



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rustic Lane Elementary School	33 67090 6032213	05/15/2024	June 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rustic Lane Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in overall performance in CAASPP ELA and Math. Students in the subgroups of Socioeconomically Disadvantaged and English Learners are behind their peers in ELA. English Learner students are demonstrating lower proficiency than their peers in Math.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of strategic data monitoring of EL students and SWD students. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

## Educational Partner Involvement

How, when, and with whom did your Rustic Lane Elementary 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 support building a strong SPSA for ongoing school improvement. Parent groups meet regularly, and input is requested and collected regarding all school programs. This is done within meetings, surveys issued, and casual conversations.

Parent input is collected through ELAC, SSC, Community Schools Council, LCAP surveys, and more.

Our site Leadership team has had several opportunities to review and provide input on the School Plan throughout the year and to reevaluate student needs.

The school plan is intentionally presented and reviewed, and input is collected at SSC and ELAC throughout the year. Student voice and input have been collected through our Student Council group, Panorama student survey data, and informal conversations.

We encourage community engagement by inviting community members to all classes offered to parents through PICO and community schools. We also maintain an updated public school website to inform the community about what is happening at Rustic Lane.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Rustic Lane was in the orange (low) performance category in the areas of English Language Arts (ELA) and Math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

- Student groups performing at a red level in the area of CAASPP ELA are Socioeconomically Disadvantaged and English Learners.
- The student group performing at a red level in the area of CAASPP Math are English Learners.
- There were no students in red for Chronic Absenteeism, ELPI, or Suspension Rate.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

- Overall, students scored in the orange (low) performance category in CAASPP ELA. Our teachers have focused on writing strategies with students to support all students. We have participated in school-wide writing prompts once per week. We have worked to utilize common graphic organizers across grade levels to support consistency for students.
- Overall, students scored in the orange (low) performance category in the area of CAASPP Math. To support all students, our teachers have participated in various professional development sessions to ensure that we are utilizing instructional strategies that are best for students in math.
- Students in the subgroups belonging to SED and English Learners score in the red (very low) for CAASPP ELA. To support these students, we are pulling reports specific to EL to ensure they are serviced by our BLTs or Intervention Teachers, if appropriate. Moving forward, we will do the same for socioeconomically disadvantaged students.
- Students in the English Learners subgroup scored in the red (very low) performance category for CAASPP Math. To ensure we support these students, reports and data have been reviewed to ensure we serve the appropriate students in small groups. BLTs have also had the opportunity to collaborate with classroom teachers and attend training to build their capacity to support EL students.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Rustic Lane Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.19%	0.18%		1	1
African American	1.1%	1.34%	2.59%	6	7	14
Asian	0.4%	0.38%	1.29%	2	2	7
Filipino	0.4%	0.38%	0.55%	2	2	3
Hispanic/Latino	94.8%	93.50%	92.05%	508	489	498
Pacific Islander	%	%	0%			0
White	2.4%	3.06%	2.4%	13	16	13
Multiple/No Response	0.2%	0.19%	0%	1	1	0
<b>Total Enrollment</b>				536	523	541

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	67	91	96
Grade 1	70	59	82
Grade 2	61	70	65
Grade3	82	54	68
Grade 4	89	73	58
Grade 5	81	89	84
Grade 6	86	87	88
<b>Total Enrollment</b>	536	523	541

#### Conclusions based on this data:

1. Rustic Lane has experiences an increase in enrollment in the 22-23 school year. There is a new development in the area that is contributing to the increase in enrollment.
2. We will continue to monitor attendance data and chronic absenteeism while offering students incentive programs for attendance. SARTs will continue to provide interventions and supports to families.

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3. We will continue to use our website, social media resources, Class Dojo and Parent Square to share the many wonderful opportunities to that we provide our students and families who attend Rustic Lane to encourage enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	168	179	205	31.3%	34.2%	37.9%
Fluent English Proficient (FEP)	100	84	61	18.70%	16.1%	11.3%
Reclassified Fluent English Proficient (RFEP)	2	4	10	1%	2%	5%

### Conclusions based on this data:

1. In the past few years, data continues to show that there has been an increased number of EL students attending Rustic Lane.
2. In 22-23 10 students were reclassified to RFEP, which is more that double the number previously reclassified.
3. The number of student classified as FEP has declined since the previous year, despite the increase of overall EL students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	58	64	0	58	64	0	58	64	0.0	100.0	100.0
Grade 4	89	75	61	0	73	61	0	73	61	0.0	97.3	100.0
Grade 5	84	92	85	0	91	85	0	91	85	0.0	98.9	100.0
Grade 6	86	86	88	0	84	88	0	84	88	0.0	97.7	100.0
All Grades	343	311	298	0	306	298	0	306	298	0.0	98.4	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.	2382.		5.17	7.81		6.90	15.63		31.03	32.81		56.90	43.75
Grade 4		2444.	2408.		16.44	11.48		17.81	9.84		30.14	21.31		35.62	57.38
Grade 5		2422.	2447.		2.20	7.06		10.99	23.53		32.97	22.35		53.85	47.06
Grade 6		2458.	2427.		4.76	0.00		16.67	6.82		26.19	22.73		52.38	70.45
All Grades	N/A	N/A	N/A		6.86	6.04		13.40	14.09		30.07	24.50		49.67	55.37



Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.72	6.25		63.79	60.94		34.48	32.81
Grade 4		5.48	9.84		69.86	63.93		24.66	26.23
Grade 5		2.20	5.88		59.34	63.53		38.46	30.59
Grade 6		5.95	1.14		45.24	31.82		48.81	67.05
Grade 11	NA			NA			NA		
All Grades		3.92	5.37		58.82	53.69		37.25	40.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.45	3.13		41.38	53.13		55.17	43.75
Grade 4		13.70	6.56		53.42	45.90		32.88	47.54
Grade 5		3.30	14.12		48.35	52.94		48.35	32.94
Grade 6		1.19	1.14		44.05	39.77		54.76	59.09
Grade 11	NA			NA			NA		
All Grades		5.23	6.38		47.06	47.65		47.71	45.97

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.62	7.81		67.24	71.88		24.14	20.31
Grade 4		12.33	8.20		67.12	65.57		20.55	26.23
Grade 5		2.20	14.12		70.33	61.18		27.47	24.71
Grade 6		4.76	0.00		80.95	73.86		14.29	26.14
Grade 11	NA			NA			NA		
All Grades		6.54	7.38		71.90	68.12		21.57	24.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.45	7.81		74.14	62.50		22.41	29.69
Grade 4		15.07	8.20		69.86	62.30		15.07	29.51
Grade 5		4.40	3.53		54.95	65.88		40.66	30.59
Grade 6		4.76	1.14		72.62	63.64		22.62	35.23
All Grades		6.86	4.70		66.99	63.76		26.14	31.54

**Conclusions based on this data:**

1. Data shows that overall student achievement in ELA has stayed about the same since last school year.
2. Writing, which was an area of PD focus for Rustic Lane, showed an increase in students who scored above standard and a decrease in students who scored below standard. While the growth is small, seeing growth in the positive direction is encouraging.
3. Research and Inquiry data shows the greatest decline in student achievement. Fewer students scored at, above or near standard and more students scored below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	57	64	0	57	64	0	57	64	0.0	100.0	100.0
Grade 4	89	75	61	0	75	61	0	75	61	0.0	100.0	100.0
Grade 5	84	92	85	0	91	85	0	91	85	0.0	98.9	100.0
Grade 6	86	87	88	0	85	88	0	85	88	0.0	97.7	100.0
All Grades	343	311	298	0	308	298	0	308	298	0.0	99.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.	2392.		8.77	3.13		15.79	21.88		21.05	31.25		54.39	43.75
Grade 4		2431.	2415.		12.00	8.20		14.67	13.11		20.00	26.23		53.33	52.46
Grade 5		2406.	2439.		1.10	7.06		2.20	10.59		21.98	24.71		74.73	57.65
Grade 6		2450.	2428.		5.88	1.14		8.24	6.82		25.88	27.27		60.00	64.77
All Grades	N/A	N/A	N/A		6.49	4.70		9.42	12.42		22.40	27.18		61.69	55.70

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.02	6.25		47.37	54.69		45.61	39.06
Grade 4		13.33	9.84		37.33	37.70		49.33	52.46
Grade 5		2.20	5.88		27.47	34.12		70.33	60.00
Grade 6		7.06	3.41		35.29	27.27		57.65	69.32
All Grades		7.14	6.04		35.71	37.25		57.14	56.71

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		15.79	6.25		38.60	54.69		45.61	39.06
<b>Grade 4</b>		13.33	6.56		38.67	34.43		48.00	59.02
<b>Grade 5</b>		1.10	4.71		38.46	47.06		60.44	48.24
<b>Grade 6</b>		4.71	0.00		40.00	38.64		55.29	61.36
<b>All Grades</b>		7.79	4.03		38.96	43.62		53.25	52.35

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.77	4.69		47.37	75.00		43.86	20.31
<b>Grade 4</b>		13.33	9.84		46.67	44.26		40.00	45.90
<b>Grade 5</b>		3.30	4.71		38.46	54.12		58.24	41.18
<b>Grade 6</b>		3.53	2.27		60.00	52.27		36.47	45.45
<b>All Grades</b>		6.82	5.03		48.05	56.04		45.13	38.93

**Conclusions based on this data:**

1. Rustic Lane saw a decrease in students scoring in the below standard range for all areas of the Mathematics CAASPP.
2. Communicating Reasoning had the greatest decrease in the number of students scoring below standard and the greatest growth in students scoring in the at or near range comparative to previous year's data.
3. Communicating Reasoning shows the highest performance with 61% of student scoring near, at or above standard.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1418.5	1422.8	1400.4	1431.4	1438.2	1411.2	1388.2	1386.6	1375.0	30	34	41
<b>1</b>	1436.3	1427.3	1439.9	1446.7	1460.7	1460.2	1425.5	1393.4	1419.0	31	27	27
<b>2</b>	1461.6	1472.3	1469.6	1468.8	1483.4	1487.6	1453.8	1460.8	1451.2	19	32	25
<b>3</b>	1466.3	1464.3	1482.4	1468.6	1466.8	1483.1	1463.5	1461.5	1481.0	22	24	30
<b>4</b>	1488.7	1485.8	1495.7	1489.7	1469.5	1486.5	1487.2	1501.5	1504.5	23	20	28
<b>5</b>	1513.2	1489.6	1505.5	1509.4	1481.4	1492.1	1516.6	1497.5	1518.6	21	24	24
<b>6</b>	1506.6	1511.3	1503.8	1502.8	1509.6	1498.6	1510.1	1512.5	1508.6	23	22	25
<b>All Grades</b>										169	183	200

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	14.71	2.44	36.67	32.35	34.15	40.00	32.35	46.34	16.67	20.59	17.07	30	34	41
<b>1</b>	3.23	0.00	3.70	25.81	18.52	18.52	41.94	59.26	59.26	29.03	22.22	18.52	31	27	27
<b>2</b>	0.00	9.38	4.00	52.63	46.88	52.00	36.84	25.00	32.00	10.53	18.75	12.00	19	32	25
<b>3</b>	4.55	0.00	3.33	22.73	25.00	36.67	40.91	45.83	53.33	31.82	29.17	6.67	22	24	30
<b>4</b>	4.35	5.00	3.57	30.43	55.00	42.86	56.52	5.00	46.43	8.70	35.00	7.14	23	20	28
<b>5</b>	14.29	4.17	12.50	33.33	25.00	37.50	42.86	50.00	29.17	9.52	20.83	20.83	21	24	24
<b>6</b>	8.70	9.09	16.00	30.43	40.91	4.00	39.13	31.82	64.00	21.74	18.18	16.00	23	22	25
<b>All Grades</b>	5.92	6.56	6.00	32.54	34.43	32.50	42.60	36.07	47.50	18.93	22.95	14.00	169	183	200

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	20.59	7.32	40.00	41.18	31.71	30.00	23.53	39.02	13.33	14.71	21.95	30	34	41
<b>1</b>	6.45	14.81	11.11	41.94	40.74	48.15	38.71	40.74	33.33	12.90	3.70	7.41	31	27	27
<b>2</b>	10.53	28.13	28.00	47.37	40.63	28.00	36.84	28.13	44.00	5.26	3.13	0.00	19	32	25
<b>3</b>	22.73	8.33	10.00	31.82	50.00	63.33	18.18	25.00	26.67	27.27	16.67	0.00	22	24	30
<b>4</b>	13.04	5.00	10.71	56.52	55.00	50.00	26.09	30.00	35.71	4.35	10.00	3.57	23	20	28
<b>5</b>	23.81	16.67	16.67	61.90	54.17	50.00	9.52	12.50	16.67	4.76	16.67	16.67	21	24	24
<b>6</b>	13.04	40.91	20.00	60.87	27.27	44.00	17.39	18.18	28.00	8.70	13.64	8.00	23	22	25
<b>All Grades</b>	14.79	19.67	14.00	47.93	43.72	44.50	26.04	25.68	32.50	11.24	10.93	9.00	169	183	200

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	5.88	2.44	13.33	20.59	14.63	63.33	47.06	68.29	16.67	26.47	14.63	30	34	41
<b>1</b>	3.23	0.00	0.00	19.35	0.00	11.11	35.48	37.04	48.15	41.94	62.96	40.74	31	27	27
<b>2</b>	0.00	6.25	4.00	10.53	40.63	32.00	68.42	25.00	28.00	21.05	28.13	36.00	19	32	25
<b>3</b>	0.00	0.00	0.00	4.55	0.00	23.33	59.09	54.17	46.67	36.36	45.83	30.00	22	24	30
<b>4</b>	0.00	5.00	3.57	13.04	35.00	25.00	47.83	20.00	53.57	39.13	40.00	17.86	23	20	28
<b>5</b>	4.76	0.00	4.17	14.29	8.33	29.17	47.62	50.00	33.33	33.33	41.67	33.33	21	24	24
<b>6</b>	8.70	0.00	4.00	4.35	13.64	0.00	39.13	54.55	60.00	47.83	31.82	36.00	23	22	25
<b>All Grades</b>	3.55	2.73	2.50	11.83	17.49	19.00	50.89	40.98	50.00	33.73	38.80	28.50	169	183	200

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.00	23.53	9.76	76.67	67.65	75.61	13.33	8.82	14.63	30	34	41
<b>1</b>	12.90	25.93	48.15	80.65	74.07	40.74	6.45	0.00	11.11	31	27	27
<b>2</b>	10.53	15.63	16.00	73.68	78.13	84.00	15.79	6.25	0.00	19	32	25
<b>3</b>	13.64	16.67	10.00	72.73	50.00	83.33	13.64	33.33	6.67	22	24	30
<b>4</b>	17.39	45.00	14.29	78.26	45.00	75.00	4.35	10.00	10.71	23	20	28
<b>5</b>	14.29	4.17	20.83	76.19	83.33	66.67	9.52	12.50	12.50	21	24	24
<b>6</b>	4.35	18.18	16.00	69.57	54.55	68.00	26.09	27.27	16.00	23	22	25
<b>All Grades</b>	11.83	20.77	18.50	75.74	66.12	71.00	12.43	13.11	10.50	169	183	200

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.33	23.53	12.20	66.67	55.88	53.66	20.00	20.59	34.15	30	34	41
<b>1</b>	3.23	18.52	11.11	74.19	70.37	85.19	22.58	11.11	3.70	31	27	27
<b>2</b>	31.58	25.00	40.00	63.16	71.88	60.00	5.26	3.13	0.00	19	32	25
<b>3</b>	27.27	20.83	20.00	45.45	66.67	80.00	27.27	12.50	0.00	22	24	30
<b>4</b>	34.78	5.00	28.57	60.87	70.00	64.29	4.35	25.00	7.14	23	20	28
<b>5</b>	61.90	33.33	45.83	33.33	41.67	37.50	4.76	25.00	16.67	21	24	24
<b>6</b>	43.48	50.00	32.00	52.17	40.91	60.00	4.35	9.09	8.00	23	22	25
<b>All Grades</b>	28.40	25.14	25.50	57.99	60.11	63.00	13.61	14.75	11.50	169	183	200

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.33	5.88	2.44	76.67	82.35	75.61	20.00	11.76	21.95	30	34	41
<b>1</b>	12.90	0.00	3.70	38.71	33.33	40.74	48.39	66.67	55.56	31	27	27
<b>2</b>	0.00	12.50	4.00	78.95	56.25	56.00	21.05	31.25	40.00	19	32	25
<b>3</b>	0.00	0.00	0.00	40.91	37.50	46.67	59.09	62.50	53.33	22	24	30
<b>4</b>	0.00	0.00	3.57	52.17	60.00	64.29	47.83	40.00	32.14	23	20	28
<b>5</b>	14.29	0.00	8.33	52.38	58.33	54.17	33.33	41.67	37.50	21	24	24
<b>6</b>	8.70	0.00	4.00	17.39	45.45	20.00	73.91	54.55	76.00	23	22	25
<b>All Grades</b>	5.92	3.28	3.50	50.89	54.64	53.00	43.20	42.08	43.50	169	183	200

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	26.47	19.51	63.33	29.41	60.98	20.00	44.12	19.51	30	34	41
<b>1</b>	9.68	0.00	0.00	54.84	59.26	81.48	35.48	40.74	18.52	31	27	27
<b>2</b>	0.00	12.90	8.00	73.68	61.29	76.00	26.32	25.81	16.00	19	31	25
<b>3</b>	0.00	0.00	13.33	68.18	66.67	76.67	31.82	33.33	10.00	22	24	30
<b>4</b>	0.00	25.00	17.86	73.91	45.00	67.86	26.09	30.00	14.29	23	20	28
<b>5</b>	0.00	0.00	12.50	85.71	75.00	66.67	14.29	25.00	20.83	21	24	24
<b>6</b>	0.00	9.09	8.00	95.65	81.82	72.00	4.35	9.09	20.00	23	22	25
<b>All Grades</b>	4.73	10.99	12.00	72.19	58.24	71.00	23.08	30.77	17.00	169	182	200

**Conclusions based on this data:**

1. Rustic Lane showed a significant decrease in students scoring an overall level 1 from 21-22 to the 22-23 school year.

2. Students taking the ELPAC has the highest gains in the writing domain, which is on par with the writing section of the CAASPP. This means that our EL students are making similar progress in writing as their EO peers. Only 17% of students scored in the beginning level of the writing domain.
3. The Speaking Domain had the highest number of students scoring in the well developed range and the fewest number of students in the beginning range. This appears to be a strength of our EL students.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>541</b>	<b>87.8</b>	<b>37.9</b>	<b>0.4</b>
Total Number of Students enrolled in Rustic Lane Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	205	37.9
Foster Youth	2	0.4
Homeless	5	0.9
Socioeconomically Disadvantaged	475	87.8
Students with Disabilities	44	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.6
American Indian	1	0.2
Asian	7	1.3
Filipino	3	0.6
Hispanic	498	92.1
White	13	2.4

### Conclusions based on this data:

1. Rustic Lane has experienced an increase in enrollment during the 22-23 school year. We believe this is due to the new constructions happening in the neighborhood.

2. The number of Foster Youth has slightly increased, the number of EL students has increase and the number of socioeconomically disadvantaged students has remained about the same.
3. The number of students in several student groups have increased, this includes African American and Asian. This means a more diverse school culture and we need to ensure we are seeking proportionate representation in our parent groups.

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. ELA and Math are both in the orange range.
2. English Learner progress is in the yellow range as well as Chronic Absenteeism..
3. School Suspension Rate is in the blue range.

# School and Student Performance Data

## Academic Performance English Language Arts

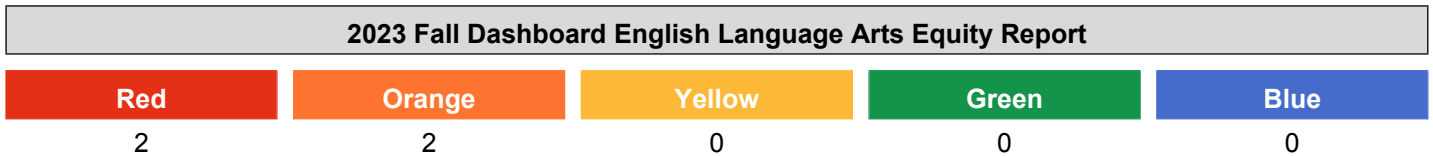
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 67.8 points below standard Decreased -5.4 points 288 Students	<b>English Learners</b>  Red 91.8 points below standard Decreased Significantly -18.6 points 115 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Red 72.4 points below standard Decreased -5.6 points 256 Students	<b>Students with Disabilities</b>  Orange 118.1 points below standard Increased Significantly +29.4 points 36 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	Less than 11 Students  2 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.3 points below standard Decreased -7.2 points  270 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
106 points below standard Maintained +1.3 points  102 Students	20 points above standard Increased Significantly +35 points  13 Students	55.2 points below standard Maintained +2.3 points  137 Students

**Conclusions based on this data:**

- All students groups scored in the orange range and decreased by 5.4 points.
- English Learners scored in the red range and declined significantly by 18.6 points.
- Students with Disabilities scored within the Orange range and increased significantly, by 29.4 points. Students with disabilities are still scoring nearly twice as far from the standard as all students.

# School and Student Performance Data

## Academic Performance Mathematics

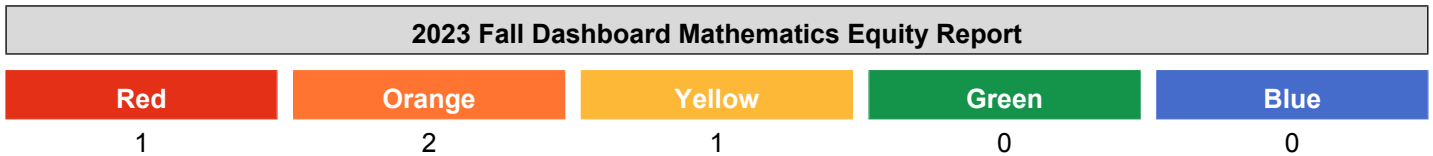
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 84.3 points below standard Maintained +2.2 points 288 Students	<p><b>English Learners</b></p>  Red 97.2 points below standard Maintained -1 points 115 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 87.6 points below standard Increased +3.4 points 256 Students	<p><b>Students with Disabilities</b></p>  Orange 133.9 points below standard Increased Significantly +25.4 points 36 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	Less than 11 Students  2 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 84.5 points below standard Maintained +1.8 points  270 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.7 points below standard Increased +11.9 points  102 Students	14.5 points below standard Increased Significantly +41.8 points  13 Students	77.8 points below standard Increased +4.7 points  137 Students

#### Conclusions based on this data:

1. All students scored in the orange range and increased overall by 2.2 points.
2. English Learners scored in the red range and declined by 1 point. Socioeconomically Disadvantaged students scored in the yellow range, increasing by 3.4 points.
3. Students with Disabilities scored within the Orange range and increased significantly, by 25.4 points. Students with disabilities are still scoring significantly lower as compared to all students.

# School and Student Performance Data

## Academic Performance English Learner Progress

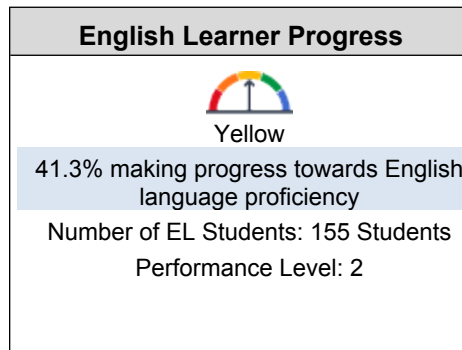
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
37	54	0	64

#### Conclusions based on this data:

- Overall English Learner progress is in the yellow range, with 41.3% of students making progress towards English proficiency. This is a 8% increase from the 21-22 school year.
- Fewer students decreased one ELPI Level compared to 21-22 data. 23.8% decreased in the 22-23 data while 25.9% decreased in 21-22 data.
- This years overall performance level is a level 2, 21-22 data shows a performance level of 1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 34.7% Chronically Absent Declined Significantly -14.3 574 Students	<b>English Learners</b>  Yellow 29.6% Chronically Absent Declined Significantly -14.5 216 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 37.1% Chronically Absent Declined Significantly -12.6 510 Students	<b>Students with Disabilities</b>  Orange 32.1% Chronically Absent Declined Significantly -20.9 53 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
33.3% Chronically Absent 0 15 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 3 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 34.6% Chronically Absent Declined Significantly -13.5 520 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	45% Chronically Absent Declined -11.3 20 Students

**Conclusions based on this data:**

1. Overall the rate of students who were chronically absent decreased significantly by 14.2% and are in the yellow range.
2. All student groups and race/ethnicity groups decreased significantly.
3. Students with Disabilities had the largest decline of 20.9 %, however they are still in the orange range.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

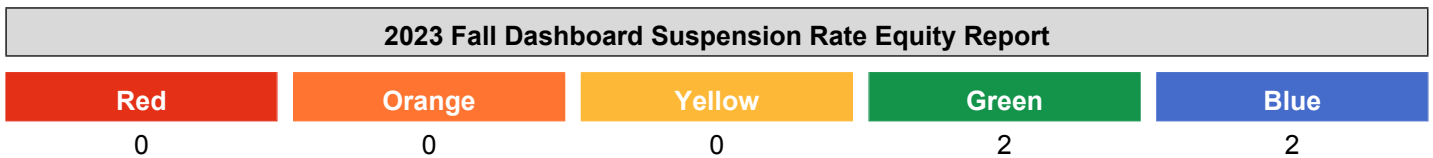
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.5% suspended at least one day Maintained 0.2 594 Students	<b>English Learners</b>  Green 0.4% suspended at least one day Increased 0.4 224 Students	<b>Foster Youth</b> Less than 11 Students 5 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Green 0.6% suspended at least one day Maintained 0.2 529 Students	<b>Students with Disabilities</b>  Blue 0% suspended at least one day Declined -1.9 55 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>6.3% suspended at least one day</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>0% suspended at least one day</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0.2</p> <p>533 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>0% suspended at least one day</p> <p>Declined -5.6</p> <p>22 Students</p>

**Conclusions based on this data:**

1. The all student suspension rate is at .05%, which is in the blue range. This is a slight increase since 21-22.
2. The number of students with disabilities suspended declined by 1.9% to 0.
3. Both EL students and Socioeconomically Disadvantaged are within the green range.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will be college and career ready.**

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Overall, students scored in the orange (low) performance category in the area of CAASPP ELA. Our teachers have focused on writing strategies with students to support all students. We have participated in school-wide writing prompts once per week. We have worked to utilize common graphic organizers across grade levels to support consistency for students.
- Overall, students scored in the orange (low) performance category in the area of CAASPP Math. To support all students, our teachers have participated in various professional development sessions to ensure that we are utilizing instructional strategies that are best for students in math.
- Students in the subgroups belonging to SED and English Learners score in the red (very low) for CAASPP ELA. To support these students, we are pulling reports specific to EL to ensure they are serviced by our BLTs or Intervention Teachers, if appropriate. Moving forward, we will do the same for socioeconomically disadvantaged students.
- Students in the subgroup of English Learners scored in the red (very low) performance category for CAASPP Math. To ensure we are supporting these students, reports, and data have been reviewed to ensure that we are servicing the appropriate students in small groups. BLTs have also had the opportunity to collaborate with classroom teachers and attend trainings to build their capacity in supporting EL students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Overall distance from standard: 67.8 points below standard  Socioeconomically disadvantaged: 72.4 points below standard  English learners: 91.8 points below standard  Students with disabilities: 118.1 points below standard  Foster Youth: N/A  Students experiencing Homelessness: African American: N/A  American Indian: N/A  Asian: N/A  Filipino: N/A  Hispanic: 68.3 points below standard  Pacific Islander: N/A  Two or More Races: N/A  White: N/A</p>	<p>Overall distance from standard: 57.8 points below standard  Socioeconomically disadvantaged: 62.4 points below standard  English learners: 81.8 points below standard  Students with disabilities: 108.1 points below standard  Foster Youth: N/A  Students experiencing Homelessness: African American: N/A  American Indian: N/A  Asian: N/A  Filipino: N/A  Hispanic: 58.3 points below standard  Pacific Islander: N/A  Two or More Races: N/A  White: N/A</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Overall distance from standard: 84.3 points below standard  Socioeconomically disadvantaged: 87.6 points below standard  English learners: 97.2 points below standard  Students with disabilities: 133.9 points below standard  Foster Youth: N/A  Students experiencing Homelessness: African American: N/A  American Indian: N/A  Asian: N/A  Filipino: N/A  Hispanic: 84.5 points below standard  Pacific Islander: N/A  Two or More Races: N/A  White: N/A</p>	<p>Overall distance from standard: 74.3 points below standard  Socioeconomically disadvantaged: 77.6 points below standard  English learners: 87.2 points below standard  Students with disabilities: 123.9 points below standard  Foster Youth: N/A  Students experiencing Homelessness: African American: N/A  American Indian: N/A  Asian: N/A  Filipino: N/A  Hispanic: 74.5 points below standard  Pacific Islander: N/A  Two or More Races: N/A  White: N/A</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Current Percentage of English Learners making progress: 41.3%  Status Level: Yellow (low)</p>	<p>Goal Percentage of English Learners making progress: 46%  Status Level: Green</p>
<p>P4: English Learner Reclassification Rate during 2023-24 School Year</p>	<p>Reclassification Rate- 10 Students- 4.63%</p>	<p>Reclassification Rate- 8%</p>
<p>P8: Other Student Outcomes - NWEA ELA</p>	<p>Spring 2023-2024 NWEA ELA Data:  1st- 20% students scored average to high</p>	<p>Expected Outcome for 2024-2025:  The goal is to have all grade levels increase by 3%  1st- 23% students scored average to high</p>

	<p>2nd- 43% students scored average to high</p> <p>3rd- 21% students scored average to high</p> <p>4th- 32% students scored average to high</p> <p>5th- 36% students scored average to high</p> <p>6th- 38% students scored average to high</p>	<p>2nd- 46% students scored average to high</p> <p>3rd- 24% students scored average to high</p> <p>4th- 35% students scored average to high</p> <p>5th- 39% students scored average to high</p> <p>6th- 41% students scored average to high</p>
P8: Other Student Outcomes - NWEA Math	<p>Spring 2023-2024 NWEA Math Data:</p> <p>1st- 26% students scored average to high</p> <p>2nd- 25% students scored average to high</p> <p>3rd- 25% students scored average to high</p> <p>4th- 17% students scored average to high</p> <p>5th- 28% students scored average to high</p> <p>6th- 20% students scored average to high</p>	<p>Expected Outcome for 2024-2025: The goal is to have all grade levels increase by 3%</p> <p>1st- 29% students scored average to high</p> <p>2nd- 28% students scored average to high</p> <p>3rd- 28% students scored average to high</p> <p>4th- 20% students scored average to high</p> <p>5th- 31% students scored average to high</p> <p>6th- 23% students scored average to high</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation</p> <p>a. Provide opportunities for teachers to support CCSS implementation and the Units of Study. Special consideration/focus for accelerated learning/Impact teams, further development of ELD, enhancing NGSS, refining inclusion practices, and ensuring SEL/management strategies will be given (printing, supplemental materials/supplies, digital resources, release time for professional development/collaboration, intervention, and subs).</p> <p>b. The principal will coordinate and monitor all professional development and instruction. The direction of district initiatives, staff surveys, leadership feedback, and/or classroom observations will determine site needs for training. The principal, coaches, teacher facilitators, and coordinators will provide staff development and modeling according to grade levels and areas of need.</p> <p>c. Teachers will be trained to use all district-adopted texts/materials and programs.</p>	All students prioritizing English Learners and Students with Disabilities	<p>73,526 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk Salary</p> <p>75,183 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries 3 hrs (2), 6 hrs (1)</p> <p>22,785 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries 3 hrs (2), 6 hrs (1)</p> <p>2,708 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Subs for Teacher Release (PD)</p>

<p>d. Increase co-teaching models and provide release time for training to provide the least restrictive environment for students on an IEP.</p> <p>e. Provide support and collaborative planning time for the implementation of guided reading programs and math support groups.</p> <p>f. EMCC coordinates materials &amp; provides technology support. EMCC and teachers inform the selection of library materials/books and Digital Resources (eBooks) to support the CCSS and EL student population. EMCC will have the option to purchase new books as necessary for the whole student population and specifically to meet our EL students' needs.</p> <p>g. Technology support maker space materials for the classroom and Innovation Center to support CCSS. Integration of technology tools and making supplies will be ongoing (earbuds, headphones, etc.).</p> <p>h. Technology coordinators/leadership will be provided release time, as needed, to support students and teachers with technology use and implementation of digital citizenship lessons.</p> <p>i. Teacher release time/substitutes will be available for teachers to participate in planning and training in best practices (hourly and sub-teachers) as needed to support the implementation of best practices and data analysis.</p> <p>j. Bilingual Language Tutors/Instructional Aides to support EL students and Students with Disabilities</p> <p>k. Testing incentives and recognition will encourage students to try their best and demonstrate growth in local and state assessments.</p> <p>l. Resources and incentives will be provided to our EL students to allow for support and recognition as they continue to make progress towards English proficiency.</p> <p>m. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the the campus. Pre-school and TK/Kindergarten teachers will meet as needed regarding student transitions. There will be joint activities between preschool and TK/K students. Registration information for TK and kindergarten will be in the spring in both English and Spanish. Preschool teachers will encourage parent involvement in activities, and Preschool parents will be invited to all school activities and functions.</p> <p>n. Teachers will participate in data analysis, monitoring specific subgroups of EL and Students</p>		<p>3,868  Title III LEP -- 4203  4000-4999: Books And  Supplies  Materials and Supplies for EL  Students</p>
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	with Disabilities. The data to be reviewed will include CAASPP, NWEA, common formative assessments, etc.		
<b>1.2</b>	<p>Staff Development/Collaboration</p> <p>a. Support is available to staff and teachers for implementation of CCSS and support with resources for printing, poster making, materials for instruction, and other collaboration tools.</p> <p>b. Coordinate staff development in technology with the technology coordinator for all teachers and offer opportunities for conferences/professional development to build site knowledge</p> <p>c. Provide release time for teachers to attend training/planning/collaboration meetings and/or conferences.</p> <p>d. Provide release time as needed (hourly/subs) for grade levels to analyze data, including district-adopted literacy/math screeners/progress monitoring tools, common assessments, SEL, NWEA, Panorama data, etc.</p> <p>e. Provide leadership with release time as needed to plan, collaborate, review data, and reflect to ensure student's needs are met, and best practices are utilized.</p> <p>f. All staff members (certificated and classified) will have the opportunity to participate in professional development that relates directly to the support they provide students.</p> <p>g. Rustic Lane teachers will continue to focus on Writing as an instructional area priority.</p> <p>h. Teachers and Administrators will have opportunities to attend conferences and professional development on education equity, best instructional practices, supporting students with social-emotional learning, etc.</p>	All students prioritizing English Learners and Students with Disabilities	
<b>1.3</b>	<p>Intensive Intervention</p> <p>a. Provide intervention teachers and support/resources for implementing guided reading and intensive intervention for students in grades TK-6 (early literacy/reading, writing, math, SEL) and data analysis support.</p> <p>b. Extended Learning Opportunities to challenge or provide differentiation for students outside the school day. Extended Learning Opportunities may be offered within the Saturday School Program to support the remediation/acceleration of skills, CCSS &amp; Integrated SEL needs, and test prep for CAASPP, EL, and GATE.</p>	All students prioritizing English Learners and Students with Disabilities	<p>172,298 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>121,118 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>30,280 LCFF Suppl/Conc -- 0707</p>

	<p>c. Purchase technology licenses to enhance intervention opportunities and digital learning access (Starfall, RAZ, etc.)</p> <p>d. The Student Success Team will regularly meet to support students who have been referred by the classroom teachers. Supplies and materials will be available for students and teachers, as needed, to provide support and accommodations to meet their academic and social needs, and substitute teachers will be available for meeting coverage as needed.</p>		<p>1000-1999: Certificated Personnel Salaries Support Teacher Salary Split funded</p> <p>1,500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Software Licenses</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplemental Materials and Supplies- SST</p>
<b>1.4</b>	<p>College and Career Readiness</p> <p>a. As needed, students will be provided with necessary supplies to demonstrate success in organization, note-taking, and managing agendas and/or calendars to prepare students for college and career readiness.</p> <p>b. Materials to promote college and career culture and organization on campus may be purchased (banners, scavenger hunt materials, college/career learning opportunities, incentives, and family nights)</p> <p>c. Students will be provided with incentives for the utilization of organization strategies.</p>	All students	<p>1,000 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies</p> <p>2,000 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Transportation for AVID Incentive</p>
<b>1.5</b>	<p>Preschool Transition to Elementary School This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.</p>	Preschool Students	
<b>1.6</b>	<p>Essential Services and Supports to Student Learning</p> <p>a. Teachers and staff will be provided with necessary supplies for their classrooms as well as student supplies.</p> <p>b. Teachers and support staff will have access to copy machines in the workroom to print materials needed for classroom instructions.</p> <p>c. Teachers and support staff will have an adequate supply of paper to use in classroom printers as well as copy machines.</p> <p>d. Teachers will have adequate working technology in their classrooms.</p> <p>e. Lamination will be available on-site, and the maintenance contract will be updated.</p>	All students	<p>3,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Konica Maintenance Contract to support CCSS implementation Supplemental Materials including ELD</p> <p>500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contract for laminator</p> <p>5,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies</p>

	f. Printshop services will be available to teachers and office staff to provide students with the necessary materials.	Materials and Supplies 2,000 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Printshop Services
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Rustic Lane’s academic goals have been collaboratively developed utilizing NWEA, ELPAC, and CAASPP data.

- Writing was selected as a site-wide focus for Professional Development (PD). All classes have participated in common weekly writing prompts to increase writing fluency and the frequency with which students interact with meaningful writing opportunities to build instructional coherence across the site. The leadership team developed common graphic organizers that scaffold for grade levels and a shared focus for each trimester school-wide.

The Fall 2023 NWEA data shows that 13% of students scored in the meets or exceeds category for math, and 20% of students scored in the meets or exceeds category for English Language Arts (ELA), which is very similar to the Fall of 2022.

- First through third grades participate in Math PD to support the strong development of numerical reasoning, while upper grades focus on developing an understanding of rational numbers.
- Math and ELA Support Teachers (3) should continue to analyze data, collaborate with teachers, and provide intervention to students who demonstrate the need for specialized support in foundational areas.
- Students participate in goal setting, data review of NWEA Data, and attendance data review to support student voice, self-advocacy, and self-awareness of their academic progress.
- According to 22-23 ELPAC data, 41% of our English Learners (EL) are making progress, up 8% from last year.
- Bilingual Language Tutors (BLT) collaborate with teachers to plan and support the students they serve. BLTs are also part of the goal-setting workshops with students. Students who are newcomers or have limited knowledge of the English language are given specific time with the BLT to help them acquire the language.
- To support Literacy, in addition to our regular curriculum, our Community Schools Teacher on Special Assignment (TSA) has facilitated a group of up to 50 students from Rubidoux High School visiting our campus weekly to serve as book buddies. She has also provided classrooms with additional books that are culturally relevant to the focus of her lessons each month.

Collaboration between our education specialists and our general education teachers happens regularly to support inclusion. Teachers with more than two students with an IEP attend a four-day Universal Design for Learning (UDL) PD with the education specialists. Students with disabilities significantly improved on the CAASPP in both ELA and Math, increasing scores by 29.4 and 25.4 points, respectively.

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

All funds allocated for materials and supplies utilizing Title I were reallocated due to negotiated salary increased in the 23-24 school year. Funds intended for use to provide teachers with substitute coverage were not utilized due to the district providing residential subs. Funds allocated for AVID trainings and teacher release time were not utilized, due to teachers attending AVID Summer Institute paid for by district funds.

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 will continue to focus on best strategies and meeting the needs of our EL students. 1.1 n was added to ensure that we are participating in data analysis on the specific subgroups of EL and SWD.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will have a safe, orderly, and inviting learning environment.**

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

No subgroups were in the very low (red) range or 2 levels below the overall group. We continue to have a need to focus on student attendance as well as meeting the needs of students social emotional well being. The site will continue to inform and work with parents to ensure they understand the importance of students attending school daily, and incentives will continue to be provided to students as needed to encourage regular attendance. Our PBIS/BSEL team will continue to revamp our program with the intention to add a solid tier 3 behavior support system in the coming year.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Exemplary" status: 100% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Exemplary" status: 100% Source: 2022-23 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 92.3% K: 92.1% 1: 93.7% 2: 93.7% 3: 95.1% 4: 94.8% 5: 94.1% 6: 94.9%  Source: Student Information System P-2 report	TK: 93.3% K: 93.1% 1: 94.7% 2: 94.7% 3: 96.1% 4: 95.8% 5: 95.1% 6: 95.9%  Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 37.7% Socioeconomically Disadvantaged: 37.1% English Learners: 29.6% Students with Disabilities: 32.1% Foster Youth: N/A	All Students: 34.7% Socioeconomically Disadvantaged: 34.1% English Learners: 26.6% Students with Disabilities: 29.1% Foster Youth: N/A

	Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 34.6% Pacific Islander: N/A Two or More Races: N/A White: N/A	Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 31.6% Pacific Islander: N/A Two or More Races: N/A White: N/A
LCFF Priority 6: Pupil Suspension Rate	All Students: 0.5% Socioeconomically Disadvantaged: 0.6% English Learners: 0.4% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: 6.3% American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0.4% Pacific Islander: N/A Two or More Races: N/A White: N/A	All Students: 0.3% Socioeconomically Disadvantaged: 0.3% English Learners: 0.1% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: 3.3% American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0.1% Pacific Islander: N/A Two or More Races: N/A White: N/A
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0%	All Students: 0%
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	How safe do you feel when you are at school? Safe/Very Safe: 62%	How safe do you feel when you are at school? Safe/Very Safe: 70% (current district average)
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	I feel connected to my school. Strongly Agree/Agree: Grade 6: 64%	I feel connected to my school. Strongly Agree/Agree: Grade 6: 70%
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 46%	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: Grade 6: 60% (current district average)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Safe and Healthy School Environment a. Rustic Lane will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free	All students	52,645 LCFF District -- 500 0707

<p>learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, and health awareness workshops).</p> <p>b. Supervisors will be asked to supervise PTO-sponsored events that may require additional supervision. Supervisors may also be asked to provide babysitting for parent training 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 and enforce school rules and procedures.</p> <p>c. The safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment and 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.</p> <p>d. The health aide office will provide appropriate health care and nursing services. Rustic Lane will communicate to keep families informed of health concerns and student visits to the health office. Supplies will be replenished as needed.</p> <p>e. Staff will annually revise and distribute parent/student handbook digitally.</p> <p>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 run. Students will develop self-monitoring and goal-setting strategies. Supervisors and staff will provide additional student supervision to ensure student safety. Scanners will be renewed annually to track miles of the program. Track the Miles subscription will support the implementation of the 100 Mile Club.</p> <p>g. Crossing guards and activity supervisors will be provided with adequate supplies to keep our students safe.</p> <p>h. Supervisors will participate in trainings that focus on conflict resolution, positive reinforcement, and restorative practices. Supervisor hours will be added as needed to support additional student supervision for inclement weather schedules.</p> <p>i. Work with the safety coordinator to update the school safety plan and disaster notebook according to district mandates, protocols, and site-specific needs.</p> <p>j. Purchase materials as needed to implement the plan safely.</p>		<p>1000-1999: Certificated Personnel Salaries (1.0) Health Care Aide Salary 6 hrs.</p>
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<p><b>2.2</b></p>	<p>Positive Behavior Intervention Support (PBIS)/Social Emotional Learning (SEL)</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 selected character traits/aspects of SEL &amp; Wellness. The second Step will be utilized to support students in their SEL learning.</p> <p>b. The PBIS/SEL coordinator(s)/team will provide staff development and support in planning lessons and pacing. They will hold meetings to review discipline and panorama data and brainstorm school-wide interventions that promote good citizenship inside and outside the classroom. Teachers can also access the SEL team for guidance/intervention resources for behavioral management strategies and support with documenting/recording behavior for low-level or referral processes.</p> <p>c. Student incentives will be provided to support schoolwide positive behavior.</p> <p>d. Students will participate in weekly and trimester ROAR Reward activities. Students are chosen from collected Lucky Leopards to demonstrate PBIS/SEL behavior throughout the trimester and are invited to assemblies/events. The SEL team and leadership will assess the effectiveness of incentive systems to determine if revisions are necessary.</p> <p>e. Schoolwide announcements/video messages will include tips and suggestions for implementing the PBIS/SEL weekly behavioral skill and campus area expectations of ROAR. Our Student Council members create these video announcements requiring a WeVideo subscription.</p> <p>f. New staff regularly receive training on PBIS/SEL/behavior supports as they join Rustic Lane via admin and SEL Coordinators.</p> <p>g. Mental Health Supports will be provided to students via a Behavioral Health Associate, whose primary location is Rustic Lane. Teachers, staff, or parents make referrals.</p> <p>h. 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, school closures, economic impact, etc., as it relates to providing ongoing instruction and learning opportunities.</p>	<p>All students</p>	<p>500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly</p>



<p><b>2.3</b></p>	<p><b>Attendance and Leadership Support</b>  a. Based on the data dashboard, an increased focus on Chronic Absenteeism is needed. To strengthen attendance and chronic absenteeism, Rustic Lane will employ incentives/practices and work to change the culture of the importance of attendance at Rustic Lane.</p> <p>b. Rustic Lane will continue to implement processes such as SARTs and SARB, providing resources to families, referring to mental health connections, home visits, medical releases/supports, awards, rewards, NOT OUR BELL RECESS, Saturday School, perfect attendance BBQ, etc.</p> <p>c. To encourage an increase in student attendance, Rustic Lane will monitor and celebrate attendance by classroom, grade level, and school-wide. Students will continue to have the opportunity to make up absences using Saturday School. We will increase communication with families regarding students' attendance.</p>	<p>All students</p>	<p>1,518  LCFF Suppl/Conc -- 0707  4000-4999: Books And  Supplies  Supplemental Materials and  Supplies</p>
<p><b>2.4</b></p>	<p><b>Customer Service/Welcoming School Environment</b>  a. Continue to improve customer service by office staff and support staff, offer training and professional development</p> <p>b. Provide a carousel of resources for parents looking for information in the office and develop a website with this information.</p> <p>c. Communicate school events/information using the Website, Q Communication, Social Media, Class Dojo schoolwide, Parent Square, PeachJar, school marquees, email, Class Dojo/Remind apps, texts, and printed flyers</p> <p>d. Office staff will have access to adequate supplies to meet the needs of parents and students in the office.</p> <p>e. Work with custodian to ensure a clean school stocked with adequate supplies and free of clutter</p> <p>f. With the support of the PBIS/SEL Coordinator(s), Student Council, and Rustic Lane Staff will assist new students by providing school tours on their first day of attendance.</p>	<p>All students</p>	<p>500  LCFF Suppl/Conc -- 0707  4000-4999: Books And  Supplies  Welcoming Environment-  Office</p>

## Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Attendance continues to be a focus for this school year. We have successfully increased our overall attendance rate from the previous year by over 14%. We have offered weekly, monthly, and targeted incentives based on previous data that would lead us to believe the trend would show a low attendance day. Our monthly perfect attendance BBQ proves to influence students attending school daily greatly. These efforts have paid off, and parents and students have shared that students are eager to come to school. The SART and SARB process continues to support parents to understand the impacts of students missing school. Acknowledgments are given when students demonstrate an improvement in behavior after having a SART or SARB meeting.

We have continued the implementation of PBIS through our SEL team and have been successful in supporting students' well-being and emotional stability. Teachers and students have responded positively to the revamped expectations and new playground signage to support appropriate playground behavior. Rustic Lane will be applying for silver recognition in the spring due to the school's thorough implementation of PBIS structures. Teachers have shared that the use of the Second Step program has been very beneficial for our students as they navigate their learning of social-emotional skills. Students have transferred their learnings into live situations and are able to work through them. According to the Panorama Survey administered in the Spring of 2024, 56% of students report that they are able to control their emotions. This is up 2% from the fall and higher than the district average.

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

There was an increase in the spending for classified hourly due to additional meetings/training being needed for supervisors. We also required additional activity supervisor coverage due to inclement weather schedules. The 100 Mile Club subscription continued to be covered by ELOP funding.

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.

We will make funding available for the BSEL team to prepare materials for staff development at the beginning of the school year to provide staff with professional development around PBIS and SEL.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.**

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

No subgroups were in the very low (red) range or 2 levels below the overall group. Rustic Lane will continue to partner with Community Schools to ensure that we are meeting the needs of the families that we serve. Needs assessments will be administered to collect new data to have an accurate indication of what the school communities needs currently are. The community schools plan will be adjusted to reflect the identified needs and parenting classes/workshops will be scheduled accordingly.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child."  91%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child."  95%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."  100%	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."  100%

	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class."  90%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class."  95%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class."  87%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class."  95%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<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 Square.</p> <p>b. Parents will regularly be informed of student progress and events through Back-to-School Night, parent conferences, progress reports, report cards, Parent Square, Class Dojo, and phone calls, emails, &amp; notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, parent resources, and all other notices will be provided in both English and Spanish to meet the needs of our Spanish-speaking population.</p>	All students	<p>36,067 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary (4 hrs)</p> <p>500 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Printshop Materials</p> <p>500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified hourly for translation</p>

	<p>d. Translators will be provided for all parent meetings when required.</p> <p>e. The school will communicate the board policies and other Transitional Kindergarten/Kindergarten program requirements to parents. Parents will be provided with registration information/directions, developmental activity resources for summer prep, and an orientation/transition guide for parents as needed.</p> <p>f. Printshop services will be utilized to enhance communication and advertisement of school events.</p>		
<p><b>3.2</b></p>	<p>Parent Involvement/Leadership Opportunities</p> <p>a. Increase parent involvement by providing the opportunity to participate in PTO-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills 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>b. 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 &amp; Career Days, Book Fairs, Muffins With Moms, Donuts With Dads, dances, jog-a-thons, field trips, SSC/ELAC/etc and all school events when appropriate.</p> <p>c. 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 as needed.</p> <p>d. 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 resources such as Class Dojo, Parent Square, monthly calendar, newsletter, and marquee.</p> <p>e. Office will use Raptor System to ensure visitors on campus meet safety requirements.</p> <p>f. Rustic Lane will maintain and update technology as needed in common spaces that parents, teachers, and students utilize.</p> <p>g. Community Schools TSA will support our families, students, and the community through various means. Connection to resources, parent</p>	<p>All students</p>	<p>1,000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p>

	education opportunities, family engagement opportunities, etc.		
<b>3.3</b>	<p>Parent Workshops</p> <p>a. Rustic Lane will facilitate parent workshops that may focus on topics like technology, cyberbullying, nutrition, mental health, reading and/or math, NGSS, AVID, kinder development, and other topics that may affect their children's well-being. These workshops may also include parenting tips, topics, and concerns.</p> <p>b. Increase family nights and opportunities to access digital supports/information: support for students and families with acceleration/remediation of math/reading skills, technology support, AVID, SEL, etc.</p>	All students	<p>500 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>500 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>550 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and Supplies</p>
<b>3.4</b>	<p>Student Engagement</p> <p>a. Organized sports during recess so students have the opportunity to participate.</p> <p>b. Students in grades 4-6 are invited to participate in weekly band classes.</p> <p>c. Students participate in various activities supporting school events such as Red Ribbon Week, College and Career Readiness, Anti-bullying campaigns, walk-to-school days, etc.</p> <p>d. We will provide engaging school assemblies, activities, and field trips. These events are utilized to support character development, school safety, academics, anti-bullying, connectedness to school, and an overall positive school climate that inspires students to succeed and want to attend school.</p> <p>e. Rustic Lane will support PTO-sponsored events and help with providing supervision, supplies, and refreshments as needed to encourage parents and students to feel connected as part of the Rustic Lane school community.</p> <p>f. Rustic Lane will help facilitate the transition between our 6th-grade students and the feeder middle school.</p> <p>g. We will provide students with engaging club opportunities.</p> <p>h. Community Schools TSA will provide students with opportunities to connect on campus,</p>	All students	

	<p>encourage attendance, and foster a willingness and drive to succeed while at school.</p> <p>i. Community Schools will implement the PALs (Peer Assistance and Leadership) program to increase students' engagement in peer mediation, conflict resolution, and leadership capacities throughout campus.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Parents are an integral part of the Rustic Lane campus. We communicate regularly with parents utilizing Class Dojo, Parent Square, and paper flyers when appropriate. Translators are always available for all parent interactions; this includes one-on-one meetings, IEPs, parent workshops, etc. A new Raptor Scanner was purchased to ensure our staff and students are safe on campus. Our Community Schools TSA has greatly increased parent involvement and activities for parents to be involved on campus. We have had several successful parent nights to engage students and families with our school. Parents have shared how much they appreciated the events and look forward to additional events. Students have participated in many engaging activities and field trips this school year to expand their learning. Students have shared in the Panorama Survey that they like the fun activities that have taken place, and they want to continue to go on field trips.

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

No funds were utilized as planned in the area of sub teacher release due to the district provided resident subs. Due to the implementation of the Community Schools Grant, less money was spent on materials and supplies out of 0707 to support parent involvement.

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.

Moving forward we will continue to focus on lower performing subgroups when engaging families. Through Community Schools, we will be implementing the PALs Program. This will give students the opportunity to serve as peer mentors and take on additional leadership roles throughout the campus.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$346485
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$612,546.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$126,171.00
LCFF Suppl/Conc -- 0707	\$161,048.00
Title I Basic -- 3010	\$147,611.00
Title I District -- 500 3010	\$172,298.00
Title I Parent Involvement -- 3010 1902	\$1,550.00
Title III LEP -- 4203	\$3,868.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$612,546.00

Total of federal, state, and/or local funds for this school: \$612,546.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	147611	0.00
Title I Parent Involvement -- 3010 1902	1550	0.00
Title I District -- 500 3010	172298	0.00
Title III LEP -- 4203	3868	0.00
LCFF Suppl/Conc -- 0707	161048	0.00
LCFF District -- 500 0707	126171	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	126,171.00
LCFF Suppl/Conc -- 0707	161,048.00
Title I Basic -- 3010	147,611.00
Title I District -- 500 3010	172,298.00
Title I Parent Involvement -- 3010 1902	1,550.00
Title III LEP -- 4203	3,868.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	380,049.00
2000-2999: Classified Personnel Salaries	209,561.00
4000-4999: Books And Supplies	13,436.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5700-5799: Transfers Of Direct Costs	4,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	52,645.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	73,526.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	30,780.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	112,750.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	8,018.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	4,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	123,826.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	22,785.00
4000-4999: Books And Supplies	Title I Basic -- 3010	1,000.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	172,298.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	550.00
4000-4999: Books And Supplies	Title III LEP -- 4203	3,868.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	517,266.00
Goal 2	55,163.00
Goal 3	40,117.00

# 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
Allison Hesler	Principal
Jayne Luna	Classroom Teacher
Julie McGuire	Classroom Teacher
Kelsey Demerjian	Classroom Teacher
Sabrina McCaskill	Other School Staff
Erika Monroy	Parent or Community Member
Diana Butler	Parent or Community Member
Myrna Domagala	Parent or Community Member
Jasmine Ortiz	Parent or Community Member
Maria Benavidez	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**

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 5/15/24.

Attested:



Principal, Allison Hesler on 5/15/24



SSC Chairperson, JULIE MCGUIRE on 5/15/24

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of



adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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