	5.79

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	48.62	65.38	64.86	44.95	31.73	26.13	6.42	2.88	9.01
Grade 4	55.97	65.00	57.27	38.06	30.00	39.09	5.97	5.00	3.64
Grade 5	53.33	55.97	67.29	40.74	39.55	27.10	5.93	4.48	5.61
All Grades	52.91	61.54	63.11	41.01	34.32	30.79	6.08	4.14	6.10

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 is strong.
Overall ELA assessment percentage Standard Exceeded maintained a strong 62% (18-19), aligned with 65% (17-18). 89% of students tested met achievement standards; we only had 11% of all students tested (18-19) not meeting achievement standard. Please note: due to COVID-19, we are still in the Distance Learning model.

2. Our area of "relative" weakness is in Listening, which is at approximately 44% score above standard, 50% near standard and 6% below standard.

3. Writing remains a strong component as results show 62% of students above standard (30 near standard and 5% below standard). We attribute that rise in consistent, dedicated and thorough SIPPS instruction with Benchmark to build upon the foundational skills necessary.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	109	106	111	109	104	111	109	104	111	100	98.1	100
Grade 4	135	102	111	134	100	110	134	100	110	99.3	98	99.1
Grade 5	135	135	107	135	134	107	135	134	107	100	99.3	100
All Grades	379	343	329	378	338	328	378	338	328	99.7	98.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2515.	2519.	2517.	57.80	62.50	57.66	34.86	28.85	30.63	6.42	5.77	6.31	0.92	2.88	5.41
Grade 4	2548.	2557.	2559.	52.24	64.00	53.64	29.85	24.00	34.55	15.67	10.00	11.82	2.24	2.00	0.00
Grade 5	2588.	2590.	2592.	59.26	61.19	68.22	20.00	20.90	10.28	14.07	13.43	16.82	6.67	4.48	4.67
All Grades	N/A	N/A	N/A	56.35	62.43	59.76	27.78	24.26	25.30	12.43	10.06	11.59	3.44	3.25	3.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	81.65	79.81	79.28	16.51	15.38	12.61	1.83	4.81	8.11
Grade 4	66.42	74.00	76.36	23.88	23.00	20.00	9.70	3.00	3.64
Grade 5	63.70	64.18	71.03	21.48	27.61	20.56	14.81	8.21	8.41
All Grades	69.84	71.89	75.61	20.90	22.49	17.68	9.26	5.62	6.71

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.13	60.58	57.66	43.12	33.65	36.04	2.75	5.77	6.31
Grade 4	55.97	66.00	57.27	37.31	30.00	38.18	6.72	4.00	4.55
Grade 5	60.00	52.99	57.01	33.33	41.79	37.38	6.67	5.22	5.61
All Grades	56.88	59.17	57.32	37.57	35.80	37.20	5.56	5.03	5.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66.97	69.23	69.37	29.36	27.88	27.03	3.67	2.88	3.60
Grade 4	58.21	70.00	65.45	37.31	25.00	31.82	4.48	5.00	2.73
Grade 5	52.59	53.73	59.81	40.74	41.79	34.58	6.67	4.48	5.61
All Grades	58.73	63.31	64.94	36.24	32.54	31.10	5.03	4.14	3.96

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 is strong.
Overall MATH assessment percentage Standard Exceeded maintained a strong 85% (18-19) at meeting achievement standards (15% did not meet achievement standards). Please note: due to COVID-19, we are still in the Distance Learning model.

2. Russell Ranch Elementary School's overall MATH achievement remains 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 19-20 school year, (Problem Solving and Modeling/Data) as 58% of students tested were above standard, 37% were near standard and 6% were below standard.

School and Student Performance Data

ELPAC Results

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	10
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	7
Grade 5		*		*		*		*
All Grades							18	40

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
All Grades	61.11	52.50	*	22.50		7.50	*	17.50	18	40

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
All Grades	61.11	62.50	*	5.00	*	10.00	*	22.50	18	40

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	66.67	55.00	*	25.00	*	20.00	18	40

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	61.11	55.00	*	12.50	*	32.50	18	40

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	61.11	35.00	*	50.00	*	15.00	18	40

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	61.11	47.50	*	37.50	*	15.00	18	40

Conclusions based on this data:

1. Russell Ranch Elementary School EL students' overall language score was 61.11%, Level 4 - Well Developed.

2. We continue to instructionally support our EL students and see the reclassifications consistently taking place, resulting in many students Reclassification Fluent English Proficient (RFEP).

3. Please note: due to COVID-19, we are still in the Distance Learning model.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
627	**5.6**	**7.3**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	46	7.3
Socioeconomically Disadvantaged	35	5.6
Students with Disabilities	71	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.0
American Indian	3	0.5
Asian	223	35.6
Filipino	14	2.2
Hispanic	62	9.9
Two or More Races	46	7.3
Pacific Islander	1	0.2
White	271	43.2

Conclusions based on this data:

1. Student Groups of Asian and White students at Russell Ranch Elementary School are disproportionate compared to other races.

2. Russell Ranch Elementary School has a significantly low homeless student group 0.6% and socioeconomically disadvantaged group 7.0%.

3. Please note due to COVID-19, we are still in the Distance Learning model.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Subgroup data in both English Language Arts (ELA) and Math supports that EL progress is critical and imperative to academic gains and successes.

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

3. Please note: due to COVID-19, we are still in the Distance Learning model.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	3

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
88.4 points above standard	76 points above standard	0 Students
Maintained ++2.8 points	Increased ++9.7 points	
326	50	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Green
0 Students	39.8 points above standard	26.5 points above standard
	Declined -5.1 points	Maintained ++2.5 points
	19	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	103.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Maintained -1.5 points	
5	2	127	8

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Blue
42.5 points above standard	72 points above standard	0 Students	85.1 points above standard
Declined -3.3 points	Declined Significantly -51.9 points		Increased ++14.5 points
31	17		135

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3.2 points below standard	106.8 points above standard	82 points above standard
Maintained -1.1 points	Increased Significantly ++19.4 points	Maintained -1 points
14	36	231

Conclusions based on this data:

1. Our students with disabilities academically increased 18.9 points, which is 41.4 points above standard. This information helps to support the intensive and intentional instruction and supports implemented throughout our campus.

2. All 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.

3. Please note: due to COVID-19, we are still in the Distance Learning model.
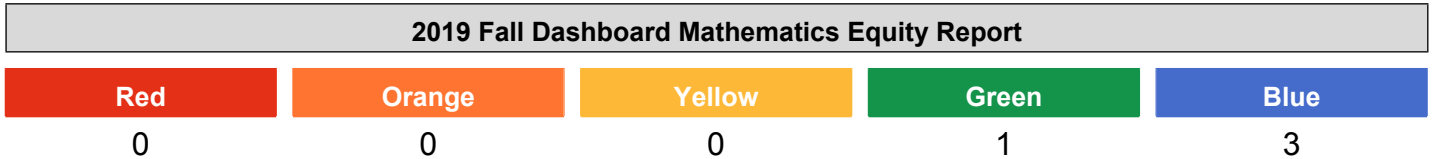
School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	
73.6 points above standard	72.6 points above standard	
Maintained ++2.1 points	Maintained ++0.2 points	
326	50	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	Green
	42.3 points above standard	23.4 points above standard
	Maintained -1.2 points	Maintained ++1.5 points
	19	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	98.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
5	2	Maintained -2.5 points	8
		127	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Blue
23.3 points above standard	82.6 points above standard		58.2 points above standard
Declined -3.6 points	Declined Significantly -20.6 points		Increased ++10.3 points
31	17		135

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
17.2 points above standard	94.1 points above standard	64.6 points above standard
Increased ++6.3 points	Maintained ++2.9 points	Maintained ++1.3 points
14	36	231

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 (72.3 points above) and increased 5.1 points. This information validates the intensive and intentional instruction taking place throughout our school.

3. Please note: due to COVID-19, we are still in the Distance Learning model.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.7 making progress towards English language proficiency
Number of EL Students: 24
Performance Level: Low
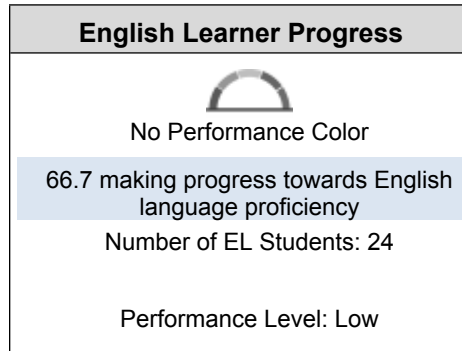
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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	3	10	6

Conclusions based on this data:

1. Although a relatively low population, our EL students will continue to be an area of focus, K-5.

2. Review of Benchmark Advance offerings, Bilingual Instructional Assistant (BIA) supports and overall EL strategies and best practices will continue throughout the school year.

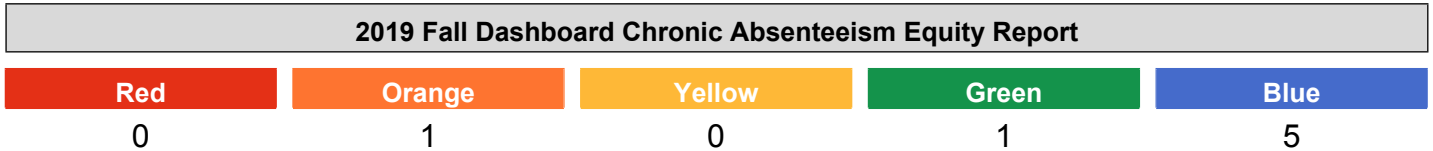**3.** Please note: due to COVID-19, we are still in the Distance Learning model.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	5

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
2	2.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Declined -0.6	0
642	48	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	2.4	5.6
1	Declined -4.9	Declined -1.2
	42	89

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.9	0
		Declined -0.5	Maintained 0
6	3	227	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
7.6	0	Less than 11 Students - Data Not Displayed for Privacy	2.2
Increased +4.1	Declined -2.6		Maintained -0.2
66	47	1	278

Conclusions based on this data:

1. A focus on Kindergarten attendance will be given as the data indicates those are the areas of concern. We have created an attendance awareness campaign as we continue to educate our community, especially new families to the importance and impact of attendance.

2. We will work with parents, students and staff to address attendance concerns, looking for ways to prioritize and validate the school day and instructional hours. Please note due to COVID-19, we are still in the Distance Learning model.

3. Chronic absenteeism and truancy will continue to be monitored and tracked through with our district support attendance program. The principal and office personnel will be trained on our new program, Attention 2 Attendance (A2A), which replaced Truancy Hunter.
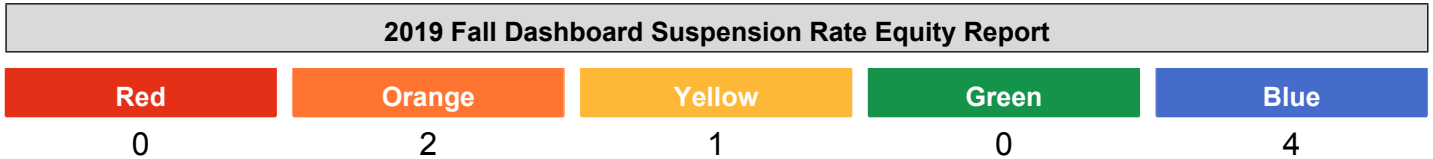
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	4

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	
0.5	0	
Increased +0.5	Maintained 0	
651	49	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	0	1.1
3	Maintained 0	Increased +1.1
	45	91

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 3	0	0
		Maintained 0	Maintained 0
		231	14

Hispanic	Two or More Races	Pacific Islander	White
Blue	Orange	No Performance Color	Yellow
0	2.1	Less than 11 Students - Data Not Displayed for Privacy 1	0.7
Maintained 0	Increased +2.1		Increased +0.7
68	48		279

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

Conclusions based on this data:

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

2. We will continue implement and support strong PBIS practices to encourage problem solving, proactive supports, connectivity and de-escalation strategies 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.

LEA/LCAP Goal

All students will receive instruction from a highly qualified teacher and have access to curriculum, which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

School Goals: High quality instruction with common core standards based instruction; students will have access to curriculum, which promotes college and career readiness and options.
1.3 - All students, including EL must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning.
4.1 - Ensure students are reading at grade level and beyond (K-5th grade)

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students 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)
	LCFF - Supplemental None Specified site/district level professional development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Scheduled PLC / Staff Meetings (LCAP 3.2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Collaboration and PD time provided through staff meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Identified EL Students, K-5

Strategy/Activity

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

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

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

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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. Please note: due to COVID-19, we are still in the Distance Learning model.

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

No major differences are to be reported.

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

No changes will be made at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2018-2019 Attendance rate	Reach 96% or higher
Suspension rate	2018-2019 Suspension rate	Reach 100%
Parent / Student communication surveys	2 surveys a year	Increase connectedness with parents and students

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, 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)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
	Parent-Teacher Association (PTA) 0000: Unrestricted

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

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)
1000	LCFF - Supplemental None Specified incentives, posters, motivational visuals

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent and Student Connectedness surveys

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

Amount(s)	Source(s)
1000	LCFF - Supplemental None Specified Parent Coordinator -

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, K-5

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,190	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional interventions and services during the school year as student academic needs are determined
3,720	LCFF - Supplemental 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We have seen increased awareness and knowledge of attendance benefits and ramifications as we continue to educate our families and community about the tremendous benefits of consistent and timely attendance. Please note: due to COVID-19, we are still in the Distance Learning model.

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

No major differences to be reported at this time.

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

No changes will be made to this goal at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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		All K-2 teachers

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)
500	LCFF - Supplemental None Specified Additional materials or supports

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, K-5

Strategy/Activity

Professional Development Trainings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	None Specified 1000-1999: Certificated Personnel Salaries materials and time needed

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Overall effectiveness was seen in the areas of content mastery, as our assessments and processes supported student learning at all levels, targeting areas of improvement and enrichment as needed. EL students continue to make gains in their environment with supports from classroom teacher and BIA in and out of the classroom. Please note: due to COVID-19, we are still in the Distance Learning model.

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

No major differences to be reported at this time.

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

No changes will be made to this goal at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for collaboration

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students as needed

Strategy/Activity

Schoolwide RtI and Planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MTSS (Multiple-Tiered Systems of Support): Grouping within grade levels in which students rotate or switch based on skill need and level and encouraging student connectedness

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Please note: due to COVID-19, we are still in the Distance Learning model.

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 except a stop in training and support spending due to COVID-19.

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	$26,910.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$25,410.00
None Specified	$1,500.00

Subtotal of state or local funds included for this school: $26,910.00

Total of federal, state, and/or local funds for this school: $26,910.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Joanie Cunningham	Principal
Noelle Quaglia	Classroom Teacher
Christina Abshire	Classroom Teacher
Lisa Mahoney	Classroom Teacher
Amanda McBee	Other School Staff
Erin Folk	Parent or Community Member
Leesa Tuttle	Parent or Community Member
Kim Harter	Parent or Community Member
Suzanne Adler	Parent or Community Member
Jen Bague	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
Jen Bague	Parent or Community Member
Swee Linn Foo	Parent or Community Member
Joanie Cunningham	Principal
Lisa Mahoney	Classroom Teacher
Noelle Quaglia	Classroom Teacher

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.
c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 8-26-20.

Attested:

	Principal, Joanie Cunningham on 8-26-20
	SSC Chairperson, Christina Abshire on 8/26/20

Russell Ranch Elementary School

SSC / ELAC Meeting - Minutes

<u>August 26, 2020 - 3:00 pm</u>

<u>Members Present</u>:

Joanie Cunningham, Jen Bague, Lisa Mahoney, Noelle Quaglia,
Christina Abshire, Swee Lin Foo

- General Welcome and Re-introductions

- School Plan for Site Achievement (SPSA) Overview
  - Review and Approval of SPSA: Lisa Mahoney made a motion to approve SPSA. Motion was seconded by Noelle Quaglia. All members approved the motion.
  - Review and discussion of:
    - Uniform Complaint Procedures
    - Vision and Mission Statements
    - School Plan for Site Achievement
    - Comprehensive School Safety Plan
    - LCAP Overview
    - Questions and Answers

- Committee Reported on Distance Learning: Parents and teachers are reporting that it is going better than anticipated despite all the challenges. Parents are happy to see that teachers are starting to do small group activities and assessments. Tech issues are starting to resolve and people are feeling more comfortable with platforms being used.

- Meeting Adjourned at 3:52 PM

Russell Ranch Elementary School

375 Dry Creek Road   Folsom, CA 95630   (916) 294-2430

NOTICE OF SCHOOL SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Wednesday, August 26, 2020

TIME: 2:00 - 3:00 pm

PLACE: via MS Teams (link sent via email)

PUBLISHED AGENDA

✓   Welcome / Re-Introductions

✓   SPSA – School Plan for Site Achievement

      ● discussion and approval of plan

✓   Distance Learning Q & A

✓   Review Upcoming Meeting Dates

Russell Ranch Elementary School

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DATE: Wednesday, August 26, 2020

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✓ SPSA – School Plan for Site Achievement

- discussion and approval of plan

✓ Distance Learning Q & A

✓ Review Upcoming Meeting Dates

Russell Ranch Elementary

Site Council Meeting Minutes August 26, 2020 @2:00 pm

Members Present: Joanie Cunningham, Lisa Mahoney, Christina Abshire, Amanda McBee, Noelle Quaglia, Leesa Tuttle, Jen Bague, Suzanne Adler, Erin Folk, Kim Harter

Welcome and Re-Introductions

Overview of SPSA - School Plan for Site Achievement

- Questions: If you had to, could you describe SPSA? A report showing a school's strengths and weaknesses and the plan going forward for the next year.
- Review and Approval of School Plan for Site Achievement. Lisa Mahoney made a motion to approve the SPSA. Second made by Leesa Tuttle. All members approved the motion. Members were asked to respond to an email from Christina Abshire with their vote, as signatures were not available due to COVID social distancing.

Distance Learning Q & A

- Teachers feel that things are going better than anticipated.
- Classes are starting assessments and reading groups. Parents are happy to see that this small group activity will still take place during distance learning.

Review Upcoming Meeting Dates. We will plan to have another meeting in November to check in with everyone.

Meeting Adjourned at 2:20 pm

Russell Ranch Elementary School

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