

School Year:

2020-21

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	Rustic Lane Elementary
Address	6420 Rustic Lane Jurupa Valley, CA 92509-5780
County-District-School (CDS) Code	33 67090 6032213
Principal	Kristi Batchelder
District Name	Jurupa Unified School District
SPSA Revision Date	May 21, 2020
Schoolsite Council (SSC) Approval Date	May 21, 2020
Local Board Approval Date	June 22, 2020

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.

School Vision and Mission

Vision Statement

We are committed to establishing a school culture which recognizes no limitations in the achievement and success of each student.

Mission Statement

All Rustic Lane students will receive strategic instruction to master California Common Core State Standards as measured by ongoing collaborative assessments. Students will be supported and challenged academically and socially in a safe environment.

Collective Commitments (Values)

In order to achieve the vision of our school, the Rustic Lane Elementary staff has made the following collective commitments:

- Practice civility, collegiality, & professionalism in all levels of communication
- Utilize State and District adopted materials for standards-based instruction
- Develop, implement, and monitor, subject-level focused goals in all instructional areas
- Implement State, District, and Grade Level, assessments and analyze the results to make instructional decisions
- Conduct item analysis of student achievement data to identify individual and group strengths and weaknesses and collaboratively plan to improve weaknesses and maintain strengths
- Utilize identified instructional strategies, including technology support to promote success for all students
- Provide parents and students with resources, strategies/tools, and information to help students succeed

School Profile

Describe The students and community and how school serves them.

The Story

Rustic Lane Elementary School is located at 6420 Rustic Lane in Jurupa Valley within Riverside County. It is one of sixteen elementary schools in the Jurupa Unified School District. Our district includes 15 elementary schools, a TK-8 Music Academy, a K-8 STEM school, 3 middle schools, 3 comprehensive high schools, a continuation high school, and an adult school. The school year is a 180 traditional day schedule and has been restructured to include 40 minimum days in order to support teacher collaboration. Transitional Kindergarten (TK) and Kindergarten students receive 200 minutes of instruction daily. Grades 1 through 6 receive a total of 317 minutes of instruction 4 days per week and 242 minutes of instruction is provided on minimum days.

Rustic Lane is a TK-6, School-wide Title I school with an enrollment of approximately 550 students. All classrooms from transitional kindergarten through third grade participate in a flexible Class Size Reduction program averaging approximately 24 students per class. Grades 4 through 6 have a maximum of 34 students each. There are 22 regular education teachers, 3 Special Education teachers and 2 Intervention teachers. A school psychologist is present 2.5 days a week; and a Language, Speech and Hearing specialist is on site 2.5 days each week. Rustic Lane teachers are fully credentialed, highly qualified and EL authorized. The school services approximately 185 English Language Learners. In addition, about 90% of the students at Rustic Lane receive free or reduced lunch.

Two State Preschool classes are also located at Rustic Lane campus. Twenty-five students attend the morning session and twenty-five students attend the afternoon session. The preschool staff includes two preschool teachers and two preschool instructional assistants. Parent volunteers are an integral part of the preschool program. The preschool curriculum emphasizes both developmental skills as well as pre-kindergarten academic standards.

Rustic Lane Elementary School, the home of the Leopards, guides students to explore the attributes of Respect, Ownership, Attitude, and Responsibility as they embark on their learning adventures. Our school is committed to providing learning opportunities that are engaging and will assist our students not only with academic success, but also in making responsible decisions when solving problems that may confront them in the challenging world they live in. We hold high standards of excellence for ourselves and our students and work hard to give every student what he/she needs to succeed. At Rustic Lane, we strive for students to experience a well-rounded program that helps them harness their uniqueness and strengths. Our teachers work diligently to create a learning environment that is responsive to the differences in our students' academic levels, interests, and learning styles. We provide a safe, positive, and supportive school experience so that all students feel valued and encouraged to achieve their personal best. Teachers meet regularly to discuss effective teaching strategies, and analyze data from Common Core aligned assessments to inform their planning. Within that collaboration time, teachers analyze data and use findings to organize curriculum and learning experiences to guide students in developing a deep understanding of the Common Core Standards. The goal is for students to be engaged in learning experiences that prepare them for their futures; developing skills along the way that guide them to be college and career ready. Problem solving, critical thinking, analysis, and technology are regular components of the high-level expectations that teachers build into the daily instructional practices. Besides the regular instructional program, various other programs exist to challenge and support our students. Rustic Lane has a variety of extended learning opportunities (Saturday School/Family Nights, AVID, Think Together, 100 Mile Club, GATE, Primary Intervention/Early Literacy programs, and schoolwide Guided Reading programs, and a newly renovated Library/Innovation Center to encourage students in STEAM exploration and "making" to name a few. It takes true partnership to make Rustic Lane a success, and with everyone working together, our students can and will achieve their dreams. Rustic Lane students will become collaborative, reflective, and thoughtful citizens contributing great things to society. Our world needs individuals that can think critically, communicate clearly, and participate responsibly. Within our community, we can guide and support students to achieve and dream big!

Rustic Lane aligns the SPSA with the three focus areas of the Local Control Accountability Plan (LCAP). These areas include College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The SPSA for Rustic Lane aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.

Key features include:

- 1) Continuing Implementation of Impact Teams and Collaborative Professional Development to provide best instruction of CCSS.
- 2) Continuing development of AVID initiatives and supports schoolwide.
- 3) Furthering Balanced Math practices and refining instruction aligned to Common Core standards. Focus on conceptual knowledge (DMR and FUN) and rigorous problem solving techniques (POSTER).
- 4) Further developing Integrated ELD practices enhanced with academic language structures.
- 5) Continuing development of Positive Behavior/Social Emotional Learning Programs to support school culture, safety, and positive learning environment
- 6) Increase implementation of technology to support digital learning and continuing making activities to transform learning experiences for students.
- 7) Supporting families to connect to the school environment, the programs in which their students participate, and establishing partnerships for success.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Rustic Lane's greatest areas of progress are notably in the areas of ELA, Math, & AVID/Impact Team strategies.

Rustic Lane remained yellow for ELA from 2019 to 2020 according to the CAASPP and Data Dashboard. The data indicates that RL moved from 41.2 points below the standard to 35.9 points below the standard demonstrating a small increase of 5.3 points. Reading and Language Arts supports are also an area of strength. Guided reading is being implemented schoolwide, with PD and support personnel strategically organized/scheduled in support of the allotted Guided Reading times. Dibels supports primary grades, and Istation supports upper grades in providing detailed feedback about students' specific literacy needs and is used for goal setting/planning necessary interventions. Language Interventions are extremely supportive of students TK-6 and the expansion to upper grades/guided reading is helping to further strengthen this area. There have been several changes with personnel in the area of SWD and gains are starting to be seen although the Dashboard reflects color Orange for this subgroup. Further efforts for collaboration and communication between Sped staff have been established and will continue in 20-21 as Rustic Lane moves to Full Inclusion of all Sped students.

CAASPP in Math overall reflect double digit gains from 62.9 points below the standard to 46.1 below the standard, an increase of 16.8 points. Rustic Lane maintained a yellow Data Dashboard designation. Data indicates that professional development, observation feedback, etc. are making a lasting impact on the development of foundational math skills for RL students. Collaboration with teams/the Balanced Math Facilitator, and some opportunities for fish bowl observations (focusing on building conceptual knowledge and fluency with math facts, refining poster method to develop problem solving, and Daily Math Review/Mental Math practices) will continue. For 2020-21, RL staff evaluations continue to be conducted in the areas of Integrated ELD to support ELA development, and Balanced Math practices of Daily Math Review and Fluency Using Numbers while maintaining high expectations for continued Poster Method implementation.

Continuing to build our AVID strategies and Impact Teams are central to ensuring both learner success and instructional strength. AVID has focused on notetaking strategies this year and what it means to add to and review notes. Our site has exhibited strength with implementation and even served as a site for district visits this school year. We look forward to growing and making inquiry and collaborative tools our areas of focus in 20-21. Our first grade and 6th grade teams benefit greatly from the Impact Team process and larger conversations are happening schoolwide about feedback, co-constructed rubrics, and unpacking standards. We look forward to expanding the implementation.

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CAASPP ELA Actual Progress, Fall 2018

School: -41.2 points below standard; Increased 6.7

SED: -43.7 points below standard; Increased 6.8 points

EL: -51.9 points below standard; Increased 4.4 points

SWD: -139.6 points below standard; Decreased 5.2 points

HISP: -40.3 points below standard; Increased 6

CAASPP ELA Actual Progress, Fall 2019

School: -35.9 points below standard; Increased 5.3

SED: -36.4 points below standard; Increased 7.3 points

EL: -49.6 points below standard; Increased 2.3 points

SWD: -126.1 points below standard; Increased 13.5 points

HISP: -35.8 points below standard; Increased 4.5 points

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CAASPP Math Actual Progress, Fall 2018

School: -62.9 points below standard; Declined 3.5 points

SED: -62.6 points below standard; Maintained -1.8 points

EL: -68 points below standard; Decreased 5.5

SWD: -167.6 points below standard; Decreased 19.9 points

HISP: -61 points below standard; Decreased 3.3 points

CAASPP Math Actual Progress, Fall 2019

School: -46.1 points below standard; Increased 16.8 points

SED: -45.2 points below standard; Increased 17.4 points

EL: -52 points below standard; Increased 16.0 points

SWD: -136.6 points below standard; Increased 31.0 points

HISP: -44.7 points below standard; Increased 16.3 points

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Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

At the start of 19-20, Rustic Lane focused on a unified message of Leading as Learners... that we always have room for growth, capturing new ideas, thinking critically, examining ourselves closely to make ourselves and our world better, trying new things and embracing challenges, etc. We will continue this mission into 20-21 as a need for continued improvement. With school closures, we were thrust into the world of digital learning and will continue to need professional development and collaboration to grow in this area depending on how school sites open for instruction in the upcoming year.

Attendance and suspension rates will also continue be a focus for improvement. In addition, parent engagement continues to be a need and a challenge.

For attendance, careful analysis of grade level trends and more targeted recognition/partnerships with individual students will be explored, see Goal 2 for new strategies.

The site struggles with completion of independent studies or families not requesting/securing them in the first place. Other challenges have been recognized with our transient families, traumas in families, and increases with grandparents raising students and providing the supports needed to ensure education can be a focus.

To strive to maintain a minimal rate of suspension, alternatives to suspension continue to be offered along with behavior contracts, behavior support plans, connection/partnerships with mental health services, etc. The site Positive Behavior/Social Emotional Learning (SEL) program and recognition is motivating and encouraging for students, balancing correction and acknowledgement, and provides instructional supports for teachers in the area of social skill development. Just before school closures due to COVID19, one of our teachers helped to start an afternoon program targeted at small groups of high need students focused on developing character and social skills using tools from Character Strong (hopeful to be able to purchase further tools to extend to school site). CHKS from 18-19 indicated an increase in the students feeling like they were part of the school and were connected. Building positive relationships has been a focus of our PBIS/SEL coaches and continues to be further developed. More attention will be paid to structuring activities at recess time that are high interest and keep students from engaging negatively with one another or having too much downtime.

Parent engagement opportunities remain strong at Rustic Lane but are not taken advantage of to the degree we would like to see. There are limits to what we offer based on funding, but we are looking to expand resources digitally in 20-21 to provide flexibility of access to families. Methods of communication were expanded to include Class Dojo, Peachjar and increasing messages through Q Communications. This has been a strong connecting tool for our families and helped RL to stay in touch through the spring closure of schools. All information continues to be sent home in both English and Spanish and translating is available upon request.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

For our Students With Disabilities, this group indicated on the dashboard that they were 1 level below that of the overall in ELA and Math (Orange instead of Yellow). This particular group of students has had challenges with frequent personnel change over for RSP and SDC services in past years and we are witnessing the benefits of the stability of personnel. While in the orange level, growth of 14.5 points was made in ELA and 31 points in Math. Rustic Lane will be continuing its work becoming a Full Inclusion Site in 20-21, providing as many services as possible within the general education environment. Supports for general education teachers in professional development will be needed with this transition, but we look forward to seeing growth both academically and socially among all of our students.

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 SPSA for Rustic Lane aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.

This schoolwide program includes:

1) Continuing Implementation of Impact Teams and Collaborative Professional Development to provide best instruction of CCSS.

2) Continuing development of AVID initiatives and supports schoolwide.

3) Furthering Balanced Math practices and refining instruction aligned to Common Core standards.

Focus on conceptual knowledge (DMR and FUN) and rigorous problem solving techniques (POSTER).

4) Further developing Integrated ELD practices enhanced with academic language structures.

5) Continuing development of Positive Behavior/Social Emotional Learning Programs to support school culture, safety, and positive learning environment

6) Increase implementation of technology to support digital learning and continuing making activities to transform learning experiences for students.

7) Supporting families to connect to the school environment, the programs in which their students participate, and establishing partnerships for success.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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

Rustic Lane is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent groups meet regularly and input is collected/sought regarding school programs both within meetings and surveys issued: ELAC, SSC, PTO, Parent Nights, LCAP surveys, School Climate Survey, CCR survey, and more...

Resource Inequities

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

Due to a reduction of state revenues and the apportionment of those revenues to the base program for schools, more funding has to be allocated for personnel and in turn impacts what is available for student programs/resources to maintain current levels of supports. As site budgets are cut, supplementary supports in the way of technology resources and funding for staff hourly to support after school programs including ELO/Parent Nights are limited or non-existent. Teachers are participating in extensive fundraising to continue programs/supports/materials that were once funded with site budgets.

If there were sufficient funding Rustic Lane would further college and career readiness and connections, provide field trips for grade level visits to local colleges and other experiences to enrich their understanding of the CCSS. Teacher compensation for after school programs would also be desired to engage students in activities including sports, arts, homework support, ELA/Math enrichment. With increased cuts at state level, maintaining intervention and safety focus will be prioritized.

In addition, extended collaboration and professional development opportunities for teachers centered around developing best practices would further the achievement of students, and this has been cut drastically. Due to the current reality of the COVID19 pandemic, funds have been frozen. Many purchases for Rustic Lane that were scheduled at the end of the year in support of the coming year's instruction were not allowed (paper, books, AVID materials, SEL materials). This impacts the supplies available to support the base program for students as we start the year. With distance learning potentially needing to be ongoing, families and staff struggle with access to wifi as a means for meeting instructional and learning expectations. Allowances for costs of distance learning support, resources and training need to be considered priority now as well.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.17%			1
African American	2.09%	2.2%	2%	14	14	12
Asian	%	0.16%	0.33%		1	2
Filipino	0.60%	0.63%	0.5%	4	4	3
Hispanic/Latino	92.55%	92.45%	93.34%	621	588	561
Pacific Islander	0.30%	0.47%	0%	2	3	0
White	4.02%	3.3%	2.83%	27	21	17
Multiple/No Response	0.30%	0.31%	0.33%	2	2	3
	Total Enrollment			671	636	601

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	103	99	84
Grade 1	91	93	70
Grade 2	97	90	84
Grade3	84	80	90
Grade 4	102	90	81
Grade 5	81	101	90
Grade 6	113	83	102
Total Enrollment	671	636	601

Conclusions based on this data:

1. Rustic Lane is continuing to experience drops in enrollment. With enrollment of approximately 670 in 17-18, we are projected to have another decline to 550 for 2020-21. The site will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SARTs will be continued to provide interventions and supports to families. We will furthermore use our website and social media resources to share with families the many wonderful opportunities available to students attending Rustic Lane as well as continue parent nights/family activities to reach out to our community and strengthen the home/school partnership.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Refinement of PBIS/SEL practices needs to continue: (Areas of focus: Classroom management systems, PBIS systems of acknowledgement and correction, Daily instruction of social skills, and professional development for activity supervisors). Furthering the development of the AVID culture on campus to be aligned and in coordination with PBIS/SEL will further reinforce positive trends with attendance and maintaining a low suspension rate.
2. Chronic absenteeism is a primary focus of need. A variety of new strategies will be implemented to address these students and families early with interventions, information, resources, and partnership.
3. ELA and Mathematics rigor must continue to ensure ongoing improvement of student performance.

Collaboration practices focused on student achievement, data analysis, feedback, formative assessment, and the expansion of impact team practices will reinforce core instruction.

In the area of ELA, Rustic Lane will continue literacy interventions and guided reading supports schoolwide to continue positive growth.

In the area of Mathematics, Rustic Lane will work towards furthering Balanced Math practices and refining instruction aligned to Common Core standards (focus on conceptual knowledge and rigorous problem solving techniques).

Across the curriculum, staff will also work towards increasing the implementation of technology and making activities to transform learning experiences for students. This will be essential as learning may continue to be impacted by COVID19 and distance learning models as the year begins.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

In order to provide access to CCSS materials and effective implementation, a focus on aspects of digital/distance learning will be prioritized. As the world faces the challenges of dealing with COVID-19, preparation to provide essential learning to students with a digital/distance learning component will be key.

Goals in Mathematics will continue to be addressed more closely. Teachers will continue to collaborate to refine practices in Balanced Math and fishbowl activities at the site level will be continued.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path training. Previously trained staff will continue to be provided a review of WICOR strategies provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will continue to be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs and expand on DOK/Inquiry-based learning. The RL site leadership team is composed of representatives from all grade levels who collaborate with site administration to determine site priorities and SMART goals. RL Teachers will not attend AVID Summer Institute in 2020, but RL will send more teachers to PATH to continue to ensure AVID is implemented with fidelity statewide.

The analysis reflects that actual progress surpassed estimated growth school-wide in ELA and in all significant subgroups other than SWD according to California Dashboard data released in Fall. This data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school-wide.

Impact team expansion and refinement are to include the addition of new grade levels accompanied by professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

Primary intervention will continue to be implemented in grades K through third. Additional resources, training, and planning time as needed will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. AR will not be purchased for 20-21 unless funded by grade level. The Guided Reading initiative will be the primary focus for development of literacy schoolwide. One further change that has taken place is the inclusion of bilingual tutors in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. Ongoing support is being provided to grades 4-6 this year to successfully implement guided reading practices to accomplish this goal. As in primary grades, bilingual tutors are being included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars take place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. This change is reflected in the shift to guided reading structures and the usage of IStation, & district-developed Units of Study. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, school psychologist, RSP, and speech pathologist are part of this team and are essential when identifying additional support systems for given students. The PBIS/SEL coach also provides support for those students who are in need of social skills awareness. Counseling, mental health referrals/Behavior Support plans are designed to support students with social skill needs who may not have primary academic concerns.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (ELA) Dashboard	CAASPP ELA Actual Progress, Fall 2019. School: -35.9 points below standard; Increased 5.3 points SED: -36.4 points below standard; Increased 7.3 points EL: -49.6 points below standard; Increased 2.3 points SWD: -126.1 points below standard; Increased 13.5 points HISP: -35.8 points below standard; Increased 4.5 points	CAASPP ELA Actual Progress will not be available to review in Fall 2021. Testing for Spring 2020 cancelled due to COVID19 school closure. Schoolwide goal is to increase by 3 points and the subgroup goal will be to increase by 5 points. This will be measured with the next administration of the CAASPP.
P4 Statewide Assessments (Math) Dashboard	CAASPP Math Actual Progress, Fall 2019 School: -46.1 points below standard; Increased 16.8 points SED: -45.2 points below standard; Increased 17.4 points EL: -52 points below standard; Increased 16.0 points SWD: -136.6 points below standard; Increased 31.0 points HISP: -44.7 points below standard; Increased 16.3 points	CAASPP Math Actual Progress will not be available to review in Fall 2021. Testing for Spring 2020 cancelled due to COVID19 school closure. Schoolwide goal is to increase by 3 points and the subgroup goal will be to increase by 5 points. This will be measured with the next administration of the CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	<p>English Learner Actual Progress (Please note: Only ELs in grade 3-6 are reflected)</p> <p>36.2% Making Progress towards English Language Proficiency</p> <p>ELs Who Decreased at Least One ELPI Level (16.6%) ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H (47.1%) ELs Who Maintained ELPI Level 4 N/A ELs Who Progressed at Least One ELPI Level (36.2%)</p>	<p>English Learner Actual Progress</p> <p>Due to COVID19 school closure, reporting of Spring 2020 ELPAC scores is unknown. Not all students completed ELPAC prior to closure.</p> <p>Schoolwide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students decreasing in ELPI level. An overall goal is set for a 3 percent increase to those students maintaining an ELPI level of 4 or progressing at least one ELPI level.</p>
P4 English learner reclassification rate	<p>Reclassified Students 18-19 = 56 Students (October 2019) Reclassified Students 19-20 = 9 Students</p>	<p>Reclassified Students 18-19 = 56 Students Reclassified Students 19-20 = 9 students (This number is not yet finalized due to COVID19 school closure. Some reclassifications are not yet finalized). Reclassified Students 20-21= Goal is to increase the number of students reclassified annually. The method for reclassification in 20-21 is yet to be determined due to COVID19 school closures and unknown ELPAC testing results.</p> <p>Maintain or Increase CALPADS Census Data</p>
P8 Other student outcomes-DIBELS	<p>DIBELS- Next benchmark scores will be reported in May.</p> <p>***Kinder: Students made growth in all areas that were assessed at B1 & B2.</p> <p>FSF (First Sound Fluency- phonemic awareness) - exceeded the target of 30 - scored 34.7 PSF (Phoneme Segmentation Fluency - phonemic awareness) - exceeded the target of 20 - scored 33.1 (above target is 44) LNF (Letter Naming Fluency) - nearly tripled the score from B1 to B2 (from 12.7 - 36.3)</p>	<p>DIBELS- Students in grades TK-3 will continue to be assessed with Dibels and meet or exceed the standard for each benchmark target (note targets below for B2)</p> <p>***Kinder:.</p> <p>FSF (First Sound Fluency) target of 30 PSF (Phoneme Segmentation Fluency - phonemic awareness) target of 20 LNF (Letter Naming Fluency) - target of 27 NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) target of 17</p>

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

**NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - exceeded the target of 17 - scored 27.7, District Average 19-20 (24.8)

Kindervention for their own students
Kinder also provides intervention for the first grade team as well

***First Grade:
Students made growth in all areas that were assessed at B1 & B2.

NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - exceeded the target of 43 - scored 54.6 (closer to above target of 59 than benchmark target)
NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) - exceeded the target of 8 -scored 14.2
**DORF (DIBELS oral reading fluency) - exceeded the target of 23-scored 26.4 (District Average 19-20 (33.1)
DORF-A- (DIBELS oral reading fluency - accuracy percentage) met the target of 78% (scored 78%)

BLT push-in support
Intervention Teacher push in support
Kinder Teacher push in support

***Second Grade:
Students made growth in all areas that were assessed at B1 & B2.

**DORF (DIBELS oral reading fluency) - exceeded the target of 72- scored 73.8, District Average 19-20 (74.2)
DORF-A- (DIBELS oral reading fluency - accuracy percentage) below the target of 96% (scored 88.1%)

BLT push-in support
Intervention Teacher push in support

Kindervention will continue to be provided for their own students
Kinder also provides intervention for the first grade team as well

***First Grade:
NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - target of 43
NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) target of 8
DORF (DIBELS oral reading fluency) - target of 23
DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 78%

BLT push-in support
Intervention Teacher push in support

***Second Grade:
DORF (DIBELS oral reading fluency) - target of 72
DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%

BLT push-in support
Intervention Teacher push in support

***Third Grade:
DORF (DIBELS oral reading fluency) -target of 86
DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%
DAZE (DIBELS version of MAZE for comprehension) - target of 11

BLT push-in support
Intervention Teacher push in support

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>***Third Grade: Students made growth in all areas that were assessed at B1 & B2.</p> <p>**DORF (DIBELS oral reading fluency) - met the target of 86- scored 86.1 (District Average 19-20 of 86)</p> <p>DORF-A- (DIBELS oral reading fluency - accuracy percentage) came close to the target of 96% (scored 94.9%)</p> <p>DAZE (DIBELS version of MAZE for comprehension) - near the target of 11 - scored 10.9</p> <p>BLT push-in support Intervention Teacher push in support</p>	
<p>P4 Statewide Assessments (ELA)</p>	<p>(Gain of 2.07%) from 60.1</p> <p>62.17% Near or Above Standard</p> <p>Exceeded: 12.02</p> <p>Met: 24.05</p> <p>Nearly Met: 26.10</p> <p>• -----</p> <p>Not Met: 37.83</p> <p>Reading</p> <p>Above- 12.9</p> <p>Near- 48.1</p> <p>Below- 39</p> <p>Writing</p> <p>Above- 15.2</p>	<p>CAASPP ELA Actual Progress will not be available to review in Fall 2021. Testing for Spring 2020 cancelled due to COVID19 school closure.</p> <p>Goal is to Increase total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%. This will be measured with the next administration of the CAASPP.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Near- 47.8</p> <p>Below- 37</p> <p>Listening</p> <p>Above- 10.9</p> <p>Near- 63</p> <p>Below- 26.1</p> <p>Research/Inquiry</p> <p>Above- 15.2</p> <p>Near- 50.1</p> <p>Below- 34.6</p>	
<p>P4 Statewide Assessments (Math)</p>	<p>(Gain of 4.55%) from 57.33</p> <p>61.88% Near or Above Standard</p> <p>Exceeded: 8.8</p> <p>Met: 22.9</p> <p>Nearly Met: 30.79</p> <ul style="list-style-type: none"> • ----- <p>Not Met: 38.12</p> <p>Concepts & Procedures</p> <p>Above- 18.5</p> <p>Near- 32.3</p> <p>Below- 49.3</p> <p>Prob. Solv, Model, Data Analysis</p>	<p>CAASPP Math Actual Progress will not be available to review in Fall 2021. Testing for Spring 2020 cancelled due to COVID19 school closure.</p> <p>Goal is to Increase total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%. This will be measured with the next administration of the CAASPP.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Above- 10.0</p> <p>Near- 48.1</p> <p>Below- 41.9</p> <p>Communicate Reasoning</p> <p>Above- 13.5</p> <p>Near- 45.5</p> <p>Below- 41.4</p>	
<p>P8 Other Student Outcomes (IStation)</p>	<p>Data included from September 2019 and February 2020</p> <p>***4th Grade</p> <p>Overall:</p> <p>Tier 1: (47%) 49%</p> <p>Tier 2: (18%) 17%</p> <p>Tier 3: (35%) 34%</p> <p>Comprehension:</p> <p>Tier 1: (47%) 45%</p> <p>Tier 2: (25%) 23%</p> <p>Tier 3: (28%) 32%</p> <p>Word Analysis:</p> <p>Tier 1: (51%) 59%</p> <p>Tier 2: (18%) 12%</p> <p>Tier 3: (32%) 29%</p> <p>Vocabulary:</p> <p>Tier 1: (39%) 30%</p> <p>Tier 2: (25%) 24%</p> <p>Tier 3: (35%) 45%</p> <p>Text Fluency:</p> <p>Tier 1: (35%) 41%</p> <p>Tier 2: (20%) 24%</p> <p>Tier 3: (44%) 34%</p>	<p>IStation- Students in grades 4-6 will continue to be assessed with IStation and data will be analyzed at each assessment point over the course of the year. Targeted guided reading intervention will be provided with a goal to increase the top tiers of each literacy domain while reducing the number of students in the bottom tiers. (Comprehension, Word Analysis, Vocabulary, Text Fluency)</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

***5th Grade
Overall:
Tier 1: (48%) 52%
Tier 2: (29%) 18%
Tier 3: (23%) 30%

Comprehension:
Tier 1: (50%) 57%
Tier 2: (31%) 23%
Tier 3: (19%) 20%

Word Analysis:
Tier 1: (55%) 52%
Tier 2: (21%) 24%
Tier 3: (24%) 24%

Vocabulary:
Tier 1: (50%) 42%
Tier 2: (26%) 17%
Tier 3: (24%) 41%

Text Fluency:
Tier 1: (61%) 57%
Tier 2: (13%) 18%
Tier 3: (26%) 24%

***6th Grade
Overall:
Tier 1: (44%) 47%
Tier 2: (14%) 28%
Tier 3: (42%) 25%

Comprehension:
Tier 1: (42%) 59%
Tier 2: (27%) 16%
Tier 3: (31%) 25%

Word Analysis:
Tier 1: (49%) 52%
Tier 2: (16%) 22%
Tier 3: (35%) 26%

Vocabulary:
Tier 1: (27%) 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Tier 2: (19%) 18% Tier 3: (54%) 55% Text Fluency: Tier 1: (38%) 47% Tier 2: (16%) 13% Tier 3: (46%) 40% GRADES 4 - 6 ALL RECEIVE: BLT push-in support Intervention Teacher/Team push-in support	

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Provide opportunities for teachers to support CCSS implementation including ELD (printing, supplemental materials, digital resources) b. Coaches/Teacher Facilitator/Coordinators will provide staff development/modeling as needed by grade levels c. Teachers will be trained to use district adopted texts/materials and programs including NGSS mini units, UoS digital platform, G-Suite, Haiku, DIBELS/IStation, etc. d. Increase co-teaching models and applications for Least Restrictive Environment beginning 20-21 as a full inclusion site.	<u>X</u> All Students <u>X</u> Other student group(s) Students with Disabilities, English Learners	Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,882.00 Two Bilingual Language Tutors (6 hrs & 3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$69252 One Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$27184 Books, Digital Resources, Maker Space and Supplemental Reference Materials 4000-4999: Books And Supplies

- e. Provide Supports and Collaborative Planning Time for Implementation of Guided Reading Programs: Upper-Grade Intervention and use of I-Station Resources, Primary Intervention and Dibels
- f. Library and Digital Resources (eBooks)
- g. Technology support, and makerspace materials for classroom and Innovation Center will be sought. Integration of technology tools and making supplies will be ongoing (earbuds, etc.).
- h. Technology coordinators will be provided release time to support implementation, update social media and website communication tools, etc.
- i. As needed to support implementation of best practices and data analysis, release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices (hourly and sub teachers)
- j. Bilingual Language Tutors/Instructional Aides to support EL students and Sped students
- k. In order to provide access to CCSS materials and effective implementation, a focus on aspects of digital/distance learning will be prioritized including materials & supplies, release time for professional development, interventions and subs.

LCFF Suppl/Conc -- 0707
\$867.00

Gap Materials and Supplies
4000-4999: Books And Supplies
Title III LEP -- 4203
\$5208

Maintenance Contract to support CCSS implementation Supplemental Materials
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$3,000.00

Teacher Hourly and Sub Release Time
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2,000.00

Printing and Laminating
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$1587

Field Trips
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$1000.00

Subs for Instructional Aides and Classified Support Staff
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$300.00

Action 1.2

Staff Development/Collaboration

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Provide PD for staff on implementation of CCSS.	<u>X</u> All Students	Technology Equipment

Support with resources for printing, poster making, materials for instruction, and other collaboration tools.

This will include UOS implementation.

- Effective strategies for mathematics including Balanced Math
- ELA/ELD including guided reading/writing across the curriculum/academic language development
- NGSS
- Social Sciences and SEL
- Technology and Distance Learning
- Impact Teams: Co-constructed rubrics, unpacking standards, feedback

b. Implement AVID strategies strengthening areas of organization, note-taking, and managing agendas/calendars. Develop in the area of inquiry. Provide materials to support this implementation.

c. Provide release time for AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations with all stakeholders

d. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers and offer opportunities for conferences/professional development to build site knowledge and prepare for needs of distance learning

e. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings. Digital/distance learning will be an essential area of focus due to impacts of COVID19 on schools.

f. Provide release time for grade levels to analyze data including DIBELS, UoS, common assessments

X

Other student group(s) English Learners

4000-4999: Books And Supplies
Title I Basic -- 3010
\$500.00

Teacher Hourly and Sub Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$3,000.00

Materials and Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2000.00

Travel and Conference
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2373.00

Maintenance Contract to support CCSS implementation, including ELD
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$900.00

Action 1.3

Intensive Intervention

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

<p>a. Provide resources for implementation of intensive primary Intervention and guided reading structures supporting Early Literacy instruction, DIBELS implementation ongoing</p> <p>b. Provide resources for implementation of guided reading and intensive intervention for students in grades 4-6 (reading, writing, math, SEL)</p> <p>c. Extended Learning Opportunities to challenge or provide differentiation for students outside of the school day. Extended Learning Opportunities may be offered within the Saturday School Program to support with remediation of skills, test prep for CAASPP, and GATE.</p> <p>d. Purchase technology licenses to enhance intervention opportunities and access to learning in digital world (Starfall, IStation, Powtoons, etc.)</p> <p>e. Intervention teachers and supports will be provided for distance learning needs.</p>	<p>X All Students</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$69501</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$69501</p> <p>CSR Intervention Teacher (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$142953</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00</p>
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Action 1.4
AVID

	<p>X Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. As needed, students will be provided with binders in Grades 3-6 as well as agendas (paper or digital) to organize classwork and schoolwork using dividers. As needed, students in Grades TK-2 will be provided with folders as an organizational tool and modified agendas/homework calendars appropriate to their grade level. Students will be learning AVID skills that promote organization and college readiness. Further digital supports may be needed and implemented to support distance learning.</p>	<p>X All Students</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,465.00</p> <p>Teacher Hourly and Sub-Release Time 1000-1999: Certificated Personnel Salaries</p>

- b. As needed, students will be provided with a pencil pouch and supplies in support of school readiness and AVID organization initiatives.
- c. As allotted by District funding and possible site funding, AVID Path training will be provided to extend AVID schoolwide.
- d. AVID workshops provided through RCOE may be offered to increase and refine AVID practices on campus.
- e. Materials to promote AVID College and Career Culture on campus may be purchased (banners, scavenger hunt materials, college/career learning opportunities and AVID family nights)

Title I Basic -- 3010
 \$2,000.00
 Materials and Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$6233.00

Action 1.5

Communication Enhancement Program

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. The Communication Enhancement Program (CEP) at Rustic Lane is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p><u>X</u> Other student group(s) Students with Disabilities</p>	

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

CHRONIC ABSENTEEISM

To strengthen the area of attendance and chronic absenteeism, Rustic Lane will take on several next steps, as well as continue current incentives/practices. With a reduction in enrollment (671 (17/18) to projected 550 (20/21)), the impact of absences yields a greater percentage as well.

Continue:

SARTs, SARB, resources to families, mental health connections, home visits, medical releases/supports, awards, pencils/medals, NOT OUR BELL RECESS, Saturday School, etc.

Begin:

- 1) Analyze trends of absences on specific dates and plan high interest events to increase student desire to attend (wear Pjs, hw passes, bingo/board game day).
- 2) Incorporate attendance as a requirement for attendance at all ROAR events. Establish ROAR event trackers for classrooms.
- 3) Attendance leopard and snacks to winning grade levels weekly/monthly with highest attendance percentages (upper vs. lower).
- 4) Every 6 weeks (1 or 0 absences) pancakes with the principal for students. Trimester pizza for students with less than 5% missed days in that trimester.
- 5) Increase Class Dojo attendance messages regarding importance of attendance (school and class initiated).
- 6) Refocus on staff/teacher/student connections and awareness, engagement in the classroom, what does instruction look like today? Innovative Mindset continued and classroom mgmt PD.
- 7) Goal meetings/conversations with chronically absent students, letters home at 5%, goal setting/create jobs/roles/purpose for student/s.
- 8) Emphasis with TK and K families on attendance during workshops. TK/K prizes weekly for perfect attendance.
- 9) New playground initiatives and SEL curriculum to support positive interactions/relationships between peers and excitement for school.
- 10) Banners for classroom doors for 100% attendance daily
- 11) Attendance bulletin board race in MPR.
- 12) Attendance messaging in common areas.

SUSPENSIONS

Alternatives to suspension will continue to be employed.

Implementation of BSPs will be monitored more closely with a check in person assigned from SST team and admin.

Character Strong training and strategies will be explored for small group and whole school benefits. Some materials will be explored for possible purchase.

Materials/teacher hourly/sub time may be increased to look at planning/designing of playground activities to better engage upper grade students (challenge of the week, scavenger hunts/relays, making/building challenges, large games, etc.).

Some adjustment of funding may be considered to allow for more enticing incentives for Lucky Leopards to be included in weekly drawings to increase motivation and interest.

SECURITY/FACILITIES

Concerns remain for office set up regarding customer service and safety. We continue to look for ways to remedy the challenges with the given footprint.

Site has requested for modifications to gates to have a self closing feature to ensure safety/security of campus.

The front fencing separating the parking lot from students as they enter the cafeteria limits the security of students as adults try to make contact with students and avoid the office.

Flooding/run off areas remain a concern throughout campus.

Speaker system is being looked at ongoing as there is a concern for staff and students not hearing announcements/emergency notifications.

INCLUSION

As part of our continued improvement of the culture and environment of our school, we will be moving to full inclusion at RL in 2019-20.

SDC students will be mainstreamed into general education classrooms so that they are with their age appropriate peers whenever possible during the school day.

An increase in collaboration time between staff as well as targeted PD will be increased.

WELCOMING

Office staff and health clerk will continue to have meetings with admin to set goals and reflect on current practices. (see facilities challenge)

The supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address updated information and strategies to support a more welcoming environment.

To strengthen our goal of parent communication/inclusion in schoolwide activities, the tech coordinators will be asked to increase RL Social Media presence with designated release time.

The site will explore a family picnic and developing other parent nights of interest to our community (tech included). Site will offer Parent Resources available online to access at convenient times.

Rustic Lane will also move to further develop student and teacher tech skills, making/STEAM/coding opportunities (Pear Deck, Seesaw, etc.), and increasing family awareness with Common Sense Media tools.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate:	Actual: School Attendance Actual: 95.71% Year to Date (18-19) Actual: 95.0466% Year to Date (19-20)	Goal: School Attendance Rate to Maintain or Increase by 1% for 20-21 Goal: 96.0466% Year to Date (20-21) Attendance rate has been maintaining.
P5 Chronic Absenteeism rate:	Actual: Chronic Absenteeism rate: 2018-2019: School wide: 12.2% (Red); an increase of 4% District: 9.7% (Orange) Increase 0.9% (Orange)	Goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages Goal 2019-2020:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>State: 10.1% (Orange) (increased 1.1)</p> <p>Current 19/20 Attendance Rate by Grade (EL & RSP overall higher average than grade level total)</p> <p>TK-89.144 K-93.623 1-95.243 2-95.069 3-95.906 4-95.341 5-95.449 6-95.318</p> <p>Data Dashboard by Subgroup: ALL: 12.2 (+4 Red) EL: 11.4 (+7.4 Red) Afr Am: 16.7 (-8.3 N/A) Wh: 28.6 (+11.3 N/A) Hisp: 11.1 (+4 Red) SED: 12.3 (+3.7 Red) SWD: 5.8 (-3.8 Green) Foster N/A Homeless N/A Asian N/A Filipino N/A Two or More N/A</p>	11.7% School wide or maintain
P6 Pupil Suspension rate:	<p>Actual: Pupil Suspension rate: 2018-2019: 2.7% School wide (Green to Orange); increase of 1.4% District: 3.6%- maintained yellow</p>	<p>Goal: Maintain or Reduce Pupil Suspension rate Remain below district average for suspension and apply alternatives to suspension 2019-2020: 2.7% School wide maintain or better</p>
P6 Surveys of pupils, parents, teachers on sense of safety:	<p>2018-2019 Outcome: LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 90% Extremely Safe to Moderately Safe (Increased by 2%) LCAP Survey, Students: 100% Extremely Safe to Moderately Safe LCAP Survey, Staff: 73% Extremely Safe to Moderately Safe</p>	<p>Increase parent survey response and increase positive responses on survey results focusing on safe and orderly school practices.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Surveys of pupils, parents, teachers on sense of safety:	<p>Actual: No revised data for 19-20 2018-2019: 92% percent of 5th-grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows:</p> <p>48% of students reported feeling safe all of the time 26% of students reported feeling safe most of the time 18% of students reported feeling safe some of the time 9% of students reported never feeling safe</p>	Increase student survey response and increase positive responses on survey results focusing on safe and orderly school practices.

Planned Strategies/Activities

Action 2.1

Safe and Healthy School Environment

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Rustic Lane will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops). Safety measures in response to health & welfare needs regarding COVID19 pandemic will be prioritized.</p> <p>b. Supervisors will be participate in trainings that focus on conflict resolution and positive reinforcement. Supervisors will be asked to supervise PTO sponsor events that may require additional supervision. Supervisors will also be asked to provide babysitting for parent trainings and meetings such as PTO, ELAC, and SSC. Occasionally for inclement weather/site safety needs, supervisors may be asked to provide additional supervision. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures.</p>	<u>X</u> All Students	<p>Health Care Aide 3hrs. (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$28244</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>

- c. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Students and staff will participate in monthly safety drills and practice disaster procedures. The plan will be approved every year by the school site council.
- d. Health aide will provide appropriate health care and nursing services. Rustic Lane will seek to increase communication and keep families apprised of health safety measures as support through pandemic.
- e. Staff will annually revise and distribute parent/student handbook digitally.
- f. PBIS coordinator and staff will provide a schoolwide assertive discipline program (PBIS/SEL Program). PBIS/SEL implementation will include training and materials for teaching social skills with social skills posters, class dojo app or Q Communications use for increased communication, and incentives to recognize student demonstration of positive behaviors.
- g. Rustic Lane will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have ran. Students will develop self-monitoring strategies. Supervisors and staff will provide additional student supervision to ensure student safety. Scanners will be renewed annually to track miles of program.
- h. Continued professional development will be provided to refresh teachers' skills & increase PE activity. SPARK materials have been provided in support. Release time for planning and training of students to develop student led "Sparkler" activities recesses will be continued and staff will work to revise activities of high interest for upper grade students to reduce behavior incidents during recess.
- i. We will maintain distancing and safe environment requirements as outlined by CDC for children, staff, and community.

Action 2.2

Positive Behavior Intervention Support (PBIS)

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. The PBIS/SEL coach along with the PBIS/SEL committee will facilitate the implementation of the components of the PBIS/SEL model. Teachers will teach short lessons that focus on the sixteen character traits.</p> <p>b. The PBIS/SEL coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>c. Students will participate in weekly and trimester PBIS Reward activities where students are chosen from collected Lucky Leopards for demonstrating PBIS/SEL behavior throughout the trimester and are invited to assemblies/events in addition.</p> <p>d. Morning announcements will include tips and suggestions for implementing the PBIS/SEL weekly behavioral skill and campus area expectations.</p> <p>e. The ***Responsibility Room*** will be provided for students to reflect on behavior strategies and skills to be successful on the campus. Further intervention will be provided small group with admin/referral identified students and Character Strong intervention materials.</p> <p>f. PBIS/SEL coach will hold meetings with committee to review discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom.</p> <p>g. Training is regularly provided to new staff as they join Rustic Lane on PBIS/SEL/Behavior Supports. Conference opportunities for improving PBIS/SEL implementation and managing specific types of behavior/learning difficulties are provided as needed (Boys Town, Capturing Kids Hearts, etc.).</p> <p>h. Mental Health Supports will be provided to students via a mental health intern program housed at the district office. Referrals are completed by teacher/staff or parent.</p> <p>i. Staff and students will be recognized for successful distance learning structures and habits, also review of online behavior and norms for distance learning.</p>	<p>X All Students</p>	<p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,286.00</p> <p>Materials and Supplies, including incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2748</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,225.00</p>

Action 2.3

Attendance and Leadership Support

Planned Actions/Services	Students to be served	Budget and Source
<p>a. An increased focus on Chronic Absenteeism is needed based on Data Dashboard.</p> <p>****With a reduction in enrollment, the impact of each absence yields a greater impact on overall percentage as well.</p> <ul style="list-style-type: none"> To strengthen the area of attendance and chronic absenteeism, Rustic Lane will take on several next steps, as well as continue current incentives/practices (attendance medals, classroom celebrations, certificates, extra recess, Cookies with the Principal, pencils/keychains, etc.). <p>b. Rustic Lane will continue to implement processes of SARTs, SARB, providing resources to families, referral to mental health connections, home visits, medical releases/supports, awards, pencils/medals, NOT OUR BELL RECESS, Saturday School, etc.</p> <p>c. Proposed next steps may include:</p> <ol style="list-style-type: none"> Analyze trends of absences on specific dates and plan high interest events to increase student desire to attend (wear Pjs, hw passes, bingo/board game day). Incorporate attendance as a requirement for attendance at all ROAR events. Establish ROAR event trackers for classrooms. Attendance leopard and snacks to winning grade levels weekly/monthly with highest attendance percentages (upper vs. lower). Every 6 weeks (1 or 0 absences) pancakes with the principal for students. Trimester pizza for students with less than 5% missed days in that trimester. Increase Class Dojo attendance messages regarding importance of attendance (school and class initiated). Refocus on staff/teacher/student connections and awareness, engagement in the classroom, what does instruction look like today? Innovative Mindset continued and classroom mgmt PD. 	<p>X All Students</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p>

- 7) Goal meetings/conversations with chronically absent students, letters home at 5%, goal setting/create jobs/roles/purpose for student/s.
 - 8) Emphasis with TK and K families on attendance during workshops. TK/K prizes weekly for perfect attendance.
 - 9) New playground initiatives and SEL curriculum to support positive interactions/relationships between peers and excitement for school.
 - 10) Banners for classroom doors for 100% attendance daily
 - 11) Attendance bulletin board race in MPR.
 - 12) Attendance messaging in common areas.
- d. Reward and recognize students who are actively participating in live classroom activities and assignments via distance learning classrooms.

Action 2.4

Customer Service/Welcoming School Environment

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
a. Continue to improve customer service by office staff and support staff, offer training and professional development	<u>X</u> All Students	Welcoming Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00
b. Provide carousel of resources for parents looking for information in the office and develop website with this information as well.		Safety Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00
c. Communicate school events/information using Website, Social Media, Class Dojo schoolwide, InTouch, PeachJar, school marquees, email, class dojo/Remind apps, texts and printed flyers		Supplemental Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00
d. Work with safety coordinator to improve the school safety plan and disaster notebook according to district mandates, protocols and site specific needs.		
e. Purchase materials as needed to safely implement the plan.		

f. Work with custodian to ensure a clean school stocked with adequate supplies and free of clutter

g. Under the direction of the PBIS/SEL Coordinator, Rustic Lane Staff will assist new students by providing school tours on their first day of attendance, and other assigned duties to help the overall morale of the school to improve.

h. Particular attention will be given to providing families digital resources to better understand and interact with the school.

i. Rustic Lane will collaborate as a team and use PBIS/SEL team support to construct a response to address trauma. Staff will strive to ensure family connections and staff development will acknowledge the strain/tension/ever changing reality of home and learning environments due to COVID19 pandemic, school closures, economic impact, etc. as it relates to providing ongoing instruction and learning opportunities.

j. We will maintain distancing and safe environment requirements as outlined by CDC for children, staff, and community.

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Opportunities for parent involvement & participation in advisory groups is highly encouraged and Rustic Lane is in need of greater participation. Rustic Lane's PTO offers a variety of events welcoming parents to the school site. These additional activities provide opportunities for teachers and parents to converse and build positive relationships. Workshops/parent nights are planned to support site and district initiatives and provide parents the tools to be effective partners in the learning journey. There are also regular College and Career readiness workshops for parents and teachers. Teachers are also given college and career readiness lessons to do with their classes each trimester apart from their regular planning.

Continued communication is needed to help families be more aware of site programs, student progress, and ways in which we can partner for success. We will continue to use resources in place for schoolwide communication such as Class Dojo, marquee, PeachJar, school website, facebook, twitter, etc. to keep families informed. Teachers and admin continue to use Class Dojo to keep parents informed of classroom based activities and student progress.

Continued development of a welcoming school environment is essential and a variety of positive programs help ensure that Rustic Lane is a place families desire to send their kids to learn. Based on the parent survey data, a closer look at further developing a welcoming office is needed. This is hindered largely by the footprint of the office as well as challenges with funding. There is an identified need to provide more functional and welcoming area to parents and staff upon entering the campus in addition to addressing some safety considerations. Further professional development for front office staff in customer service will be sought and implemented for 20-21.

Parent engagement opportunities were expanded to include Class Dojo, Peachjar and increasing messages through Q Communications. All information continues to be sent home in both English and Spanish and translating is available upon request.

SEL has been an identified need for RL students to remediate behaviors and provide intervention. This need will be greater as we explore digital learning, transitioning back to a physical campus (to any degree) and uncover the impacts of trauma over the course of this time. Rustic Lane explored beginning small intervention groups of high need students focused on developing character and social skills using tools from Character Strong. The need to expand and continue this will be essential.

With moving to full inclusion, there will be some additional need for subs to provide release time for teachers to connect with parents. There might be an increased printing cost to increase communication to families regarding Attendance, Monthly Happenings, workshops to families, etc.

Parents will be kept informed and provided supports for digital/distance learning if necessary.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	<p>Parent Engagement: (Completed by 80 parents) 18-19</p> <p>Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 84%</p> <p>Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 62%</p> <p>Informed of school-wide activities: Extremely well informed/Moderately well informed:83%</p> <p>Informed of classroom activities: Extremely well informed/Moderately well informed: 83 %</p> <p>Welcoming environment: Strongly agree/ Moderately agree: 81%</p> <p>Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 90%</p> <p>Opportunities to be involved with school and district decision making: Yes 68%</p> <p>Rdg Support Services meet student needs: Extremely satisfied/Moderately Satisfied: 94%</p> <p>Math Support Services meet student needs: Extremely satisfied/Moderately Satisfied: 91%</p> <p>How high or low are standards for Behavior: High or Very High: 78%</p>	<p>Parent Engagement:</p> <p>Parent LCAP survey areas that are below 90 percent will increase by 1 percent.</p>
P5 Student Engagement	<p>Student Engagement: (Completed by 5 students)</p> <p>Actual: Welcoming environment: 75% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 100%</p> <p>Positive learning environment: 100% Strongly agree/ Moderately agree</p>	<p>Student Engagement:</p> <p>Student LCAP survey areas that are below 90 percent will increase by 1 percent.</p> <p>Student CHKS survey areas that are below 90 percent will increase by 1 percent.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CHKS Actual: 2018-2019 (no updated CHKS available for 19/20) 71% of students will report they feel connected to the school. 72% of our students feel happy to be at our school most of the time/all the time. 75% of our students feel like they are part of this school most of the time/all the time. 87% Academic Motivation 89% High Expectations 74% Feel Safe at School 89% Students treated with Respect	
P6 Surveys of pupils, parents, teachers on sense of school connectedness:	Staff Actual: (Survey completed by 11 staff) Welcoming environment: 60% Strongly agree/ Moderately agree Collaborative Culture: 72.73% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 84.62% state yes	Staff Engagement: Staff LCAP survey areas that are below 90 percent will increase by 1 percent.

Planned Strategies/Activities

Action 3.1

Parent Communication and Connectivity

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>a. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System.</p> <p>b. Parents will regularly be informed of student progress and school happenings through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo, Q Communications, and phone calls, emails, & notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Parent meetings will be provided and supported via online live meets when necessary.</p> <p>d. Translators will be provided for parent meetings.</p>	<p><u>X</u> All Students</p>	<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32222</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$85.00</p>
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Action 3.2

Parent Involvement Opportunities

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Increase parent involvement by providing the opportunity to participate in PTO-sponsored events and as classroom volunteers.</p> <p>b. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Rustic Lane will increase the availability of informational resources to families digitally to keep families better informed.</p> <p>c. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club/Walk to School Wednesdays, Math/ELA/Technology night, Back to School Night, Holiday Festivals, AVID/College & Career Days, Book Fairs, Muffins With Moms, Donuts With Dads, dances, jog-a-thons, SSC/ELAC/etc.</p>	<p><u>X</u> All Students</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Materials and Supplies</p>

d. All parent activities and opportunities will be supported with social distancing requirements.

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,000.00

Action 3.3

Parent Workshops

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

a. School will facilitate parent workshops that may focus on topics like technology, cyber bullying, nutrition, mental health, reading/math supports, NGSS, AVID, Kinder development, and other topics that may affect their children's well-being. This may also include distance learning issues, topics, and concerns.

b. Increase family nights and opportunities to access digital supports/information: support for students and families with remediation of math/reading skills, technology support, AVID, SEL, etc.

X All Students

Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
Title I Parent Involvement -- 3010 1902
\$500.00

Classified hourly:
Babysitting, supervision of students, hourly support staff

2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1,000.00

Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$1,000.00

Materials and Supplies
4000-4999: Books And Supplies
Title I Parent Involvement -- 3010 1902
\$669

Contract for Parent Night
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1,500.00

Action 3.4

Parent Engagement and Leadership

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through InTouch, Class Dojo, Q communications, monthly calendar, newsletter, and marquee.</p> <p>b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, Gate advisory committee, and PTO. Babysitting will be provided.</p> <p>c. The school will communicate to parents the board policies and other requirements of Transitional Kindergarten/Kindergarten program. Parents will be provided with registration information/directions, developmental activity resources for summer prep (online) and an online orientation/transition guide for parents as needed.</p> <p>d. District and site leadership meetings will include distance topics and concerns using google meet and zoom opportunities when necessary.</p> <p>e. In the interest of ensuring a solid foundation for school, and the beginnings of CCSS instruction, the following transitional supports are provided: Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition/orientation meetings for parents providing support and informational materials as described above. Pre-school teachers will encourage parent involvement in activities, and Pre-school parents will be invited to all school activities and functions.</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Sub Teacher Release Time/ Teacher Hourly: ELAC Meetings, Parent involvement planning, parent training release time for teacher</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Classified hourly and Subs: Babysitting, supervision of students for parent meetings</p> <p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,000.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$540.00</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4 Statewide Assessments (ELA) Dashboard</p>	<p>CAASPP ELA Expected Progress, Fall 2019 School: Goal to Increase 3 points (38.2 below standard) SED: Goal to Increase 3 points (40.7 below standard) EL: Goal to Increase 3 points (48.9 below standard) SWD: Goal to Increase 3 points (136.6 below standard) HISP: Goal to Increase 3 points (37.3 below standard)</p>	<p>CAASPP ELA Actual Progress, Fall 2019. School: -35.9 points below standard; Increased 5.3 points SED: -36.4 points below standard; Increased 7.3 points EL: -49.6 points below standard; Increased 2.3 points SWD: -126.1 points below standard; Increased 13.5 points HISP: -35.8 points below standard; Increased 4.5 points</p>
<p>P4 Statewide Assessments (Math) Dashboard</p>	<p>CAASPP Math Expected Progress, Fall 2019 School: Goal to Increase 3 points (59.9 below standard) SED: Goal to Increase 3 points (59.6 below standard) EL: Goal to Increase 3 points (65 below standard) SWD: Goal to Increase 3 points (164.6 below standard) HISP: Goal to Increase 3 points (58 below standard)</p>	<p>CAASPP Math Actual Progress, Fall 2019 School: -46.1 points below standard; Increased 16.8 points SED: -45.2 points below standard; Increased 17.4 points EL: -52 points below standard; Increased 16.0 points SWD: -136.6 points below standard; Increased 31.0 points HISP: -44.7 points below standard; Increased 16.3 points</p>
<p>P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)</p>	<p>English Learner Expected Progress (Increase 3 percent in top levels while decreasing lower levels) 4 Well Developed: 39.6% 3 Moderately Developed: 41.2% 2 Somewhat Developed: 14.2%</p>	<p>English Learner Actual Progress (Please note: Only ELs in grade 3-6 are reflected) 36.2% Making Progress towards English Language Proficiency</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>1 Beginning Stage: 5.0%</p> <p>English Learner Actual Progress</p> <p>4 Well Developed: 36.6%</p> <p>3 Moderately Developed: 38.2%</p> <p>2 Somewhat Developed: 17.2%</p> <p>1 Beginning Stage: 8.0%</p>	<p>ELs Who Decreased at Least One ELPI Level (16.6%)</p> <p>ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H (47.1%)</p> <p>ELs Who Maintained ELPI Level 4 N/A</p> <p>ELs Who Progressed at Least One ELPI Level (36.2%)</p>
P4 English learner reclassification rate	<p>Reclassified Students 18-19 = 56 Students</p> <p>All students in Level 4 (Well Developed) in ELPAC will be processed for Reclassification.</p>	<p>Reclassified Students 18-19 = 56 Students (October 2019)</p> <p>Reclassified Students 19-20 = 9 Students</p>
P8 Other student outcomes-DIBELS	<p>DIBELS- Students in grades TK-3 will continue to be assessed with Dibels and meet or exceed the standard for each benchmark target (note targets below for B2)</p> <p>***Kinder:.</p> <p>FSF (First Sound Fluency) target of 30 PSF (Phoneme Segmentation Fluency - phonemic awareness) target of 20 LNF (Letter Naming Fluency) - target of 27 NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) target of 17</p> <p>Kindervention will continue to be provided for their own students Kinder also provides intervention for the first grade team as well</p> <p>***First Grade:</p> <p>NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - target of 43 NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) target of 8 DORF (DIBELS oral reading fluency) - target of 23 DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 78%</p>	<p>DIBELS- Next benchmark scores will be reported in May.</p> <p>***Kinder: Students made growth in all areas that were assessed at B1 & B2.</p> <p>FSF (First Sound Fluency- phonemic awareness) - exceeded the target of 30 - scored 34.7 PSF (Phoneme Segmentation Fluency - phonemic awareness) - exceeded the target of 20 - scored 33.1 (above target is 44) LNF (Letter Naming Fluency) - nearly tripled the score from B1 to B2 (from 12.7 - 36.3) **NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - exceeded the target of 17 - scored 27.7, District Average 19-20 (24.8)</p> <p>Kindervention for their own students Kinder also provides intervention for the first grade team as well</p> <p>***First Grade: Students made growth in all areas that were assessed at B1 & B2.</p> <p>NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - exceeded the target of 43</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

BLT push-in support
Intervention Teacher push in support

***Second Grade:

DORF (DIBELS oral reading fluency) - target of 72
DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%

BLT push-in support
Intervention Teacher push in support

***Third Grade:

DORF (DIBELS oral reading fluency) -target of 86
DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%
DAZE (DIBELS version of MAZE for comprehension) - target of 11

BLT push-in support
Intervention Teacher push in support

- scored 54.6 (closer to above target of 59 than benchmark target)
NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) - exceeded the target of 8 -scored 14.2
**DORF (DIBELS oral reading fluency) - exceeded the target of 23-scored 26.4 (District Average 19-20 (33.1)
DORF-A- (DIBELS oral reading fluency - accuracy percentage) met the target of 78% (scored 78%)

BLT push-in support
Intervention Teacher push in support
Kinder Teacher push in support

***Second Grade:
Students made growth in all areas that were assessed at B1 & B2.

**DORF (DIBELS oral reading fluency) - exceeded the target of 72- scored 73.8, District Average 19-20 (74.2)
DORF-A- (DIBELS oral reading fluency - accuracy percentage) below the target of 96% (scored 88.1%)

BLT push-in support
Intervention Teacher push in support

***Third Grade:
Students made growth in all areas that were assessed at B1 & B2.

**DORF (DIBELS oral reading fluency) - met the target of 86- scored 86.1 (District Average 19-20 of 86)
DORF-A- (DIBELS oral reading fluency - accuracy percentage) came close to the target of 96% (scored 94.9%)
DAZE (DIBELS version of MAZE for comprehension) - near the target of 11 - scored 10.9

BLT push-in support

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments (ELA)	<p>Goal: Increase total Near or Above Standard by 3%</p> <p>63.11% Near or Above Standard</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Increase 1%, Not Decrease 3%)</p> <p>Exceeded:13.5</p> <p>Met: 24.67</p> <p>Nearly Met: 24.94</p> <p>• -----</p> <p>Not Met: 36.89</p> <p>Reading (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Above- 15.36</p> <p>Near- 43.76</p> <p>Below- 40.88</p> <p>Writing (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Above- 15.36</p> <p>Near- 47.74</p> <p>Below- 36.89</p> <p>Listening (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Above- 14.56</p>	<p>Intervention Teacher push in support</p> <p>(Gain of 2.07%) from 60.1</p> <p>62.17% Near or Above Standard</p> <p>Exceeded: (12.5) 12.02</p> <p>Met: (23.67) 24.05</p> <p>Nearly Met: (23.94) 26.10</p> <p>• -----</p> <p>Not Met: (39.89) 37.83</p> <p>Reading</p> <p>Above- (14.36) 12.9</p> <p>Near- (41.76) 48.1</p> <p>Below- (43.88) 39</p> <p>Writing</p> <p>Above- (14.36) 15.2</p> <p>Near- (45.74) 47.8</p> <p>Below- (39.89) 37</p> <p>Listening</p> <p>Above- (13.56) 10.9</p> <p>Near- (59.84) 63</p> <p>Below- (26.60) 26.1</p> <p>Research/Inquiry</p> <p>Above- (18.35) 15.2</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Near- 61.84</p> <p>Below- 23.60</p> <p>Research/Inquiry (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Above- 19.35</p> <p>Near- 50.14</p> <p>Below- 30.51</p>	<p>Near- (48.14) 50.1</p> <p>Below- (33.51) 34.6</p>
P4 Statewide Assessments (Math)	<p>Goal: Increase total Near or Above Standard by 3%</p> <p>60.33% Near or Above Standard</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Increase 1%, Not Decrease 3%)</p> <p>Exceeded: 6.6</p> <p>Met: 20.73</p> <p>Nearly Met: 33.0</p> <p>• -----</p> <p>Not Met: 39.67</p> <p>Concepts & Procedures (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Above- 14.07</p> <p>Near- 32.4</p> <p>Below- 53.53</p> <p>Prob. Solv, Model, Data Analysis (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p>	<p>(Gain of 4.55%) from 57.33</p> <p>61.88% Near or Above Standard</p> <p>Exceeded: (5.6) 8.8</p> <p>Met: (19.73) 22.9</p> <p>Nearly Met: (32.0) 30.79</p> <p>• -----</p> <p>Not Met: (42.67) 38.12</p> <p>Concepts & Procedures</p> <p>Above- (13.07) 18.5</p> <p>Near- (30.4) 32.3</p> <p>Below- (56.53) 49.3</p> <p>Prob. Solv, Model, Data Analysis</p> <p>Above- (7.73) 10.0</p> <p>Near- (44.27) 48.1</p> <p>Below- (48.0) 41.9</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Above- 8.73</p> <p>Near- 46.27</p> <p>Below- 45.0</p> <p>Communicate Reasoning (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Above-11.4</p> <p>Near- 50.27</p> <p>Below- 38.33</p>	<p>Communicate Reasoning</p> <p>Above-(10.4) 13.5</p> <p>Near- (48.27) 45.5</p> <p>Below- (41.33) 41.4</p>
<p>P8 Other Student Outcomes (IStation)</p>	<p>ISIP Advanced Reading Results- Students in grades 4-6 will continue to be assessed with Istation and demonstrate progress in the areas of comprehension, word analysis, vocabulary, and text fluency.</p>	<p>Data included from September 2019 and February 2020</p> <p>***4th Grade</p> <p>Overall:</p> <p>Tier 1: (47%) 49%</p> <p>Tier 2: (18%) 17%</p> <p>Tier 3: (35%) 34%</p> <p>Comprehension:</p> <p>Tier 1: (47%) 45%</p> <p>Tier 2: (25%) 23%</p> <p>Tier 3: (28%) 32%</p> <p>Word Analysis:</p> <p>Tier 1: (51%) 59%</p> <p>Tier 2: (18%) 12%</p> <p>Tier 3: (32%) 29%</p> <p>Vocabulary:</p> <p>Tier 1: (39%) 30%</p> <p>Tier 2: (25%) 24%</p> <p>Tier 3: (35%) 45%</p> <p>Text Fluency:</p> <p>Tier 1: (35%) 41%</p> <p>Tier 2: (20%) 24%</p> <p>Tier 3: (44%) 34%</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

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***5th Grade
Overall:
Tier 1: (48%) 52%
Tier 2: (29%) 18%
Tier 3: (23%) 30%

Comprehension:
Tier 1: (50%) 57%
Tier 2: (31%) 23%
Tier 3: (19%) 20%

Word Analysis:
Tier 1: (55%) 52%
Tier 2: (21%) 24%
Tier 3: (24%) 24%

Vocabulary:
Tier 1: (50%) 42%
Tier 2: (26%) 17%
Tier 3: (24%) 41%

Text Fluency:
Tier 1: (61%) 57%
Tier 2: (13%) 18%
Tier 3: (26%) 24%

***6th Grade
Overall:
Tier 1: (44%) 47%
Tier 2: (14%) 28%
Tier 3: (42%) 25%

Comprehension:
Tier 1: (42%) 59%
Tier 2: (27%) 16%
Tier 3: (31%) 25%

Word Analysis:
Tier 1: (49%) 52%
Tier 2: (16%) 22%
Tier 3: (35%) 26%

Vocabulary:
Tier 1: (27%) 27%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Tier 2: (19%) 18% Tier 3: (54%) 55% Text Fluency: Tier 1: (38%) 47% Tier 2: (16%) 13% Tier 3: (46%) 40% GRADES 4 - 6 ALL RECEIVE: BLT push-in support Intervention Teacher/Team push-in support

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation</p> <p>a. Provide opportunities for teachers to support CCSS implementation including ELD (printing, supplemental materials, resources)</p> <p>b. Coaches/Teacher Facilitator/Coordinators will provide staff development/modeling as needed by grade levels</p> <p>c. Teachers will be trained to use district adopted texts/materials and programs including NGSS mini units, UoS digital platform, G-Suite, Haiku, and DIBELS/ISTation</p> <p>d. Increase co-teaching models and applications for Least Restrictive Environment</p>	<p>1.1 CCSS Implementation</p> <p>a. Opportunities each trimester are given to teachers to support CCSS implementation including ELD as grade levels. Directions for collaboration are emailed to grade levels and feedback is collected on tasks accomplished.</p> <p>b. Coaches/Teacher Facilitators/Coordinators provided staff development/modeling as needed by grade levels during assigned Wednesday Collaboration days. Supports have included Balanced Math, AVID, tech, ELD, Guided Rdg, etc.</p> <p>c. Teachers have been supported with use of district adopted texts/materials and programs including NGSS mini units, UoS digital platform, G-Suite,</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,882.00</p> <p>Two Bilingual Language Tutors (6 hrs & 3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$62,930.00</p> <p>One Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$26,360.00</p> <p>Books, Digital Resources, Maker Space and Supplemental Reference Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$867.00</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,882.00</p> <p>Two Bilingual Language Tutors (6 hrs & 3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$62,930.00</p> <p>One Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$26,360.00</p> <p>Books, Digital Resources, Maker Space and Supplemental Reference Materials (see 0707 noted in 1.2) 4000-4999: Books And Supplies Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
e. Provide Supports and Collaborative Planning Time for Implementation of Upper-Grade Intervention and use of I-Station Resources	Haiku, and DIBELS. This has been incorporated in Wednesday Collaboration/Staff Meetings/Trimester Planning. 6th grade students attend Science Camp annually and is entirely funded through PTO fundraising other than bussing.		\$360.00
f. Library and Digital Resources (eBooks)	d. Increased co-teaching models and applications for Least Restrictive Environment. RSP services follow a push in model at all grade levels. In addition, there continue to be opportunities for pull out as needed. Co-teaching has been explored in the upper grade classrooms for mathematics. Increased mainstreaming has been supported with the SDC classroom.	Gap Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$6,125.00	Gap Materials and Supplies (Frozen) 4000-4999: Books And Supplies Title III LEP -- 4203 \$0.00
g. Technology support, and makerspace materials for classroom and Innovation Center integration including technology and making supplies (earbuds, etc.) Technology coordinators will be provided release time to support implementation, update social media and website communication tools, etc.	e. Teachers in grades 4-6 have received Supports and Collaborative Planning Time for Implementation of Upper Grade Intervention and use of I-Station Resources. Language! program was discontinued after end of T1 in 2018-19. Corrine has been invited to the site to provide direct support to grade levels to refine practices and understanding.	Maintenance Contract to support CCSS implementation Supplemental Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000.00	Maintenance Contract to support CCSS implementation Supplemental Materials/Repairs 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,890.00
h. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices (hourly and sub teachers)	f. Library and Digital Resources (eBooks) are updated annually to increase the average age of the site materials. Accelerated Reader software has been purchased for 3rd grade, but will discontinue for 19-20 unless funded by grade level fundraising/donors choose. 3rd grade partnered with PTO to continue for this	Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00	Teacher Hourly and Sub Release Time ***Overage covered by other areas of plan*** 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,048.00
i. Bilingual Language Tutors/Instructional Aides		Printing and Laminating 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2213.00	Printing and Laminating (0707 used for AVID printing and misc teacher print see listed in 1.2) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,213.00
		Field Trips 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000.00	Field Trips/Transportation ***Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00
		Subs for Instructional Aides and Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00	Subs for Instructional Aides and Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100.00

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

year but failed to fundraise the reimbursement of funds to PTO. Site suspense money may be allotted to cover 19/20 but continuing purchase will not be granted. Guided Reading materials were purchased for grades 1 & 2 to align with district purchased materials for grades 3 & 4.

****FROZEN****Due to school COVID19 closures and frozen funding, library materials (cultural and themed books) were not purchased. Additional Guided Reading kit for 4th grade also not purchased.

g. Grade levels are provided technology support, and makerspace materials for classroom and Innovation Center integration including technology and making supplies (earbuds for testing, etc.) Technology coordinators will be provided release time to support implementation, update social media and website communication tools, etc.

h. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices (hourly and sub teachers). Impact team work has been the focus of additional team release time. Teachers are also encouraged to sign up for trainings available through JORS. Substitutes are also used once per month to allow for SST meetings.

i. Bilingual Language Tutors/Instructional Aides funded to

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>support Guided Reading interventions and language/literacy development.</p> <p>***Field Trips: Error in how labeled, used for student incentives for academic achievement and PBIS***</p>		
<p>Staff Development/Collaboration</p> <p>a. Provide PD for staff on implementation of CCSS. This will include UOS implementation, effective strategies for mathematics including Balanced Math, and ELA/ELD including guided reading, writing across the curriculum, and academic language development. Support with resources for printing, poster making, other collaboration tools.</p> <p>b. Implement AVID strategies focusing on organization, note-taking, and managing agendas/calendars.</p> <p>c. Provide release time for AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations with all stakeholders</p> <p>d. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers and offer opportunities for conferences/professional development to build site knowledge</p> <p>e. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings</p>	<p>1.2 Staff Development/Collaboration</p> <p>a. Provided PD for staff on UOS implementation and effective strategies for mathematics and ELA/ELD including Balanced Math and Early literacy (foundational skills) during Wednesday Collaboration and/or Staff Meeting time. Language Services provided Culturally Responsive Teaching as Professional Development to teachers at the school site during Wednesday collaboration as well.</p> <p>b. Staff continuously implement AVID strategies focusing on organization, note-taking and managing agendas/calendars. Conference opportunities to receive updates with RCOE PD or Path training are provided. RCOE AVID Coach is also brought out to the site for Boost offerings.</p> <p>c. Provided release time for AVID lead teacher to organize AVID site plan, upload AVID supports to site Haiku platform, and assist in communicating goals and expectations with all stakeholders (SSC/ELAC).</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2373.00</p> <p>Maintenance Contract to support CCSS implementation, including ELD 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$900.00</p>	<p>Technology Equipment ***FROZEN*** 4000-4999: Books And Supplies Title I Basic -- 3010 \$0.00</p> <p>Teacher Hourly and Sub Release Time ***Needed to secure Contract for Laminator that broke*** 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000.00</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,247.00</p> <p>Maintenance Contract to support CCSS implementation, including ELD 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$900.00</p> <p>Books and Guided Reading Materials (1.1) 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Provide release time for grade levels to analyze data including DIBELS, UoS, common assessments</p>	<p>d. Staff development opportunities provided in technology (including use of Chromebooks) with technology coordinator for all teachers and offer opportunities for conferences (CUE etc.) professional development to build site knowledge. ***Tech items not purchased due to COVID19 School Closure and frozen funding***</p> <p>e. Provided release time(hourly/subs) for teachers to attend training/planning/collaboration meetings. Additional Support provided as needed for Impact Team.</p> <p>f. Provided release time for grade levels to analyze data including DIBELS, UoS, common assessments. Additional Support provided as needed for Impact Team.</p> <p>***Unforeseen need to get a maintenance contract for laminator for teacher use. Repurposed allocated money for hourly in this section to acquire contract 2500.***</p>	<p>\$</p> <p>\$</p> <p>\$</p>	<p>LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Printing and Laminating, AVID Agendas and Misc Teacher Print (1.1) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Maintenance Contract to support CCSS implementation, including ELD 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500.00</p>
<p>Intensive Intervention</p> <p>a. Intensive primary Intervention supporting Early Literacy instruction, DIBELS</p> <p>b. Provide resources for implementation of intensive intervention for students in grades 4-6</p> <p>c. Extended Learning Opportunities to challenge or provide differentiation for</p>	<p>1.3 Intensive Intervention</p> <p>a. Intensive primary Intervention is provided supporting Early Literacy instruction, and the Primary Intervention teacher helps with monitoring of implementation with administering DIBELS assessments. All primary grades receive push in supports for Guided Reading.</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68,000.00</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$68,000.00</p> <p>CSR Intervention Teacher (1.0)</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68,000.00</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$68,000.00</p> <p>CSR Intervention Teacher (1.0)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students outside of the school day as well as Extended Learning Opportunities within the Saturday School Program to support with remediation of skills, test prep for CAASPP, and GATE.</p> <p>d. Purchase technology license to enhance intervention opportunities (Starfall, IStation, Powtoons, Formative, etc.)</p> <p>e. Purchase supplemental materials to reinforce CCSS in the area of reading: Scholastic News, etc.)</p>	<p>Additional pull out is provided with strategic groups.</p> <p>b. Provided resources for implementation of intensive intervention for students in grades 4-6 (guided reading books for grades 5 & 6 were provided by the district in 19-20). Upper grade intervention teacher is provided to support guided reading instruction in all upper grades 4-6. Jan Richardson Guided Reading Book was purchased one copy for each grade level for planning guidance.</p> <p>c. Extended Learning Opportunities to challenge or provide differentiation for students outside of the school day as well as Extended Learning Opportunities within the Saturday School Program to support with remediation of skills and test prep for CAASPP. (GATE included). Provided hourly for additional teachers to have smaller focused groups and supplemental materials for STEM resources unless included in making library materials already at site.</p> <p>d. Purchased technology licenses to enhance intervention opportunities *IStation, *Powtoons, Starfall, etc.)</p> <p>e. Purchase supplemental materials to reinforce CCSS in the area of reading. Intervention Supports.</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$137,334.00</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00</p> <p>\$</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$137,334.00</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$270.00</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0.00</p>
AVID	1.4 AVID	Travel and Conference	Travel and Conference

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Students will be provided with binders in Grades 3-6 as well as agendas to organize classwork and schoolwork using dividers. Students in Grades TK-2 will be provided with binders/folders as an organizational tool. and modified agendas/homework calendars appropriate to their grade level. Students will be learning AVID skills that promote organization and college readiness.</p>	<p>a. Students are provided with binders in Grades 3-6 as well as agendas to organize classwork and schoolwork using dividers. Students in Grades TK-2 are provided with binders/folders as an organizational tool and modified agendas/homework calendars appropriate to their grade level. Students regularly build AVID skills that promote organization and college readiness.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,465.00</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p>
<p>b. Students will be provided with a pencil pouch and supplies in support of school readiness and AVID organization initiatives.</p>	<p>b. Students are provided with a pencil pouch and supplies in support of school readiness and AVID initiative of organization.</p>	<p>Teacher Hourly and Sub-Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p>	<p>Teacher Hourly and Sub-Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p>
<p>c. AVID Path training will be provided for teachers in grades without an AVID trained teacher to extend AVID schoolwide.</p>	<p>c. AVID Path training was provided for teachers in grades without an AVID trained teacher to extend AVID schoolwide.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9233.00</p>	<p>AVID Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9233.00</p>
<p>d. AVID workshops provided through RCOE will be offered to increase and refine AVID practices on campus.</p>	<p>d. Offerings for AVID workshops through RCOE will be offered in future years, but were paused in 19-20 to increase and refine AVID practices on campus with current learning already completed. Site practices were looked at more closely during collaboration, AVID weekly was supported, and grade levels explored WICOR and further implementation of AVID strategies including DOK/Inquiry. A boost was provided to revisit Notetaking and extend steps of STAR.</p>	<p>\$</p>	<p>AVID Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p>
<p>e. Materials to promote AVID College and Career Culture on campus will be purchased (banners, scavenger hunt materials, college/career learning opportunities and AVID family nights)</p>	<p>e. Materials to promote AVID College and Career Culture on campus were purchased/replenished (banners, scavenger hunt materials,</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	college/career kickoff/learning opportunities and AVID family nights)		
<p>Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Rustic Lane is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>1.5 Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Rustic Lane is discussed as a possible intervention for students through the SST process. CEP served to provide voice, fluency and/or articulation skill enrichment. The CEP served as a general education function. The purpose of CEP iwa to identify and resolve speech difficulties before the need for more intensive interventions arises. Students received differentiated instruction based upon a tiered pyramid of interventions.</p>		

Analysis

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

Rustic Lane has two UOS (Units of Study) representatives who work to revise and refine UOS units and share out information with staff along with the administrator. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS and following suggested pacing guides. Grade levels teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data.

All Grade levels are participating in ongoing training provided by the district for literacy; site training on AVID (Advancement Via Individual Determination) provided by consultants, lead teacher, and site administration; digital gateway training & peardeck training provided by site admin and site technology coordinators; Kate Kinsella training on Language Acquisition/Development provided to staff by site admin as well as Designated ELD professional development.

The first grade team is continuing their participating in Impact Team training for the site and is joined by the sixth grade team as they implement for the first year. Other grade levels are also engaged in looking at foundational standards for their grade levels and beginning the process of looking at the development of rubrics to inform instruction and the feedback process. The first and sixth grade teachers specifically participated in staff development that focused on analyzing student work, developing success criteria, develop rubrics in an effort to build student efficacy. Follow up coaching with district staff and consultant provided additional guidance in implementing this model. Release time is also given to these two grade levels for focused analysis/collaboration time.

UOS and common grade level assessments have been implemented site wide. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS assessments as well as common assessment across the grade level. Teacher observations have focused on Balanced Math and ELD/Guided Reading practices in 19-20. Grade level leaders submit summary data after each Wednesday collaboration with either their weekly collaboration tool or the Learning Evidence Action Tool for their performance task analysis.

Reading intervention has been fully implemented across all grade levels Tk-6 as evidenced by master schedules submitted, DIBELS data (grades TK-3), classroom observations, grade level meeting minutes, and Istation data (In grades 4-6). There has been an increase in reading fluency among our primary grades as evident by DIBELS assessment data. Primary intervention continues in grades K through third grade and selected/invited kindergarteners are being provided additional supports with an extended school day with their Kinder Teachers. In addition to the Kinder daily support block for guided reading, the guided reading schedule allows for all site BLTS to push into Kinder classrooms on Wednesdays to help lead even more focused groups of students.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas and refining practices has been central focus with recent professional development (Kate Kinsella and Integrated ELD). District Culturally Responsive Teaching training was provided in February to further support EL teaching strategies and practices.

SST Team works closely with teachers to ensure that students are given best first instruction and interventions in the classroom. Intervention teachers are a part of this team and are essential when identifying additional support systems for given students. RSP and PBIS/SEL team members are also essential to the SST team and in addition to academic discussions during SST, inputs for Behavior Support Plans and referrals for mental health, etc. are also looked at.

Technology strategies and resources are fully implemented in grades TK- 6. There are disparities in the depth of implementation but all students continue to utilize their chromebook as a tool to supplement and enhance classroom instruction within all subjects. Collaboration topics continue to ask teachers to examine their use of technology and whether chromebooks are being used as replacement tools or tools to transform learning. District TSAs will be invited to site to support efforts in staff desires to refine their individual skill sets (survey staff). Master schedules for the EMCC and Williams Visit data reflect the support that has been provided with the implementation of chromebooks and other instructional resources across all grade levels. At every library visit, students are engaged in literature and making activities, and the innovation center has an open schedule for teachers to use as well. At a minimum of once per trimester, teachers were asked to bring their classes to the Innovation Center to transform a lesson using Innovation Center materials. Student's technology skills have greatly improved because of the usage of chromebooks and the Innovation Center on a regular basis. This year teachers have been encouraged to begin using tools such as PearDeck, Kahoot, Seesaw, etc. and will continue to collaborate to build staff skill set in reaching students with their new tech tools. Further development of the Digital Citizenship program is necessary...the site continues to present/share information with families and began a treasure map for students as they complete their lessons to encourage sharing learning with families.

All students in grades TK-6th participate in AVID. Students were provided with all necessary supplies to cover the three goals set by the AVID committee; Agenda, Binder, and Note-taking. Purchase requisitions reflect the purchase of binders, folders, pocket pouches, dividers, pencil boxes, table caddies, highlighters, and agendas as determined age appropriate by Site leadership team and suggested by AVID consultants. The requisition of print to provide agendas for grade levels 3 to 6 demonstrates the full implementation of supports for AVID. Teachers have participated in an additional boost for notetaking and will further examine their implementation of STAR. The site will be part of a district walk to look at AVID notetaking in March.

Grade level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten. Emails and flyers also reflect the full implementation of including Preschool students and families in school activities.

Currently there are several students receiving CEP services at RL. The speech pathologist does attend SST meetings to support determination of the need for these services.

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

SBAC results are showing growth in ELA. Language Interventions are extremely supportive of students TK-6 and the expansion to upper grades/guided reading is helping to further strengthen this area.

There have been several changes with personnel in the area of SWD. Further efforts for collaboration and communication between Sped staff have been established and continue in 19-20.

Math was showing a need for improvement, but significant gains overall and among all subgroups indicate that professional development, observation feedback, etc. are making a lasting impact on the development of foundational math skills for RL students.

For 2019-20, RL staff evaluations continue to be conducted in the area of poster method and/or Guided Reading/ELD if an observation was already done in Poster Method.

EL progress remains strong and steady with RL students.

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CAASPP ELA Actual Progress, Fall 2018

School: -41.2 points below standard; Increased 6.7

SED: -43.7 points below standard; Increased 6.8 points

EL: -51.9 points below standard; Increased 4.4 points

SWD: -139.6 points below standard; Decreased 5.2 points

HISP: -40.3 points below standard; Increased 6

CAASPP ELA Actual Progress, Fall 2019

School: -35.9 points below standard; Increased 5.3

SED: -36.4 points below standard; Increased 7.3 points

EL: -49.6 points below standard; Increased 2.3 points

SWD: -126.1 points below standard; Increased 13.5 points

HISP: -35.8 points below standard; Increased 4.5 points

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CAASPP Math Actual Progress, Fall 2018

School: -62.9 points below standard; Declined 3.5 points

SED: -62.6 points below standard; Maintained -1.8 points

EL: -68 points below standard; Decreased 5.5

SWD: -167.6 points below standard; Decreased 19.9 points

HISP: -61 points below standard; Decreased 3.3 points

CAASPP Math Actual Progress, Fall 2019

School: -46.1 points below standard; Increased 16.8 points

SED: -45.2 points below standard; Increased 17.4 points

EL: -52 points below standard; Increased 16.0 points

SWD: -136.6 points below standard; Increased 31.0 points

HISP: -44.7 points below standard; Increased 16.3 points

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English Learner Actual Progress 2018

4 Well Developed: 36.6%

3 Moderately Developed: 38.2%

2 Somewhat Developed: 17.2%

1 Beginning Stage: 8.0%

English Learner Actual Progress 2019

(Please note: Only ELs in grade 3-6 are reflected)

36.2% Making Progress towards English Language Proficiency

ELs Who Decreased at Least One ELPI Level (16.6%)

ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H (47.1%)

ELs Who Maintained ELPI Level 4 N/A

ELs Who Progressed at Least One ELPI Level (36.2%)

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

Differences between Proposed Expenditures and Estimated Actual Expenditures include the following:

Two teachers will be sent to AVID Summer Institute, and 4 are also going to Path training during the school year. This helps to ensure that all members of our site will eventually be AVID trained.

AR was not originally purchased for 19-20 with site funds, and the grade level worked with PTO to support ongoing purchase with the hopes of securing grant funding which did not happen. The site is considering assisting to offset the cost for 19-20 with the understanding that this support will not continue to be given. Guided Reading initiative will continue to be the primary focus for development of literacy schoolwide.

Additional expenditures took place to provide support for CCSS implementation and the need to repair the site laminator and other additional repairs to copy machines affected by rats.

Mental Health interns are housed at the district office and students receive access via referral from site personnel.

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.

Rustic Lane staff began the 19-20 school year with the goal to "Lead as Learners," both our staff and students. This centered around open mindedness, understanding that change isn't always comfortable, embracing learning from each other to a greater degree, and identifying what it means to be a learner in today's world both as a teacher and a student. All students and staff began the year with a Learner acrostic identifying these characteristics and determining commonalities. We truly celebrated the beginning of a journey of discovery which was also integrated into the beginning of the year discipline assemblies, parent meetings, etc. We look forward to continuing this journey and meeting it with greater depth in 20-21. Other proposed book studies include (Hacking Discipline/Hacking Questions, EDUProtocol Field Guides/UDL).

Refinement of Balanced Math and Guided Reading practices will continue in 20-21. Further development of SEL, ELD practices, Inclusion practices, and technology integration are necessary.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path trainings. Previously trained staff will continue to be provided a review of WICOR strategies provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be continue to be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs and expand on DOK/Inquiry based learning. The RL site leadership team is composed of representatives from all grade levels who collaborate with site administration to determine site priorities and SMART goals. Only a few RL Teachers will attend AVID Summer Institute in 2020, but RL will send more teachers to PATH to continue to ensure AVID is implemented with fidelity site wide.

Analysis reflects that actual progress surpassed estimated growth school wide in ELA and in all significant subgroups according to California Dashboard data released in Fall. This data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide.

Analysis reflects that actual progress surpassed estimated growth school wide in MATH (with double digit gains) and in all significant subgroups according to California Dashboard data released in Fall. This data indicates a need to continue a commitment to refine and deepen current practices. The site has further examined Math Review and Math FUN components of balanced math and staff eagerly signed up for a refresher offered by the district yielding a positive return of feedback to other staff and opened the opportunity for further growth and dialogue. In 19/20, I look forward to more fishbowling with staff to refine these areas of practice.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

Primary intervention will continue to be implemented in grades K through third. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. AR will not be purchased for 20-21 and will not be backed by PTO or funded by grade level alternatively. Guided Reading initiative will be the primary focus for development of literacy schoolwide. One further change that has taken place is the inclusion of bilingual tutors in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. All upper grade teachers have now received guided reading training to support students in further developing literacy skills. There has been noted success amongst the team in observations of students and their targeted practice around literacy. As in primary grades, bilingual tutors are being included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning between special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. This change is reflected in the shift from the LANGUAGE! curriculum to the usage of IStation, guided reading, and district developed Units of Study. The SST team works closely with teachers to ensure that students are given best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, school psychologist, RSP, and speech pathologist are part of this team and are essential when identifying additional support systems for given students. The PBIS coach provides support for those students who are in need of social skills awareness. Counseling, mental health referrals/Behavior Support plans are designed to support students with social skill needs who may not have primary academic concerns.

In the area of technology, further development of the Digital Citizenship program is necessary. The site continues to present/share information with families and began a treasure map for students as they complete their lessons to encourage sharing learning with families. In addition, a closer look at teacher capacity to use and teach with technology is a need. There are a variety of comfort levels among staff, and further release time for tech coordinators/staff & district TSA partnering will be sought to help support efficacy with instructional practices following PD. The site began 19-20 with a look at Innovative Mindset by George Couros as a book study, and will look at it further over 20-21 continuing the site mission of "Leading as Learners."

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate:	Goal: School Attendance Rate to Maintain of Increase by 1% for 19-20 Goal: 96.71% Year to Date (19-20) Attendance rate has been maintaining.	Actual: School Attendance Actual: 95.71% Year to Date (18-19) Actual: 95.0466% Year to Date (19-20)
P5 Chronic Absenteeism rate:	Goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages Goal 2018-2019: 7.8% School wide or maintain	Actual: Chronic Absenteeism rate: 2018-2019: School wide: 12.2% (Red); an increase of 4% District: 9.7% (Orange) Increase 0.9% (Orange) State: 10.1% (Orange) (increased 1.1) Current 19/20 Attendance Rate by Grade (EL & RSP overall higher average than grade level total) TK-89.144 K-93.623 1-95.243 2-95.069 3-95.906 4-95.341 5-95.449 6-95.318 Data Dashboard by Subgroup: ALL: 12.2 (+4 Red) EL: 11.4 (+7.4 Red) Afr Am: 16.7 (-8.3 N/A) Wh: 28.6 (+11.3 N/A) Hisp: 11.1 (+4 Red) SED: 12.3 (+3.7 Red)

Metric/Indicator	Expected Outcomes	Actual Outcomes
		SWD: 5.8 (-3.8 Green) Foster N/A Homeless N/A Asian N/A Filipino N/A Two or More N/A
P6 Pupil Suspension rate:	Goal: Maintain or Reduce Pupil Suspension rate Remain below district average for suspension and apply alternatives to suspension 2018-2019: 1.4% School wide maintain or better (Maintain Green or Move to Blue);	Actual: Pupil Suspension rate: 2018-2019: 2.7% School wide (Green to Orange); increase of 1.4% District: 3.6%- maintained yellow
P6 Surveys of pupils, parents, teachers on sense of safety:	2018-2019 Outcome: (Increase by 1-3% in each area) LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 89-91% Extremely Safe to Moderately Safe LCAP Survey, Students: 80.61-82.61% Extremely Safe to Moderately Safe LCAP Survey, Staff: 76-78% Extremely Safe to Moderately Safe	2018-2019 Outcome: LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 90% Extremely Safe to Moderately Safe (Increased by 2%) LCAP Survey, Students: 100% Extremely Safe to Moderately Safe LCAP Survey, Staff: 73% Extremely Safe to Moderately Safe
P6 Surveys of pupils, parents, teachers on sense of safety:	Goal: (Increase by 1-3% in each area) 2020-2021: 93-95% percent of 5th-grade students surveyed will report feeling safe at least some of the time/all the time.	Actual: No revised data for 19-20 2018-2019: 92% percent of 5th-grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows: 48% of students reported feeling safe all of the time 26% of students reported feeling safe most of the time 18% of students reported feeling safe some of the time 9% of students reported never feeling safe

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe and Healthy School Environment</p> <p>a. School will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops).</p> <p>b. Supervisors will be participate in trainings that focus on conflict resolution and positive reinforcement. Supervisors will supervise PTO sponsor events that may require additional supervision. Supervisors will also provide babysitting for parent trainings and meetings such as PTO, ELAC, and SSC.</p> <p>c. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe,nurturing, and respectful emotional environment. The plan will be approved every year by the school site council.</p> <p>d. Health aide will provide appropriate health care and nursing services. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly safety drills and practice disaster procedures.</p>	<p>2.1 Safe and Healthy School Environment</p> <p>a. School has created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops).</p> <p>b. Supervisors have participated in meetings with admin/trainings that focus on conflict resolution and positive reinforcement. Supervisors have provided supervision at PTO sponsor events that may require additional supervision. Supervisors have also provided babysitting for parent trainings and meetings such as Kinder workshops, PTO, ELAC, and SSC. On rainy days, supervisors have provided additional minutes of supervision for changed lunch schedules/safe dismissal at Stobbs Way exit.</p> <p>c. Safety coordinator has revised and gathered approvals of the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe,nurturing, and respectful emotional environment. The plan has</p>	<p>Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13,857.00</p> <p>Health Care Aide 3hrs. (.25) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$6,927.00</p> <p>Health Care Aide 3hrs. (.25) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,927.00</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>\$</p> <p>\$</p>	<p>Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27,711.00</p> <p>Health Care Aide 3hrs. (.25) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Health Care Aide 3hrs. (.25) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Medical 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Catering-Food Services (Incentive 100 Mile Club) 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$50.00</p>

**Planned
Actions/Services**

e. Staff will annually revise and distribute parent/student handbook. PBIS coordinator and staff will provide a schoolwide assertive discipline program (PBIS/SEL Program). PBIS/SEL implementation will include training and materials for teaching social skills with social skills posters, class dojo app or Q Communications use for increased communication, and incentives to recognize student demonstration of positive behaviors.

f. Rustic Lane will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have ran. Students will develop self-monitoring strategies. Supervisors and staff will provide additional student supervision to ensure student safety.

g. Staff trained at summer SPARK PE institute will provide professional development to teachers to increase PE activity and materials will be provided in support. Release time for planning and training of students to develop student led "Sparkler" activities recesses will be continued.

**Actual
Actions/Services**

been approved by the school site council.

d. Health aide has provided appropriate health care and nursing services. Activity supervisors have provided appropriate campus supervision, enforced the school dress code, and enforced school rules and procedures. Supervisors support recess initiatives leading activities to positively engage and recognize students:(Lucky Leopards, Brag Tags, Challenge of the Week, Sparklers, etc.) Students and staff have participated in monthly fire drills and practice disaster procedures including earthquake/lockdown routines.

e. The parent/student handbook is distributed/posted online annually. PBIS/SEL coordinator and staff have provided a schoolwide assertive discipline program (PBIS/SEL Program). PBIS/SEL implementation has included training and materials for teaching social skills with social skills posters, class dojo/Remind app use for increased communication, and incentives to recognize student demonstration of positive behaviors. Powtoons lessons are designed to support instruction of the social skills. Materials and conference opportunities to supplement SEL curriculum are being explored (Character Strong).

f. Rustic Lane has operated the 100 Mile Club focused on student health

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>and well being by having them participate in running and monitoring the number of miles they have ran. Students develop self-monitoring strategies. Supervisors and staff have provided additional student supervision to ensure student safety.</p> <p>g. Staff trained at summer SPARK PE institute have provided professional development to teachers to increase PE activity and materials have been purchased to provide support for implementation/storage. Release time for planning and training of students to develop student led "Sparkler" activities recesses has been provided.</p>		
<p>Positive Behavior Intervention Support (PBIS)</p> <p>a. The PBIS/SEL coach along with the PBIS/SEL committee will facilitate the implementation of the components of the PBIS/SEL model. Teachers will teach short lessons that focus on the sixteen character traits.</p> <p>b. The PBIS/SEL coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>c. Students will participate in weekly and trimester PBIS Reward activities where students are chosen from collected Lucky Leopards for demonstrating PBIS/SEL behavior throughout the</p>	<p>2.2 Positive Behavior Intervention Support (PBIS/SEL)</p> <p>a. The PBIS/SEL coach along with the PBIS/SEL committee have facilitated the implementation of the components of the PBIS/SEL model. Teachers daily teach short lessons that focus on the sixteen character traits.</p> <p>b. The PBIS/SEL coach provided staff development and support in planning these short lessons (Powtoons resources of videos). Student incentives have been given in the classroom and schoolwide to reward positive behavior.</p> <p>c. Students have participated in weekly (Lucky Leopard) and trimester PBIS/SEL Reward activities where</p>	<p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,286.00</p> <p>Materials and Supplies, including incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,900.00</p> <p>\$0</p>	<p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$300.00</p> <p>Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,286.00</p> <p>Materials and Supplies, including incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,900.00</p> <p>Mental Health Contract (0707 budget used) 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>trimester and are invited to assemblies/events in addition.</p> <p>d. Morning announcements will include tips and suggestions for implementing the PBIS/SEL weekly behavioral skill and campus area expectations.</p> <p>e. The ***Responsibility Room*** will be provided for students to reflect on behavior strategies and skills to be successful on the campus.</p> <p>f. PBIS/SEL coach will hold meetings with committee to review discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom.</p> <p>g. Training is regularly provided to new staff as they join Rustic Lane on PBIS/SEL/Behavior Supports. Conference opportunities for improving PBIS/SEL implementation and managing specific types of behavior/learning difficulties are provided as needed (Boys Town, Capturing Kids Hearts, etc.).</p> <p>h. Mental Health Supports will be provided to students via a two mental health intern provided by the district as well as referrals by teacher/staff or parent. Mental Health interns will also provide assistance with social skill development in support of positive behavior at school</p>	<p>students are chosen from collected Lucky Leopards for demonstrating PBIS/SEL behavior throughout the trimester and are invited to assemblies/events in addition.</p> <p>d. Morning announcements have included tips and suggestions for implementing the PBIS/SEL weekly behavioral skill and campus area expectations.</p> <p>e. The ***Responsibility Room*** has been provided for students to reflect on behavior strategies and skills to be successful on the campus.</p> <p>f. PBIS/SEL coach has held meetings with committee to review discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom. The PBIS/SEL Coach has further participated in Site Leadership meetings to share inputs.</p> <p>g. Training is regularly provided to new staff as they join Rustic Lane on PBIS/SEL Behavior Supports. Conference opportunities for improving PBIS/SEL implementation and managing specific types of behavior/learning difficulties have been provided as needed (Capturing Kids Hearts, Character Strong, etc.).</p> <p>h. Mental Health Supports were provided to students via referral to District support staff.</p>	<p></p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,225.00</p> <p>\$</p>	<p>Title I Basic -- 3010 \$0</p> <p>Travel and Conference (and PBIS Assembly Contract) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$650.00</p> <p>Professional/Consulting services and operating expenditures 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attendance and Leadership Support a. The staff will develop and implement attendance incentives such as attendance medals, classroom celebrations, certificates, extra recess, Cookies with the Principal, pencils/keychains, etc. to promote attendance.</p>	<p>2.3 Attendance and Leadership Support a. RL has implemented attendance incentives such as attendance medals, classroom celebrations, certificates, extra recess, pencils/keychains, etc. to promote attendance. (Ideas for 19-20 include Leopard prize upper/primary, banners for 100 percent attendance each day, attendance bulletin board change to daily) b. RL conducts SART meetings regularly and refers families to SARB for further intervention as needed. Resources are provided to families to support positive student attendance, home visits are made when needed, coordination with school nurses, meetings to discuss/plan for independent studies, etc.</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000.00</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000.00</p>
<p>Customer Service/Welcoming School Environment a. Continue to improve customer service by office staff and support staff, offer training and professional development b. Provide carousel of resources for parents looking for information in the office c. Communicate school events/information using Website, Social Media, Class Dojo schoolwide, InTouch, school marquees, email, class</p>	<p>2.4 Customer Service/Welcoming School Environment ***FROZEN*** Purchases to replenish materials used this school year in preparation for upcoming year were not able to be completed (activity supervisor supplies, paper, etc.) a. Improvement of customer service skills by office staff and support staff have been addressed ongoing through training and professional development via office meetings.</p>	<p>Welcoming Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00 Safety Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00 Supplemental Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Welcoming Environment ***FROZEN** 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$438.00 Safety Resources ***FROZEN*** 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$150.00 Supplemental Resources and Materials ***FROZEN*** 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>dojo/Remind apps, texts and printed flyers</p> <p>d. Work with safety coordinator to improve the school safety plan and disaster notebook according to district mandates, protocols and site specific needs.</p> <p>e. Purchase materials as needed to safely implement the plan.</p> <p>f. Work with custodian to ensure a clean school stocked with adequate supplies and free of clutter</p> <p>g. Under the direction of the PBIS/SEL Coordinator, Rustic Lane Staff will assist new students by providing school tours on their first day of attendance, will participate in welcoming students on Mondays and other assigned duties to help the overall morale of the school to improve.</p>	<p>b. The office has provided a carousel of resources for parents looking for information in the office</p> <p>c. School events/information are regularly communicated using Website, Social Media, Class Dojo schoolwide, InTouch, school marquees, email, class dojo/Remind apps, texts and printed flyers. A new marquee was purchased with Donation funds for 18-19 due to the old marquee no longer being able to lock and letters missing to be able to post complete communication.</p> <p>d. The safety coordinator met with the site safety team to improve the school safety plan and disaster notebook according to district mandates, protocols and site specific needs.</p> <p>e. Materials are purchased as needed to replenish safety equipment/tools related to implementation of the plan (radios, batteries, vests, backpacks, etc.).</p> <p>f. The custodian has worked to ensure a clean school stocked with adequate supplies and free of clutter. Work orders have been entered to ensure safety including drains, rain gutters, vandalism reports, etc. (Priority site needs for blacktop in hall, speaker system, water run off/flooding, and paint completion remain).</p> <p>g. Rustic Lane Office Staff have assisted new students by providing</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

school tours on their first day of attendance and providing AVID learning materials for success. Various staff are involved in arrival and dismissal procedures, creating a welcoming environment and improving overall morale of school.

Analysis

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

Many strategies/activities have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies including perfect attendance medals at the end of the year. Student incentives include receiving Lucky Leopards for Saturday School attendance. Classrooms are awarded NOT OUR BELL extra recess for 10 days of perfect attendance. Pencils are awarded to perfect attendance students. The attendance incentives are being revisited to increase attendance percentages.

PBIS/SEL social skills implementation is ongoing throughout the school year. Teachers teach social skills and location expectations on a weekly basis. Students are coached and work on conflict resolution whenever they encounter conflict with peers and are guided with supports (inc. peace agreement) from admin/other staff/school psychologist. A variety of alternatives to suspension are employed and suspension is used as a last resort (On campus detention, loss of recess, community service, Saturday school, reflective writing/goal setting, apology letters, check ins, BSPs, social skills groups, restricted/alternative play areas, mental health referrals, parent partnership, teacher support with Behavior Support Specialists, SST, etc. Additional trainings (CPI, Character Strong, PBIS/Boystown strategies) have been provided to teachers, supervisors, and support staff to support students deemed Tier 2 or Tier 3 due to maladaptive behaviors. Students are reminded and encouraged to meet behavior expectations in daily morning announcements. Incentives on campus for following ROAR expectations include lucky leopards weekly, golden lucky leopards, social skills brag tags, ROAR events, etc.

100 Mile Club and Spark PE/recess initiatives continue to be implemented throughout the school year in support of Healthy Living Initiatives. Students continue to be encouraged to participate through morning announcements and 100 Mile recognition assemblies. SPARK recess activities have been a hit with primary students, but further exploration to capture the interest of upper graders is needed.

The district's Maintenance department has addressed campus safety through the installation of some new black top areas and has begun painting of the campus. Maintenance helped with the install of site purchased marquee as well to improve communication. This builds on their previous support in building a track and installing a hydration station.

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

Attendance and suspension rates will be a focus for improvement.

For attendance, careful analysis of grade level trends and more targeted recognition/partnerships with individual students will be explored, see below for new strategies.

The site struggles with completion of independent studies or families not requesting/securing them in the first place.

Other challenges have been recognized with our transient families, traumas in families, and increases with grandparents raising students and providing the supports needed to ensure education can be a focus.

To strive to maintain a minimal rate of suspension, alternatives to suspension continue to be offered along with behavior contracts, behavior support plans, connection/partnerships with mental health services, etc.

Staff safety concerns continue to be addressed and reviewed in the Safe school plan. Work orders are submitted in a timely manner and safety concerns are addressed promptly. The office uses Raptor to identify visitors before they enter the site. The SRO visits occasionally to assist/support with minor traffic/custody/discipline concerns.

Strategies/activities to support attendance, overall health, and safety appear supportive when examining multiple measures and will continue to be expanded.

In addition, data from the annual William's visit reflected the facilities to be in compliance with state guidelines.

LCFF Surveys reflect that 90% of Parents feel the site is safe; 100% of students feel the site is safe; 73% of staff feel the site is safe.

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

Mental Health Interns are now housed at the District Office, and are not a site expense.

There is an expected increase in estimated actual expenditures for materials/supplies and training support to meet with Activity Supervisors and Office Staff more frequently to improve safety/discipline at recess and welcoming environment strategies for office.

An increase in costs is expected to support focuses on chronic absenteeism and materials to support alternatives to suspension

More money is needed to allot for sub time when covering teachers for Professional Development trainings, IEPs/SSTs, extended collaboration/Impact Team work, SEL ROAR events, leading of parent meetings, designee release, etc.

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.

CHRONIC ABSENTEEISM

To strengthen the area of attendance and chronic absenteeism, Rustic Lane will take on several next steps, as well as continue current incentives/practices. With a reduction in enrollment, the impact of absences yields a greater percentage as well.

Continue:

SARTs, SARB, resources to families, mental health connections, home visits, medical releases/supports, awards, pencils/medals, NOT OUR BELL RECESS, Saturday School, etc.

Begin:

- 1) Analyze trends of absences on specific dates and plan high interest events to increase student desire to attend (wear Pjs, hw passes, bingo/board game day).
- 2) Incorporate attendance as a requirement for attendance at all ROAR events. Establish ROAR event trackers for classrooms.

- 3) Attendance leopard and snacks to winning grade levels weekly/monthly with highest attendance percentages (upper vs. lower).
- 4) Every 6 weeks (1 or 0 absences) pancakes with the principal for students. Trimester pizza for students with less than 5% missed days in that trimester.
- 5) Increase Class Dojo attendance messages regarding importance of attendance (school and class initiated).
- 6) Refocus on staff/teacher/student connections and awareness, engagement in the classroom, what does instruction look like today? Innovative Mindset continued and classroom mgmt PD.
- 7) Goal meetings/conversations with chronically absent students, letters home at 5%, goal setting/create jobs/roles/purpose for student/s.
- 8) Emphasis with TK and K families on attendance during workshops. TK/K prizes weekly for perfect attendance.
- 9) New playground initiatives and SEL curriculum to support positive interactions/relationships between peers and excitement for school.
- 10) Banners for classroom doors for 100% attendance daily
- 11) Attendance bulletin board race in MPR.
- 12) Attendance messaging in common areas.

SUSPENSIONS

Alternatives to suspension will continue to be employed.

Implementation of BSPs will be monitored more closely with a check in person assigned from SST team and admin.

Character Strong training and strategies will be explored for small group and whole school benefits. Some materials will be explored for possible purchase.

Materials/teacher hourly/sub time may be increased to look at planning/designing of playground activities to better engage upper grade students (challenge of the week, scavenger hunts/relays, making/building challenges, large games, etc.).

Some adjustment of funding may be considered to allow for more enticing incentives for Lucky Leopards to be included in weekly drawings to increase motivation and interest.

SECURITY/FACILITIES

Concerns remain for office set up regarding customer service and safety. We continue to look for ways to remedy the challenges with the given footprint.

Site has requested for modifications to gates to have a self closing feature to ensure safety/security of campus.

The front fencing separating the parking lot from students as they enter the cafeteria limits the security of students as adults try to make contact with students and avoid the office.

Flooding/run off areas remain a concern throughout campus.

Speaker system is being looked at ongoing as there is a concern for staff and students not hearing announcements/emergency notifications.

INCLUSION

As part of our continued improvement of the culture and environment of our school, we will be moving to full inclusion at RL in 2019-20.

SDC students will be mainstreamed into general education classrooms so that they are with their age appropriate peers whenever possible during the school day.

An increase in collaboration time between staff as well as targeted PD will be increased.

WELCOMING

Office staff and health clerk will continue to have meetings with admin to set goals and reflect on current practices. (see facilities challenge)

The supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address updated information and strategies to support a more welcoming environment.

To strengthen our goal of parent communication/inclusion in schoolwide activities, the tech coordinators will be asked to increase RL Social Media presence with designated release time.

The site will explore a family picnic and developing other parent nights of interest to our community (tech included).

Rustic Lane will also move to further develop student and teacher tech skills, making/STEAM/coding opportunities (Pear Deck, Seesaw, etc.), and increasing family awareness with Common Sense Media tools.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3 Parent Engagement</p>	<p>Parent Engagement: Goal: (Increase by 1-3% in each area)</p> <p>Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 90, 91-93%</p> <p>Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 88, 89-91%</p> <p>Informed of school-wide activities: Extremely well informed/Moderately well informed:86, 87-89%</p> <p>Informed of classroom activities: Extremely well informed/Moderately well informed: 91, 92-94%</p> <p>Welcoming environment: Strongly agree/ Moderately agree: 83, 84-86%</p> <p>Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 91, 92-94%</p> <p>Opportunities to be involved with school and district decision making: Yes 78, 79-81%</p> <p>Rdg Support Services meet student needs: Extremely satisfied/Moderately Satisfied: 91, 92-94%</p> <p>Math Support Services meet student needs: Extremely satisfied/Moderately Satisfied: 92, 93-95%</p> <p>How high or low are standards for Behavior: High or Very High: 73, 74-76%</p>	<p>Parent Engagement: (Completed by 80 parents)</p> <p>Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 84%</p> <p>Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 62%</p> <p>Informed of school-wide activities: Extremely well informed/Moderately well informed:83%</p> <p>Informed of classroom activities: Extremely well informed/Moderately well informed: 83 %</p> <p>Welcoming environment: Strongly agree/ Moderately agree: 81%</p> <p>Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 90%</p> <p>Opportunities to be involved with school and district decision making: Yes 68%</p> <p>Rdg Support Services meet student needs: Extremely satisfied/Moderately Satisfied: 94%</p> <p>Math Support Services meet student needs: Extremely satisfied/Moderately Satisfied: 91%</p> <p>How high or low are standards for Behavior: High or Very High: 78%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 Student Engagement	<p>Student Engagement: Goal: (Increase by 1-3% in each area)</p> <p>Goals: Welcoming environment:84.59, 85.59-87.59% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 87.65, 88.65-90.65% Positive learning environment:89.06, 90.06-92.06% Strongly agree/ Moderately agree</p> <p>CHKS Goals: 2019-2020 71, 72-74% of students will report they feel connected to the school. 72, 73-75% of our students feel happy to be at our school most of the time/all the time. 75, 76-78% of our students feel like they are part of this school most of the time/all the time. 87, 88-90% Academic Motivation 89, 90-92% High Expectations 74, 75-77% Feel Safe at School 89, 90-92% Students treated with Respect</p>	<p>Student Engagement: (Completed by 5 students)</p> <p>Actual: Welcoming environment: 75% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 100% Positive learning environment: 100% Strongly agree/ Moderately agree</p> <p>CHKS Actual: 2018-2019 (no updated CHKS available for 19/20) 71% of students will report they feel connected to the school. 72% of our students feel happy to be at our school most of the time/all the time. 75% of our students feel like they are part of this school most of the time/all the time. 87% Academic Motivation 89% High Expectations 74% Feel Safe at School 89% Students treated with Respect</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness:	<p>Staff: Goal: (Increase by 1-3% in each area)</p> <p>Welcoming environment: 83.33, 84.33-86.33% Strongly agree/ Moderately agree Collaborative Culture: 72.72, 73.72-75.72% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 91.67, 92.67-94.67 % state yes</p>	<p>Staff Actual: (Survey completed by 11 staff)</p> <p>Welcoming environment: 60% Strongly agree/ Moderately agree</p> <p>Collaborative Culture: 72.73% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 84.62% state yes</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Communication and Connectivity</p> <p>a. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. The school will provide a parent station to ensure all parents have access to parent connect and other district resources.</p> <p>b. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo/Remind App, Q Communications, and phone calls, emails, & notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population.</p> <p>d. Translators will be provided for parent meetings.</p>	<p>3.1 Parent Communication and Connectivity</p> <p>a. Parents have been led though understanding our academic common core state standards, state and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. RL office staff provide supports to parents needing assistance with registering for parent connect or Class Dojo to ensure all families stay well informed. Parents are invited to set appointments or join ELAC/SSC meetings in which these resources are also explored.</p> <p>b. Parents have been informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo/Remind App, and phone calls, emails, & notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources are provided in both English and Spanish to meet the needs of our Spanish speaking population.</p>	<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$34,005.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,500.00</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$85.00</p> <p>\$</p>	<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$34,005.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,500.00</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$10</p> <p>Clerk Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	d. Translators are provided for parent meetings as needed.		
<p>Parent Involvement Opportunities</p> <p>a. Increase parent involvement by providing the opportunity to participate in PTO-sponsored events and as classroom volunteers.</p> <p>b. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner.</p> <p>c. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club/Walk to School Wednesdays, Math/ELA/Technology night, Back to School Night, Holiday Festivals, AVID/College & Career Days, Book Fairs, Muffins With Moms, Donuts With Dads, dances, jog-a-thons, SSC/ELAC/etc.</p>	<p>3.2 Parent Involvement Opportunities</p> <p>a. RL provides parents the opportunity to participate in PTO-sponsored events and as classroom volunteers.</p> <p>b. RL seeks to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school (AVID night, tech night, etc.). Information is provided in both English and Spanish and is sent home in a timely manner.</p> <p>c. The school staff has invited parents to participate in site-based activities such as the 100 Mile Club/Walk to School Wednesdays, Math/ELA/Technology night, Back to School Night, Holiday Festivals, AVID/College & Career Days, Book Fairs, Muffins With Moms, Donuts With Dads, dances, jog-a-thons, SSC/ELAC/Coffee with the Principal, picnic, etc.</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>\$</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff, clerks</p> <p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Materials and Supplies (used 3010) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>Parent Workshops</p> <p>a. School will facilitate parent workshops that may focus on topics like technology, cyber bullying, nutrition, mental health, reading/math supports, NGSS, AVID, and other topics that may affect their children's well-being.</p>	<p>3.3 Parent Workshops</p> <p>a. School has facilitated parent meetings/workshops that focus on topics like technology, cyber bullying, nutrition, mental health, reading/math supports, NGSS, AVID, etc.</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Classified hourly:</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$300.00</p> <p>Classified hourly:</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Increase family nights to support students and families with remediation of math/reading skills, technology support, and AVID</p>	<p>b. RL continues to make family nights a priority to support students and families with remediation of math/reading skills, technology support, and AVID.</p> <p>***FROZEN*** Unable to complete expenditures for Spring Family Night due to school closure and COVID19 funding freeze</p>	<p>Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$810.00</p> <p>Contract for Parent Night 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,500.00</p>	<p>Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$900.00</p> <p>Materials and Supplies ***FROZEN*** 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>Contract for Parent Night ***FROZEN*** 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>Parent Engagement and Leadership</p> <p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through InTouch, Class Dojo/Remind, Q communications, monthly calendar, newsletter, and marquee.</p> <p>b. School staff will provide all parents and staff leadership opportunities</p>	<p>3.4 Parent Engagement and Leadership</p> <p>a. RL has strived to support parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff provide regular updates to parents about classroom/school activities and programs through InTouch, Class Dojo/Remind, monthly calendars, newsletters, and marquee.</p>	<p>Sub Teacher Release Time/ Teacher Hourly: ELAC Meetings, Parent involvement planning, parent training release time for teacher</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Classified hourly and Subs: Babysitting, supervision of students for parent meetings</p>	<p>Sub Teacher Release Time/ Teacher Hourly: ELAC Meetings, Parent involvement planning, parent training release time for teacher</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$365.00</p> <p>Classified hourly and Subs: Babysitting, supervision of</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>through advisory committees: DELAC, ELAC, SSC, Gate advisory committee, and PTO. Babysitting will be provided.</p> <p>c. The school will communicate to parents the board policies and other requirements of Transitional Kindergarten/Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and an Orientation/transition guide for parents as needed.</p> <p>d. In the interest of ensuring a solid foundation for school, and the beginnings of CCSS instruction, the following transitional supports are provided: Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition/orientation meetings for parents providing support and informational materials as described above. Pre-school teachers will encourage parent involvement in activities, and Pre-school parents will be invited to all school activities and functions.</p>	<p>b. All parents and staff are invited and encouraged in leadership opportunities through advisory committees: DELAC, ELAC, SSC, Gate advisory committee, and PTO. Babysitting is provided as needed.</p> <p>c. The school communicates to parents the board policies and other requirements of Transitional Kindergarten/Kindergarten program. Parents are provided with registration packets, developmental activity packets for summer prep, and Orientation/Transition material for parents as needed.</p> <p>d. In the interest of ensuring a solid foundation for school, and the beginnings of CCSS instruction, the following transitional supports are provided: Pre-school students have visited TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Pre-school and TK/Kindergarten teachers collaborated to develop joint activities between pre-school and TK/K students. Registration information for TK and kindergarten is provided in the spring in both English and Spanish. The school has provided transition/orientation materials for parents providing support. Pre-school teachers regularly encourage parent involvement in activities, and Pre-school parents have been invited to all school activities and functions.</p>	<p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,000.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,540.00</p>	<p>students for parent meetings ***FROZEN***</p> <p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk ***FROZEN***</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

FROZEN Funds not completely spent due to COVID19 school closure. Could not hold in person parent events.

Analysis

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

Opportunities for parent involvement & participation in advisory groups is highly encouraged. Rustic Lane's PTO offers a variety of events welcoming parents to the school site. These additional activities provide opportunities for teachers and parents to converse and build positive relationships. Workshops/parent nights are planned to support site and district initiatives and provide parents the tools to be effective partners in the learning journey. There are also regular College and Career readiness workshops for parents and teachers. Teachers are also given college and career readiness lessons to do with their classes each trimester apart from their regular planning.

Additional modes of communication are in place such as marquee, PeachJar, school website, facebook, twitter, etc. Teachers and admin continue to use Class Dojo to keep parents informed of classroom activities and student progress.

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

Our student, staff, and parent survey data indicates that parents feel the schools are a welcoming place with a 81% of them indicating feeling moderately to extremely welcomed, with 75% students feeling their school sites are moderately to extremely welcoming, and staff at 60% feeling their school environment is welcoming. We continue to address welcoming environments through facility upgrades and addressing safety needs...see Goal 2. Based on the parent survey data, a closer look at further developing a welcoming office is needed.

Parent engagement opportunities were expanded to include Class Dojo, Peachjar and increasing messages through Q Communications. All information continues to be sent home in both English and Spanish and translating is available upon request.

One of our teachers has started an afternoon program targeted at small groups of high need students focused on developing character and social skills using tools from Character Strong. CHKS from 18-19 indicated an increase in the students feeling like they were part of the school and were connected. Building positive relationships has been a focus of our PBIS/SEL coaches and continues to be further developed.

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

With moving to full inclusion, there will be some additional need for subs to provide release time for teachers to connect with parents. There might be an increased printing cost to increase communication to families regarding Attendance, Monthly Happenings, workshops to families, etc.

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.

As staff increases use of class dojo, parent engagement will increase as a result of parents being notified of what is going on in the classroom and at school. Parents are also informed of behavior in a prompt manner.

The Rustic Lane school office is in need of remodeling to provide more functional and welcoming area to parents and staff in addition to addressing some safety considerations (See Goal 2).

Further professional development for front office staff in customer service will be sought and implemented for 20-21.

Rustic Lane will begin a Monthly Happenings Newsletter for families in 20-21.

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	341,105.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	556,225.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	194560.00	0.00
Title I Parent Involvement -- 3010 1902	2169.00	0.00
Title I District -- 500 3010	69501.00	0.00
Title II District -- 500 4035	69501.00	0.00
Title III LEP -- 4203	5208.00	0.00
LCFF Suppl/Conc -- 0707	128160.00	0.00
LCFF District -- 500 0707	87126.00	0.00

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
Kristi Batchelder	Principal
Elisa Sosa-Martin	Classroom Teacher
Sandra Wiersma	Classroom Teacher
Latressa McCullough	Classroom Teacher
Reina Belmontes	Other School Staff
Jessica Martinez	Parent or Community Member
Jasmine Montellano	Parent or Community Member
Margarita Sanchez	Parent or Community Member
Lily Plascencia	Parent or Community Member
Blanca Almeraz	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.

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 5/21/20.

Attested:



Principal, Kristi Batchelder on 5/21/20

SSC Chairperson, Elisa Sosa-Martin on 5/21/20



Title I, Part A School-Level Parent and Family Engagement Policy

Rustic Lane Elementary

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of School Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTO), and District School Liaison Team (DSLTL) when in program improvement status. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year.

To involve parents in the Title I, Part A programs, the following practices have been established:

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM (See Below)

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The principal presents information to families during the annual meeting at Back to School night in August.



The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed..

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

-An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities

-Included as part of the annual review of the School Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meetings when in program improvement status.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Through parent newsletters, website, online communication systems and social media, Back-to-School nights, SSC, ELAC, and PTO.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.



If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Through informal parent requests for meetings, Back-to-School nights, SSC, ELAC, and PTO. A review of the Parent Involvement Policy is done annually with ELAC and SSC.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

-Rustic Lane distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

-The school's responsibility to provide high-quality curriculum and instruction

-The ways parents will be responsible for supporting their children's learning

-The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact is distributed through parent-teacher conferences or mailed to parents not in attendance. A copy of the compact is attached as part of the policy.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

-At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication; information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.



The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Training is provided to empower parents to support and assist in their children's education. This may include such assistance/activities as: Family Nights, Technology Nights, AVID nights, Saturday School Extension activities, SST Process, presentations at parent meetings (ELAC/SSC).

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

-Newsletters/Notices in English and Spanish are provided for all staff and parents on resources available to support students at school

-At staff, SSC, and leadership meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.

-Online communication systems will be used to communicate with parents in their own language.

-Use of the school website and social media will be used to increase parent involvement and information provided.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

-Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, PTO, and/or the SSC.

-Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards/ recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.

-Information is also shared through parent newsletters/referrals to viable parent resources.



Rustic Lane Elementary

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parent involvement strategies within the SPSA are integrated based on parent input through survey data.

Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.

Access to all facilities and parking are provided to parents with disabilities.

Please attach the School-Parent Compact to this document.

English: <http://bit.ly/35eXP1I>

Spanish: <http://bit.ly/33YFOEH>

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

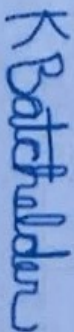
English Learner Advisory Committee

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 5/21/20.

Attested:



Principal, Kristi Batchelder on 5/21/20



SSC Chairperson, Elisa Sosa-Martin on 5/21/20