



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	May 7, 2025	June 24, 2025

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. 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 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 deeply committed to inclusivity and values the input of staff, students, parents, and community members in building a strong School Plan for Student Achievement (SPSA) that supports ongoing school improvement.

Parent and community engagement is an essential part of this process. Parent groups meet regularly, and input is consistently gathered through formal meetings, surveys, and informal conversations. Feedback is collected through various channels including ELAC, School Site Council (SSC), the Community Schools Council, LCAP surveys, and more.

Our SSC, composed of both school staff and community members, meeting six times annually. During these meetings, school data is presented, goals are reviewed, and the school plan is discussed in depth. Stakeholders are invited to provide feedback at each meeting, and their input directly informs updates to the SPSA. The final plan is reviewed and approved through this collaborative process.

Additionally, our site leadership team has had multiple opportunities throughout the year to review, reflect on, and provide input regarding the School Plan to ensure it aligns with evolving student needs.

Student voice is also a key component of our school improvement efforts. Input is gathered through our Student Council, Panorama survey data (collected in both fall and winter), and informal feedback from day-to-day interactions.

To further strengthen community engagement, we invite community members to participate in parent education classes offered through PICO and Community Schools. We also maintain a regularly updated public website to keep our community informed about all that 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 area of Math and in the red category for ELA.

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 All Students, Socioeconomically Disadvantaged, English Learners and Hispanic.
- Student groups performing at a red level in the area of CAASPP Math are English Learners.
- For Chronic Absenteeism, the student group performing 2 levels below the all student performance is Students with Disabilities, scoring in the red.

Other Needs

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

- Current chronic absenteeism data shows that 26% of all students are Chronically Absent, 30% of Student with Disabilities are chronically absent and 22% of our English Learners.
- Math growth in NWEA from Fall to Winter was in the 56th percentile. Fifth grade showed the lowest growth in the 40th percentile and 3rd grade the highest in the 73rd percentile.
- ELA growth in NWEA from Fall to Winter was in the 39th percentile. First grade showed the lowest growth in the 30th percentile and 2nd grade the highest in the 49th percentile.
- According to Panorama survey data students abilities to manage challenging feelings is 6 points lower than the district average.
- According to Panorama survey data student perceptions of school safety are 6 points lower than the district average.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.18%	0%	1	1	0
African American	1.34%	2.59%	2.59%	7	14	14
Asian	0.38%	1.29%	1.67%	2	7	9
Filipino	0.38%	0.55%	0.37%	2	3	2
Hispanic/Latino	93.50%	92.05%	90.93%	489	498	491
Pacific Islander	0%	0%	0%	0	0	0
White	3.06%	2.4%	3.52%	16	13	19
Multiple/No Response	0.19%	0%	0.19%	1	0	1
Total Enrollment				523	541	540

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			34
Kindergarten	91	96	53
Grade 1	59	82	78
Grade 2	70	65	85
Grade3	54	68	69
Grade 4	73	58	67
Grade 5	89	84	66
Grade 6	87	88	88
Total Enrollment	523	541	540

Conclusions based on this data:

1. We have a small increase in student diversity at Rustic Lane, the proportion of students identifying as African American, Asian and White have gradually increased over the past three years, while the percentage of Hispanic/Latino students has slightly decreased.
2. In 23-24 Kindergarten had a significant decline in enrollment, in 24-25 there was a significant increase in enrollment with 87 Kindergartners enrolled.

3. We 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	179	205	216	31.3%	34.2%	40.0%
Fluent English Proficient (FEP)	84	61	54	18.7%	16.1%	10.0%
Reclassified Fluent English Proficient (RFEP)	4	10	10	1%	2%	4.6%

Conclusions based on this data:

1. The number and percentage of English Learners have steadily increased over the three-year period, this indicates a growing population of students who are in the process of learning English, which indicates a need for increased EL support and resources.
2. The number and percentage of FEP students have decreased, this shows a shift in student demographics or fewer students being initially identified as FEP when enrolling.
3. The number and percentage of Reclassified Fluent English Proficient (RFEP) students have increased, this shows progress in moving EL students toward English proficiency and successfully reclassifying them, a positive indicator of support program effectiveness.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	64	73	58	64	71	58	64	71	100.0	100.0	97.3
Grade 4	75	61	67	73	61	67	73	61	67	97.3	100.0	100
Grade 5	92	85	58	91	85	57	91	85	57	98.9	100.0	98.3
Grade 6	86	88	95	84	88	91	84	88	91	97.7	100.0	95.8
All Grades	311	298	293	306	298	286	306	298	286	98.4	100.0	97.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2359.	2382.	2338.	5.17	7.81	1.41	6.90	15.63	5.63	31.03	32.81	26.76	56.90	43.75	66.20
Grade 4	2444.	2408.	2392.	16.44	11.48	4.48	17.81	9.84	13.43	30.14	21.31	19.40	35.62	57.38	62.69
Grade 5	2422.	2447.	2410.	2.20	7.06	3.51	10.99	23.53	15.79	32.97	22.35	14.04	53.85	47.06	66.67
Grade 6	2458.	2427.	2478.	4.76	0.00	8.79	16.67	6.82	21.98	26.19	22.73	20.88	52.38	70.45	48.35
All Grades	N/A	N/A	N/A	6.86	6.04	4.90	13.40	14.09	14.69	30.07	24.50	20.63	49.67	55.37	59.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.72	6.25	0.00	63.79	60.94	50.70	34.48	32.81	49.30
Grade 4	5.48	9.84	2.99	69.86	63.93	68.66	24.66	26.23	28.36
Grade 5	2.20	5.88	3.51	59.34	63.53	50.88	38.46	30.59	45.61
Grade 6	5.95	1.14	12.09	45.24	31.82	40.66	48.81	67.05	47.25
All Grades	3.92	5.37	5.24	58.82	53.69	51.75	37.25	40.94	43.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.45	3.13	1.41	41.38	53.13	35.21	55.17	43.75	63.38
Grade 4	13.70	6.56	1.49	53.42	45.90	44.78	32.88	47.54	53.73
Grade 5	3.30	14.12	5.26	48.35	52.94	40.35	48.35	32.94	54.39
Grade 6	1.19	1.14	10.99	44.05	39.77	49.45	54.76	59.09	39.56
All Grades	5.23	6.38	5.24	47.06	47.65	43.01	47.71	45.97	51.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.62	7.81	2.82	67.24	71.88	69.01	24.14	20.31	28.17
Grade 4	12.33	8.20	4.48	67.12	65.57	61.19	20.55	26.23	34.33
Grade 5	2.20	14.12	5.26	70.33	61.18	73.68	27.47	24.71	21.05
Grade 6	4.76	0.00	5.49	80.95	73.86	76.92	14.29	26.14	17.58
All Grades	6.54	7.38	4.55	71.90	68.12	70.63	21.57	24.50	24.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.45	7.81	0.00	74.14	62.50	57.75	22.41	29.69	42.25
Grade 4	15.07	8.20	4.48	69.86	62.30	62.69	15.07	29.51	32.84
Grade 5	4.40	3.53	1.75	54.95	65.88	49.12	40.66	30.59	49.12
Grade 6	4.76	1.14	12.09	72.62	63.64	58.24	22.62	35.23	29.67
All Grades	6.86	4.70	5.24	66.99	63.76	57.34	26.14	31.54	37.41

Conclusions based on this data:

1. The percentage of students meeting or exceeding the ELA standards has slightly decreased over time, this show a growing need for targeted support.
2. Writing continues to be a significant challenge area shown by the significant percentage of students scoring below standard.

3. Students are struggling with analyzing and presenting information, there is a need for research skills across subject areas.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	64	73	57	64	72	57	64	72	100.0	100.0	98.6
Grade 4	75	61	67	75	61	67	75	61	67	100.0	100.0	100
Grade 5	92	85	58	91	85	58	91	85	58	98.9	100.0	100
Grade 6	87	88	95	85	88	94	85	88	94	97.7	100.0	98.9
All Grades	311	298	293	308	298	291	308	298	291	99.0	100.0	99.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2378.	2392.	2376.	8.77	3.13	4.17	15.79	21.88	13.89	21.05	31.25	31.94	54.39	43.75	50.00
Grade 4	2431.	2415.	2395.	12.00	8.20	0.00	14.67	13.11	11.94	20.00	26.23	28.36	53.33	52.46	59.70
Grade 5	2406.	2439.	2394.	1.10	7.06	1.72	2.20	10.59	5.17	21.98	24.71	18.97	74.73	57.65	74.14
Grade 6	2450.	2428.	2464.	5.88	1.14	6.38	8.24	6.82	13.83	25.88	27.27	27.66	60.00	64.77	52.13
All Grades	N/A	N/A	N/A	6.49	4.70	3.44	9.42	12.42	11.68	22.40	27.18	27.15	61.69	55.70	57.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.79	6.25	4.17	38.60	54.69	40.28	45.61	39.06	55.56
Grade 4	13.33	6.56	1.49	38.67	34.43	41.79	48.00	59.02	56.72
Grade 5	1.10	4.71	1.72	38.46	47.06	37.93	60.44	48.24	60.34
Grade 6	4.71	0.00	5.32	40.00	38.64	43.62	55.29	61.36	51.06
All Grades	7.79	4.03	3.44	38.96	43.62	41.24	53.25	52.35	55.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.77	4.69	6.94	47.37	75.00	52.78	43.86	20.31	40.28
Grade 4	13.33	9.84	0.00	46.67	44.26	55.22	40.00	45.90	44.78
Grade 5	3.30	4.71	3.45	38.46	54.12	39.66	58.24	41.18	56.90
Grade 6	3.53	2.27	6.38	60.00	52.27	54.26	36.47	45.45	39.36
All Grades	6.82	5.03	4.47	48.05	56.04	51.20	45.13	38.93	44.33

Conclusions based on this data:

1. More students are on the cusp of meeting grade level standards with more students shifting from below standard to nearly met.
2. There is a downward trend in performance in grades from 3rd to 5th, this shows a need to reinforce foundational math skills in the primary grades.
3. Notable improvement was seen in 6th grade in overall performance of students meeting and exceeding the 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1422.8	1400.4	1396.9	1438.2	1411.2	1407.9	1386.6	1375.0	1371.0	34	41	50
1	1427.3	1439.9	1436.5	1460.7	1460.2	1454.5	1393.4	1419.0	1417.9	27	27	33
2	1472.3	1469.6	1462.0	1483.4	1487.6	1477.5	1460.8	1451.2	1446.0	32	25	30
3	1464.3	1482.4	1479.5	1466.8	1483.1	1487.1	1461.5	1481.0	1471.4	24	30	23
4	1485.8	1495.7	1490.8	1469.5	1486.5	1482.3	1501.5	1504.5	1498.8	20	28	33
5	1489.6	1505.5	1506.9	1481.4	1492.1	1498.3	1497.5	1518.6	1514.9	24	24	27
6	1511.3	1503.8	1492.8	1509.6	1498.6	1478.2	1512.5	1508.6	1506.9	22	25	24
All Grades										183	200	220

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.71	2.44	6.00	32.35	34.15	38.00	32.35	46.34	28.00	20.59	17.07	28.00	34	41	50
1	0.00	3.70	0.00	18.52	18.52	27.27	59.26	59.26	54.55	22.22	18.52	18.18	27	27	33
2	9.38	4.00	10.00	46.88	52.00	43.33	25.00	32.00	30.00	18.75	12.00	16.67	32	25	30
3	0.00	3.33	4.35	25.00	36.67	30.43	45.83	53.33	52.17	29.17	6.67	13.04	24	30	23
4	5.00	3.57	9.09	55.00	42.86	30.30	5.00	46.43	39.39	35.00	7.14	21.21	20	28	33
5	4.17	12.50	0.00	25.00	37.50	44.44	50.00	29.17	51.85	20.83	20.83	3.70	24	24	27
6	9.09	16.00	12.50	40.91	4.00	20.83	31.82	64.00	25.00	18.18	16.00	41.67	22	25	24
All Grades	6.56	6.00	5.91	34.43	32.50	34.09	36.07	47.50	39.09	22.95	14.00	20.91	183	200	220

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.59	7.32	12.00	41.18	31.71	38.00	23.53	39.02	24.00	14.71	21.95	26.00	34	41	50
1	14.81	11.11	18.18	40.74	48.15	36.36	40.74	33.33	39.39	3.70	7.41	6.06	27	27	33
2	28.13	28.00	40.00	40.63	28.00	26.67	28.13	44.00	16.67	3.13	0.00	16.67	32	25	30
3	8.33	10.00	30.43	50.00	63.33	43.48	25.00	26.67	17.39	16.67	0.00	8.70	24	30	23
4	5.00	10.71	21.21	55.00	50.00	39.39	30.00	35.71	21.21	10.00	3.57	18.18	20	28	33
5	16.67	16.67	22.22	54.17	50.00	59.26	12.50	16.67	11.11	16.67	16.67	7.41	24	24	27
6	40.91	20.00	25.00	27.27	44.00	12.50	18.18	28.00	25.00	13.64	8.00	37.50	22	25	24
All Grades	19.67	14.00	22.73	43.72	44.50	36.82	25.68	32.50	22.73	10.93	9.00	17.73	183	200	220

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	2.44	2.00	20.59	14.63	18.00	47.06	68.29	54.00	26.47	14.63	26.00	34	41	50
1	0.00	0.00	3.03	0.00	11.11	9.09	37.04	48.15	36.36	62.96	40.74	51.52	27	27	33
2	6.25	4.00	3.33	40.63	32.00	30.00	25.00	28.00	40.00	28.13	36.00	26.67	32	25	30
3	0.00	0.00	0.00	0.00	23.33	17.39	54.17	46.67	47.83	45.83	30.00	34.78	24	30	23
4	5.00	3.57	9.09	35.00	25.00	18.18	20.00	53.57	36.36	40.00	17.86	36.36	20	28	33
5	0.00	4.17	0.00	8.33	29.17	18.52	50.00	33.33	70.37	41.67	33.33	11.11	24	24	27
6	0.00	4.00	4.17	13.64	0.00	25.00	54.55	60.00	29.17	31.82	36.00	41.67	22	25	24
All Grades	2.73	2.50	3.18	17.49	19.00	19.09	40.98	50.00	45.45	38.80	28.50	32.27	183	200	220

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	9.76	10.00	67.65	75.61	60.00	8.82	14.63	30.00	34	41	50
1	25.93	48.15	27.27	74.07	40.74	69.70	0.00	11.11	3.03	27	27	33
2	15.63	16.00	36.67	78.13	84.00	46.67	6.25	0.00	16.67	32	25	30
3	16.67	10.00	21.74	50.00	83.33	60.87	33.33	6.67	17.39	24	30	23
4	45.00	14.29	21.21	45.00	75.00	69.70	10.00	10.71	9.09	20	28	33
5	4.17	20.83	3.70	83.33	66.67	85.19	12.50	12.50	11.11	24	24	27
6	18.18	16.00	20.83	54.55	68.00	58.33	27.27	16.00	20.83	22	25	24
All Grades	20.77	18.50	19.55	66.12	71.00	64.09	13.11	10.50	16.36	183	200	220

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	12.20	18.00	55.88	53.66	52.00	20.59	34.15	30.00	34	41	50
1	18.52	11.11	0.00	70.37	85.19	90.91	11.11	3.70	9.09	27	27	33
2	25.00	40.00	26.67	71.88	60.00	60.00	3.13	0.00	13.33	32	25	30
3	20.83	20.00	26.09	66.67	80.00	65.22	12.50	0.00	8.70	24	30	23
4	5.00	28.57	30.30	70.00	64.29	39.39	25.00	7.14	30.30	20	28	33
5	33.33	45.83	55.56	41.67	37.50	37.04	25.00	16.67	7.41	24	24	27
6	50.00	32.00	25.00	40.91	60.00	29.17	9.09	8.00	45.83	22	25	24
All Grades	25.14	25.50	24.55	60.11	63.00	54.09	14.75	11.50	21.36	183	200	220

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	2.44	0.00	82.35	75.61	68.00	11.76	21.95	32.00	34	41	50
1	0.00	3.70	12.12	33.33	40.74	30.30	66.67	55.56	57.58	27	27	33
2	12.50	4.00	0.00	56.25	56.00	80.00	31.25	40.00	20.00	32	25	30
3	0.00	0.00	0.00	37.50	46.67	34.78	62.50	53.33	65.22	24	30	23
4	0.00	3.57	9.09	60.00	64.29	54.55	40.00	32.14	36.36	20	28	33
5	0.00	8.33	0.00	58.33	54.17	74.07	41.67	37.50	25.93	24	24	27
6	0.00	4.00	4.17	45.45	20.00	37.50	54.55	76.00	58.33	22	25	24
All Grades	3.28	3.50	3.64	54.64	53.00	55.91	42.08	43.50	40.45	183	200	220

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.47	19.51	22.00	29.41	60.98	52.00	44.12	19.51	26.00	34	41	50
1	0.00	0.00	0.00	59.26	81.48	66.67	40.74	18.52	33.33	27	27	33
2	12.90	8.00	10.00	61.29	76.00	66.67	25.81	16.00	23.33	31	25	30
3	0.00	13.33	0.00	66.67	76.67	86.96	33.33	10.00	13.04	24	30	23
4	25.00	17.86	9.09	45.00	67.86	72.73	30.00	14.29	18.18	20	28	33
5	0.00	12.50	11.11	75.00	66.67	66.67	25.00	20.83	22.22	24	24	27
6	9.09	8.00	20.83	81.82	72.00	58.33	9.09	20.00	20.83	22	25	24
All Grades	10.99	12.00	11.36	58.24	71.00	65.45	30.77	17.00	23.18	182	200	220

Conclusions based on this data:

1. Students in grades K-3 are showing progress in oral language skills, this shows effective early instruction in language development.

2. Speaking skills are a strength for students at Rustic Lane, 78% of students scored somewhat developed or well developed.
3. Overall, the majority of students are scoring in levels 2 and 3, with targeted interventions growth could be accelerated to level 4.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
540	90%	40%	0.7%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	216	40%
Foster Youth	4	0.7%
Homeless	5	0.9%
Socioeconomically Disadvantaged	486	90%
Students with Disabilities	38	7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.6%
American Indian	0	0.0%
Asian	9	1.7%
Filipino	2	0.4%
Hispanic	491	90.9%
Two or More Races	1	0.2%
Pacific Islander	0	0.0%
White	19	3.5%

Conclusions based on this data:

1. Rustic Lane continues to have a significant number of English Learners. There is a continued need to prioritize support and explicit instruction for our EL population.

2. 90% of students are considered to be disadvantaged. This requires the school to meet students needs in different ways, utilizing community schools resources/partnerships and utilizing trauma-informed practices.
3. Our students with disabilities continue to represent a key group needing targeted support.

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		

Conclusions based on this data:

- Math is in the orange range.
- English Learner progress and ELA are in the red range.
- School Suspension Rate is in the green range and Chronic Absentee is in the yellow.

School and Student Performance Data

Academic Performance English Language Arts

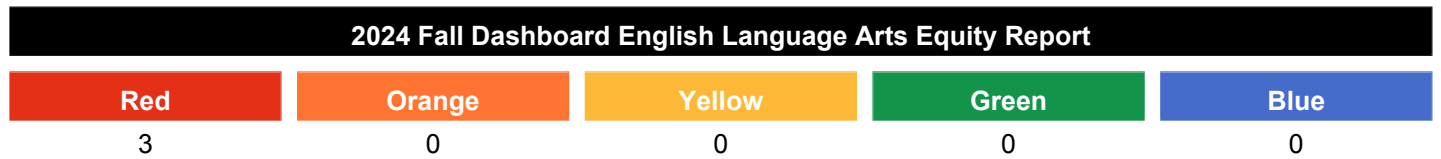
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Red</div> <div>75.8 points below standard</div> <div>Declined 8.1 points</div> <div>273 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>95.7 points below standard</div> <div>Declined 3.9 points</div> <div>117 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>80.8 points below standard</div> <div>Declined 8.5 points</div> <div>246 Students</div>

Students with Disabilities  No Performance Color 132.9 points below standard Declined 14.8 points 26 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 76.5 points below standard Declined 8.2 points 251 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 7 Students

Conclusions based on this data:

1. All subgroups declined in the area of ELA.
2. The subgroups most in need are Students with Disabilities, English Learners, and Socioeconomically Disadvantaged.
3. Our most represented groups, socioeconomically disadvantaged and hispanic, both show performance below standard.

School and Student Performance Data

Academic Performance Mathematics

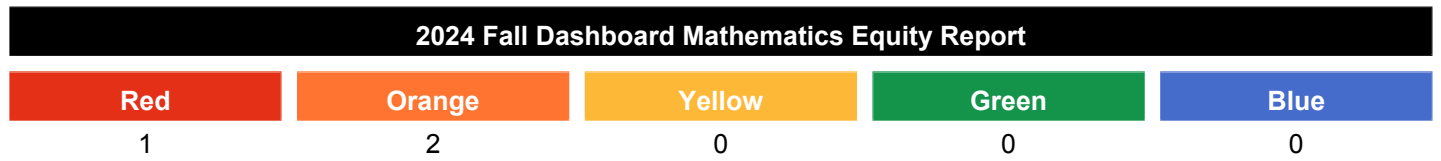
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>87.7 points below standard</div> <div>Declined 3.4 points</div> <div>274 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>106.5 points below standard</div> <div>Declined 9.3 points</div> <div>118 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>92.4 points below standard</div> <div>Declined 4.7 points</div> <div>247 Students</div>

Students with Disabilities  No Performance Color 151.7 points below standard Declined 17.8 points 26 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 87.3 points below standard Maintained 2.8 points 252 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 7 Students

Conclusions based on this data:

1. Our math scores have remained significantly below standard.
2. English Learners have the largest gaps in math performance outside of students with disabilities.
3. Students with Disabilities have the sharpest decline in performance, dropping 17.8 points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
31.3% making progress.	making progress.
Number Students: 160 Students	Number Students: 4 Students

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.

2024 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
26.3%	42.5%	0%	31.3%

Conclusions based on this data:

- One fourth of students are losing ground in terms of ELPI progress with 26.3% declining.
- A large portion of students have maintained progress, demonstrating a need for explicit instruction.
- One third of students made progress of one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>25% Chronically Absent</div> <div>Declined 9.7</div> <div>584 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>22.2% Chronically Absent</div> <div>Declined 7.5</div> <div>239 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>54.5% Chronically Absent</div> <div>0</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>25.5% Chronically Absent</div> <div>Declined 11.5</div> <div>529 Students</div>

Students with Disabilities  Red 42.3% Chronically Absent Increased 10.2 52 Students	African American  No Performance Color 26.7% Chronically Absent Declined 6.7 15 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 24.1% Chronically Absent Declined 10.6 532 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 47.4% Chronically Absent Increased 2.4 19 Students

Conclusions based on this data:

1. While absenteeism is still a concern, the decline signals that recent attendance initiatives are working.
2. Students with disabilities are at great risk with their chronically absenteeism rate, they are the highest of all subgroups.
3. English Learners and Socioeconomically Disadvantaged Students show notable improvement, both are in the yellow subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

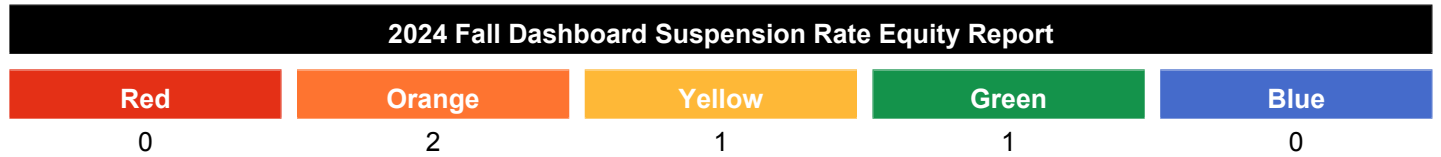
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>0.7% suspended at least one day</div> <div>Maintained 0.2%</div> <div>599 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>1.2% suspended at least one day</div> <div>Increased 0.8%</div> <div>244 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>0.7% suspended at least one day</div> <div>Maintained 0.2%</div> <div>541 Students</div>

Students with Disabilities  Orange 3.6% suspended at least one day Increased 3.6% 55 Students	African American  No Performance Color 0% suspended at least one day Declined 6.3% 19 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 0.7% suspended at least one day Increased 0.4% 542 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 19 Students

Conclusions based on this data:

1. The overall suspension rate is low and stable, this reflects a positive school climate.
2. Students with disabilities is the highest subgroup at 3.6%
3. Hispanic students make up over 90% of the school population, their suspension rate being close to the overall average indicates equity in discipline.

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 red (very low) performance category in CAASPP ELA. Our teachers have focused on implementing writing strategies to support all students, including participating in weekly school-wide writing prompts. Heggerty has been introduced in TK-3 classrooms, and SIPPS has been added in 2nd grade to meet the needs of students requiring additional reading support. Next school year, SIPPS will expand to grades K-3 and will be the primary resource utilized by our Literacy Support Teacher.

-In CAASPP Math, students overall scored in the orange (low) performance category. To support student growth, teachers have engaged in professional development focused on effective instructional strategies for math, including book studies and targeted PD sessions for 4th, 5th, and TK teachers.

-Students in the SED, English Learner, and Hispanic subgroups scored in the red (very low) performance category for CAASPP ELA. To better support these students, we are pulling targeted reports to ensure appropriate services are provided by BLTs or Intervention Teachers. Additionally, BLTs have participated in specialized training to strengthen their ability to meet the needs of our EL population.

-English Learner students also scored in the red (very low) performance category for CAASPP Math. To address this, we are reviewing reports and data to identify and support students through small group instruction. BLTs have had opportunities to collaborate with classroom teachers and attend trainings to continue building their capacity to support English Learners effectively.

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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students- 75.8 English Learners- 95.7 Long-Term English Learners- N/A Foster Youth- N/A Homeless- N/A Socioeconomically Disadvantaged- 80.8 Students with Disabilities -132.9 African American- N/A Asian- N/A Filipino- N/A Hispanic- 76.5 Native Hawaiian or Pacific Islander- N/A White- N/A Two or More Races- N/A -Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students- 72.8 English Learners- 92.7 Long-Term English Learners- N/A Foster Youth- N/A Homeless- N/A Socioeconomically Disadvantaged 77.8 Students with Disabilities-129.9 African American- N/A Asian- N/A Filipino- N/A Hispanic- 73.5 Native Hawaiian or Pacific Islander- N/A White- N/A Two or More Races- N/A -Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students- 87.7 English Learners- 106.5 Long-Term English Learners- N/A Foster Youth- N/A Homeless- N/A Socioeconomically Disadvantaged- 92.4 Students with Disabilities- 151.7 African American- N/A Asian- N/A Filipino- N/A Hispanic-87.3 Native Hawaiian or Pacific Islander- N/A White- N/A Two or More Races- N/A -Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students- 84.7 English Learners- 103.5 Long-Term English Learners- N/A Foster Youth- N/A Homeless- N/A Socioeconomically Disadvantaged- 89.4 Students with Disabilities- 148.7 African American- N/A Asian- N/A Filipino- N/A Hispanic- 84.3 Native Hawaiian or Pacific Islander- N/A White- N/A Two or More Races- N/A -Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 31.1% Status Level: RED	Current Percentage of English Learners making progress: 33.1% Status Level: ORANGE
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 4.37%	Percentage of English Learners Reclassified: 8%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 30th All Grades (EL): 22nd	Achievement Percentile: All Grades: 35th All Grades (EL): 27th

	All Grades (Students with Disabilities) 17th Grade 1: 29th Grade 2: 24th Grade 3: 41st Grade 4: 24th Grade 5: 33rd Grade 6: 32nd	All Grades (Students with Disabilities) 22nd Grade 1: 34th Grade 2: 29th Grade 3: 46th Grade 4: 29th Grade 5: 38th Grade 6: 37th
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 30th All Grades (EL): 22nd All Grades 10th Grade 1: 45th Grade 2: 35th Grade 3: 45th Grade 4: 26th Grade 5: 20th Grade 6: 25th	Achievement Percentile: All Grades: 35th All Grades (EL): 27th All Grades 15th Grade 1: 50th Grade 2: 40th Grade 3: 50th Grade 4: 31st Grade 5: 25th Grade 6: 30th

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> <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 reading groups and math support groups as needed.</p>	All students prioritizing English Learners and Students with Disabilities	81,547 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk Salary 74,024 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries 3 hrs (2), 6 hrs (1) Split Funded 23,979 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries 3 hrs (2), 6 hrs (1) Split Funded 4,075 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary 3 hrs (1) Split Funded 1,680 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries

	<p>f. EMCC coordinates materials & 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 and 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 be utilized to 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 with Disabilities. The data to be reviewed will include CAASPP, NWEA, common formative assessments, etc.</p>		<p>Subs for Teacher Release (PD)</p> <p>35 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies for EL Students</p> <p>1,613.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Subs for Teacher Release (PD)</p>
1.2	<p>Staff Development/Collaboration</p> <p>a. Support is available to staff and teachers for implementation of CCSS and support with</p>	All students prioritizing English Learners and Students with Disabilities	

	<p>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 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, SIPPS, mClass, 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>		
1.3	<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 & Integrated SEL needs, and test prep for CAASPP, EL, and GATE.</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</p>	<p>All students prioritizing English Learners and Students with Disabilities</p>	<p>180,382 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>122,967 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>40,989 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split funded</p> <p>1,500 LCFF Suppl/Conc -- 0707</p>

	provide support and accommodations to meet their academic and social needs, and substitute teachers will be available for meeting coverage as needed.		5000-5999: Services And Other Operating Expenditures Software Licenses 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplemental Materials and Supplies- SST
1.4	<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>923 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>
1.5	<p>Preschool Transition to Elementary School</p> <p>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	
1.6	<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> <p>f. Printshop services will be available to teachers and office staff to provide students with the necessary materials.</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 Materials and Supplies</p> <p>2,000 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Printshop Services</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 continues to be a site-wide focus, with all classes participating in common weekly writing prompts to improve fluency and increase the frequency of meaningful writing opportunities, supporting instructional coherence across the site.

The winter 2025 NWEA data shows that 18% of students scored in the meets or exceeds category for math, and 18% of students scored in the meets or exceeds category for English Language Arts (ELA). Overall growth in the ELA portion of ELA was in the 39th percentile, and the 56th percentile for math.

-Rustic Lane's Math Support Teacher (MST) offered a book study, focusing on developing student agency and critical thinking skills. Teachers who took advantage of this PD opportunity saw growth in NWEA assessment scores. MST also offered model lessons with teachers in their classrooms to support in best practices and honing teacher skills in being able to support students in their mastery of foundational skills.

-Our Literacy Support Teacher (LST) also has offered model lessons to teachers in the area of foundational reading skills, phonics and phonemic awareness.

-Math and ELA Support Teachers (MST and LST) continue to analyze data, collaborate with teachers, and provide intervention to students who demonstrate the need for specialized support in foundational areas.

-SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) materials were purchased with discretionary funds this year to support 2nd grade students in closing foundational skill gaps and to promote fluency, accuracy, and automaticity in reading.

-4th and 5th grade teachers participated in math PD focusing on the CA Math Frameworks, instructional strategies and core concepts of mathematics.

-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.

-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. BLTs have had several opportunities to participate in district wide training for to be able to gain important strategies and knowledge to support the population that they serve.

-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 as various times in the school year 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. Staffing this school year was adjust to meet the caseload sizes of the school. We started the year with 2.0 FTE (Full Time Employee) and ended the year with 1.5 FTE in the role of Education Specialist.

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 to due to negotiated salary increases in the 24-25 school year. Some funds in LCFF were reallocated to discretionary due to negotiated salary increases for the 24-25 school year. Fewer funds were used than originally intended for providing substitute coverage for teachers, as the district supplied residential substitutes.

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. Rustic Lane will participate in QTEL (Qualify Teaching for English Learners) next school year, to support and provide better opportunities for our EL students. The SIPPS program will expand from 2nd grade to serve all eligible students in K-3rd grade next year. LST will also use the program to support intervention students in grades 4-6.

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.

The Students with Disabilities subgroup performed in the red for chronic absenteeism. 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. Moving forward attendance will be a focus at IEP meetings, Saturday School flyers will be accessible and offered during IEP meetings as well.

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 "Good Repair" status: 99% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 85.2% K: 89.3% 1: 93.2% 2: 91.2% 3: 94.3% 4: 93.5% 5: 91.1% 6: 93.9% Source: Student Information System P-2 report	TK: 96% K: 96% 1: 96% 2: 96% 3: 96% 4: 96% 5: 96% 6: 96% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students- 25% English Learners- 22.2% Long-Term English Learners- N/A Foster Youth- N/A Homeless- 54.5%	All Students- 19% English Learners- 19% Long-Term English Learners- N/A Foster Youth- N/A Homeless- 19%

	Socioeconomically Disadvantaged- 25.5% Students with Disabilities- 42.3% African American- 26.7% Asian- N/A Filipino- N/A Hispanic- 24.1% Native Hawaiian or Pacific Islander- N/A White- 47.4% Two or More Races- N/A Source: Fall 2024 Dashboard	Socioeconomically Disadvantaged- 19% Students with Disabilities- 39% African American- 19% Asian- N/A Filipino- N/A Hispanic- 19% Native Hawaiian or Pacific Islander- N/A White- 19% Two or More Races- N/A Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students- 0.7% English Learners- 1.2% Long-Term English Learners- N/A Foster Youth- N/A Homeless- 0% Socioeconomically Disadvantaged- 0.7% Students with Disabilities- 3.6% African American- 0% Asian- N/A Filipino- N/A Hispanic- 0.7% Native Hawaiian or Pacific Islander- N/A White- 0% Two or More Races- N/A Source: Fall 2024 Dashboard	All Students- 0.5% English Learners- 1.0% Long-Term English Learners- N/A Foster Youth- N/A Homeless- 0% Socioeconomically Disadvantaged- 0.5% Students with Disabilities- 3% African American- 0% Asian- N/A Filipino- N/A Hispanic- 0.5% Native Hawaiian or Pacific Islander- N/A White- 0% Two or More Races- N/A Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.0% Source: Data Quest 2023-24	All Students: 0.0% Source: Data Quest 2023-24
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 51%. Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 57% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community 51%. Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community 53%. Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom 70% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom 75% Source: Panorama Student Survey

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

<p>2.1</p>	<p>Safe and Healthy School Environment</p> <p>a. Rustic Lane will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, 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>All students</p>	<p>55,378 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries (1.0) Health Care Aide Salary 6 hrs.</p>
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	j. Purchase materials as needed to implement the plan safely.		
2.2	<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 & 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</p>	All students	<p>500</p> <p>LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated</p> <p>Personnel Salaries</p> <p>Teacher Hourly</p>

	closures, economic impact, etc., as it relates to providing ongoing instruction and learning opportunities.		
2.3	<p>Attendance and Leadership Support</p> <p>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 via the Attendance Team and Community Schools TSA.</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>	All students	<p>1692</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Supplemental Materials and Supplies</p>
2.4	<p>Customer Service/Welcoming School Environment</p> <p>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>	All students	<p>500</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Welcoming Environment-Office</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year, attendance has remained a key area of focus, and we are seeing encouraging results. Our overall chronic absenteeism rate has continued to decline, including among important subgroups such as students with disabilities and English Learners. A variety of targeted incentives—such as weekly attendance banners, the “Not My Bell” extra recess, monthly perfect attendance BBQs, and class-specific rewards—have helped encourage regular attendance and promote a positive school culture. In addition, administration continues to hold SART meetings with families to address attendance concerns early on. These meetings have led to noticeable improvement in the majority of cases, and for students who continue to struggle, SARB referrals have been made to ensure additional support.

The 100 Mile Club remains a strong part of our school culture, offering students opportunities to stay active, set personal goals, and participate in physical activity beyond the school day.

In the area of behavior and student support, our PBIS framework continues to grow and show success. This year, we’ve expanded Tier 2 supports with the implementation of Check-In Check-Out and Check and Connect, the latter of which has been supported through collaboration with our district’s MTSS TSA (Multi Tiered System of Supports Teacher on Special Assignment) . These supports have helped provide consistent adult connections and reinforce positive behavior. ROAR parties continue to be offered throughout the year as a reward for positive behavior and remain highly motivating for students, as confirmed by Panorama student survey feedback.

Our Student Council has also contributed meaningfully to PBIS efforts by producing and sharing expectation videos that reinforce school wide behavior norms and expectations in a student-centered way.

Additionally, our Activity Supervisors have engaged in multiple professional development opportunities and team meetings focused on de-escalation strategies and addressing student needs proactively. These efforts have strengthened their ability to respond effectively and positively to student behaviors, contributing to a safer and more supportive environment across campus.

Overall, the implementation of these strategies has been effective in supporting student attendance, engagement, and behavior, helping us make meaningful progress toward our school wide goals.

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

Majority of expenditures were utilized as planned, with the exception of certificated hourly, due to use of district provided resident subs.

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.

All actions will remain the same for the coming school year.

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 continue to 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 responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 95.9% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 97% Source: LCAP Parent Survey Winter 2024-25
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 92.9%	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 95%

	Source: LCAP Staff Survey Winter 2024-25	Source: LCAP Staff Survey Winter 2024-25
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. "" 97.9% Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. "" 99% Source: LCAP Parent Survey Winter 2024-25"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress."" 90.5% Source: LCAP Staff Survey Winter 2024-25"	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress."" 95% Source: LCAP Staff Survey Winter 2024-25"

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, & 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> <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</p>	All students	<p>20,138 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>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>		
3.2	<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, College & 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 education opportunities, family engagement opportunities, etc.</p>	All students	<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>
3.3	<p>Parent Workshops</p> <p>a. Rustic Lane will facilitate parent workshops that may focus on topics like technology, cyberbullying,</p>	All students	<p>500 Title I Parent Involvement -- 3010 1902</p>

	<p>nutrition, mental health, reading and/or math, NGSS, 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, SEL, etc.</p>		<p>1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>500 Title I Parent Involvement -- 3010 1902</p> <p>2000-2999: Classified Personnel Salaries Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>1005 Title I Parent Involvement -- 3010 1902</p> <p>4000-4999: Books And Supplies Materials and Supplies</p>
3.4	<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, 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>	All students	

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Annual Review

SPSA Year Reviewed: 2024-25

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 a vital part of the Rustic Lane community, and we work hard to keep communication strong and consistent. We stay connected with families through Class Dojo, ParentSquare, and printed flyers when needed, making sure everyone has access to important information. We also ensure that translators are available for all types of parent interactions—from IEP meetings to parent workshops and one-on-one conversations—so every family feels informed and included.

Our Community Schools TSA has continued to play an important role in increasing parent involvement by organizing meaningful events and creating opportunities for families to engage with our school. We've hosted several successful parent nights that brought families and students together for fun and learning. Parents have shared positive feedback about these events and are excited for more to come. In addition to family engagement, Community Schools has also successfully implemented the PALs (Peer Assistance Leaders) program this year, which has helped foster student leadership and improve the overall morale on campus. Through PALs, students are building connections, supporting their peers, and creating a more positive school environment.

Students have also had the chance to take part in a variety of engaging activities that support and extend their learning. According to the Panorama Survey, students enjoy the fun events and experiences happening on campus, which is a great reflection of our efforts to build a strong, inclusive, and welcoming school environment.

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

Less funds were utilized in the area of classified hourly due to being able to use staffing that was already on duty.

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.

All actions will continue as planned for the next school year.

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	\$336,046.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$629,427.00
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 (\$)
Title I Basic -- 3010	\$149,549.00
Title I District -- 500 3010	\$180,382.00
Title I Parent Involvement -- 3010 1902	\$2,005.00
Title III LEP -- 4203	\$4,110.00

Subtotal of additional federal funds included for this school: \$336,046.00

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	\$136,925.00
LCFF Suppl/Conc -- 0707	\$156,456.00

Subtotal of state or local funds included for this school: \$293,381.00

Total of federal, state, and/or local funds for this school: \$629,427.00

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	149,549	0.00
Title I Parent Involvement -- 3010 1902	2,005	0.00
Title I District -- 500 3010	180,382	0.00
Title III LEP -- 4203	4,110	0.00
LCFF Suppl/Conc -- 0707	156,456	0.00
LCFF District -- 500 0707	136,925	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	136,925.00
LCFF Suppl/Conc -- 0707	156,456.00
Title I Basic -- 3010	149,549.00
Title I District -- 500 3010	180,382.00
Title I Parent Involvement -- 3010 1902	2,005.00
Title III LEP -- 4203	4,110.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	404,009.00
2000-2999: Classified Personnel Salaries	205,763.00
4000-4999: Books And Supplies	10,155.00
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	55,378.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	81,547.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	43,102.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	95,662.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	8,192.00
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	124,647.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	23,979.00
4000-4999: Books And Supplies	Title I Basic -- 3010	923.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	180,382.00
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	1,005.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,075.00
4000-4999: Books And Supplies	Title III LEP -- 4203	35.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	546,714.00
Goal 2	58,070.00
Goal 3	24,643.00

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
Jaynee 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
Jaspreet Kaur	Parent or Community Member
Lianna Ceja	Parent or Community Member
Olivia Armijo	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 5/7/25.

Attested:



Principal, Allison Hesler on 5/7/25



SSC Chairperson, JULIE MCGUIRE on 5/7/25

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.

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.

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

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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