

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Rustic Lane Elementary School
Address	6420 Rustic Lane Jurupa Valley, CA 92509-5780
County-District-School (CDS) Code	33 67090 6032213
Principal	Allison Hesler
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 25, 2022

Local Board Approval Date

June 13, 2022

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

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School Vision and Mission

Vision Statement

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

Mission Statement

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

Collective Commitments (Values)

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

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

School Profile

Describe The students and community and how school serves them.

The Story

Rustic Lane Elementary School is located at 6420 Rustic Lane in Jurupa Valley within Riverside County. It is one of sixteen elementary schools in the Jurupa Unified School District. Our district includes 15 elementary schools, a TK-6 Music Academy, a K-8 STEM school, 3 middle schools, 3 comprehensive high schools, a continuation high school, and an adult school. The school year is a 180 traditional day schedule and has been restructured to include 40 minimum days in order to support teacher collaboration. Transitional Kindergarten (TK) and Kindergarten students receive 200 minutes of instruction daily. Grades 1 through 6 receive a total of 320 minutes of instruction 4 days per week and 240 minutes of instruction is provided on minimum days.

Rustic Lane is a TK-6, School-wide Title I school with an enrollment of approximately 542 students, 506 attending in person and 36 attending the virtual learning program. All classrooms from transitional kindergarten through third grade participate in a flexible Class Size Reduction program averaging approximately 24 students per class. Grades 4 through 6 have a maximum of 34 students each. There are 19 regular education teachers, 2 Special Education teachers and 3 Intervention teachers (2 supporting ELA and 1 supporting math). A school psychologist is present 2.5 days a week; and a Language, Speech and Hearing specialist is on site 2.5 days each week. Rustic Lane teachers are fully credentialed, highly qualified and EL authorized. The school services approximately 262 English Language Learners.

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

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

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

SPSA Highlights

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

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

Key features include:

- A commitment to accelerate learning through research based practices in ELA and Math that may include Units of Study and provide necessary interventions in support of student learning.
- Continuing development of AVID initiatives to support school-wide implementation
- Focus on foundational skills in Reading for primary students
- Furthering Math practices and refining instruction aligned to California State Standards
- Focus on conceptual knowledge and rigorous problem solving techniques.
- Further developing Integrated ELD practices enhanced with academic language structures while examining equity.
- Continuing development of Positive Behavior Programs and Social Emotional Learning to support school culture, safety, and positive learning environment
- Increase implementation of technology to support digital learning, access to STEAM opportunities and continuing making technology learning accessible to all students.
- Supporting families in connecting to the school environment, students participation and encouraging a partnership between school and home.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

During the 21-22 school year we knew there would be a great need to accelerate student learning to help students recover from the Pandemic. As we administered the NWEA assessment we began to see growth from the beginning of the year to the spring. We saw that by Spring time that 49% of our students scored average to high average in ELA and 43% in math. We saw that 46% of our 4th grade students scored average to high average in ELA. We are proud of our efforts in supporting our students to make strong academic growth this school year. During the 21-22 school year teachers utilized the NWEA data to drive their instruction and determine which students would benefit most from participating in the intensive intervention groups offered by our team of support teachers. Literacy intervention was in place for grade levels 1-6. We are thankful for the addition of the Math Intervention teacher, which serviced 1st through 3rd grade. We have already seen growth in students who have been working within these small groups, even though it was only the last 4 months of the school year. Rustic Lane will continue to build our AVID strategies which are essential to ensuring both learner success and instructional strength. AVID has focused on notetaking strategies this year and what it means to add to and review notes. We look forward to growing and making inquiry and collaborative tools our areas of focus in 22-23. During the summer of 2022 we plan to take a team of teachers to the AVID training to be able to continue schoolwide mastery of AVID strategies.

With the addition of the TSA-Administrative Support we have seen a decrease in low level behavior. Supervisors, the TSA and administration work with students to learn conflict resolution skills and problem solving. PBIS and social skill lessons are taught regularly by classroom teacher to support in students' SEL capacities. The overall suspension rate for the 21-22 school year to date is .33%. This is lower than the pre-pandemic suspension rate for Rustic Lane. We believe that the layered systems of support we have for our students is the reason for this improvement in suspension rate.

When reviewing our school wide panorama data and comparing information that was gathered in the Fall of 2021 to Spring of 2022 we saw a 5% growth in student self belief that they are able to succeed academically. I believe these gains were made due to teachers really spending the time to help students transition back into the traditional school setting. Our highest growth was in the area of students feeling that they are able to comprehend complicated ideas.

Parents are eager to be a part of the school setting again, each of our school site council members attended each meeting that was held. This is important because it allowed us to progress through the year and collect informed input from these education partners throughout the school year. We had decent turn out for our ELAC meetings. Our elected members were present at each meeting. Parents were eager to share their opinions about what is important to them in their students' education.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

When reviewing our school wide panorama data and comparing information that was gathered in the Fall of 2021 to Spring of 2022 we saw a 4% decline in students Social Awareness. We saw significant declines in student ability to be respectful to peers with differing views as well as getting along well with students who are different. There was a 6% decline in students acting polite to other students. I believe these declines can be attributed to the time of the school year as well as the newness and excitement of returning to a traditional school setting wearing off.

Attendance is a great area of need moving into the next school year. Current data shows that 25% of our students with disabilities are chronically absent and nearly 19% of our EL students. Overall our school attendance rate is approximately 89%. This is much lower than pre-covid attendance rates. We will need to place a large emphasis on improving student attendance in the next school year.

Our NWEA data shows that our Kindergarten, 1st grade and second grade students did not meet the Grade-level projected norms in math or language arts. We also saw that our 5th grade did not meet their projected growth.

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

Performance Gaps

Based on the 2019 SBAC dashboard and CALPADS data, due to COVID-19 epidemic students did not participate in state testing for the 2020 school year. Based on the 2019 data there was a performance gap indicated for our Students With Disabilities. This group indicated on the dashboard that they were 1 level below that of the overall in ELA and Math (Orange instead of Yellow). This particular group of students has had challenges with frequent personnel change over for RSP and SDC services in past years and we are witnessing the benefits of the stability of personnel. While in the orange level, growth of 14.5 points was made in ELA and 31 points in Math.

Purpose and Description

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

Schoolwide Program

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

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

This schoolwide program includes:

- A commitment to accelerate learning through research based practices in ELA and Math that may include Units of Study and provide necessary interventions in support of student learning.
- Continuing development of AVID initiatives to support school-wide implementation
- Focus on foundational skills in Reading for primary students
- Furthering Math practices and refining instruction aligned to California State Standards
- Focus on conceptual knowledge and rigorous problem solving techniques.
- Further developing Integrated ELD practices enhanced with academic language structures while examining equity.

- Continuing development of Positive Behavior Programs and Social Emotional Learning to support school culture, safety, and positive learning environment
- Increase implementation of technology to support digital learning, access to STEAM opportunities and continuing making technology learning accessible to all students.
- Supporting families in connecting to the school environment, students participation and encouraging a partnership between school and home.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Rustic Lane is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent groups meet regularly and input is collected and requested regarding school programs within meetings and surveys issued as well as casual conversations: ELAC, SSC, Panorama Surveys, LCAP surveys, and more. Our site Leadership team had several opportunities to review and provide input on the School Plan throughout the year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	99	84	67
Grade 1	93	70	70
Grade 2	90	84	61
Grade3	80	90	82
Grade 4	90	81	89
Grade 5	101	90	81
Grade 6	83	102	86
Total Enrollment	636	601	536

Conclusions based on this data:

1. Rustic Lane is continuing to experience drops in enrollment. With enrollment of approximately 600 in 19-20, 540 for 2020-21, and 542 (including our virtual students) for 21-22, we are projected for a small decline to 515 for 2022-23 school year.
2. The site will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SARTs will continue to provide interventions and supports to families.
3. We will continue to use our website and social media resources and ParentSquare to share the many wonderful opportunities available to students attending Rustic Lane to encourage our students to stay at Rustic Lane.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	243	187	168	38.2%	31.1%	31.3%
Fluent English Proficient (FEP)	105	136	100	16.5%	22.6%	18.7%
Reclassified Fluent English Proficient (RFEP)	20	56	9	7.7%	23.0%	4.8%

Conclusions based on this data:

1. ELD instruction is helping EL students at Rustic Lane to make progress towards becoming fluent in English. Due to distance learning the percentage of students reclassified in the 20-21 school year is significantly lower than previous years. Further developing integrated ELD practices enhanced with academic language structures will strengthen and provide more positive growth.
2. A focus on equity and examining EL typology will be necessary for 2022-23. Use of the ELD Roadmap, data, and professional development focusing on effective practices to support EL diversity and equity.
3. Use of the Ellevation platform to support students at their EL level with targeted strategies/supports will begin to be implemented.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	76	84	82	75	0	82	75	0	100	98.7	0.0
Grade 4	102	87	89	101	85	0	101	85	0	99	97.7	0.0
Grade 5	81	99	84	81	98	0	81	98	0	100	99	0.0
Grade 6	112	84	86	112	83	0	112	83	0	100	98.8	0.0
All Grades	377	346	343	376	341	0	376	341	0	99.7	98.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2402.3	2384.0		19.51	9.33		18.29	16.00		28.05	33.33		34.15	41.33	
Grade 4	2445.6	2449.1		19.80	21.18		23.76	20.00		16.83	22.35		39.60	36.47	
Grade 5	2461.5	2466.9		11.11	9.18		25.93	26.53		24.69	26.53		38.27	37.76	
Grade 6	2465.4	2494.3		1.79	9.64		25.89	33.73		26.79	21.69		45.54	34.94	
All Grades	N/A	N/A	N/A	12.50	12.32		23.67	24.34		23.94	25.81		39.89	37.54	

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.73	12.00		46.34	44.00		32.93	44.00	
Grade 4	17.82	17.65		45.54	51.76		36.63	30.59	
Grade 5	14.81	11.22		37.04	52.04		48.15	36.73	
Grade 6	6.25	10.84		38.39	43.37		55.36	45.78	
All Grades	14.36	12.90		41.76	48.09		43.88	39.00	

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.07	8.00		48.78	48.00		34.15	44.00	
Grade 4	16.83	15.29		44.55	51.76		38.61	32.94	
Grade 5	18.52	18.37		46.91	47.96		34.57	33.67	
Grade 6	7.14	19.28		43.75	50.60		49.11	30.12	
All Grades	14.36	15.54		45.74	49.56		39.89	34.90	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.73	10.67		56.10	66.67		23.17	22.67	
Grade 4	18.81	17.65		61.39	64.71		19.80	17.65	
Grade 5	14.81	6.12		55.56	63.27		29.63	30.61	
Grade 6	2.68	9.64		64.29	57.83		33.04	32.53	
All Grades	13.56	10.85		59.84	63.05		26.60	26.10	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.73	6.67		45.12	54.67		34.15	38.67	
Grade 4	19.80	17.65		57.43	52.94		22.77	29.41	
Grade 5	17.28	19.39		46.91	40.82		35.80	39.80	
Grade 6	16.07	15.66		42.86	54.22		41.07	30.12	
All Grades	18.35	15.25		48.14	50.15		33.51	34.60	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to distance learning related to COVID19 the CAASPP was not administered, thus no data is available, new baselines will be established when results of 21-22 CAASPP are available.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	76	84	82	75	0	82	75	0	100	98.7	0.0
Grade 4	102	87	89	100	85	0	100	85	0	98	97.7	0.0
Grade 5	81	99	84	81	98	0	81	98	0	100	99	0.0
Grade 6	112	84	86	112	83	0	112	83	0	100	98.8	0.0
All Grades	377	346	343	375	341	0	375	341	0	99.5	98.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2411.0	2409.0		8.54	9.33		34.15	24.00		28.05	32.00		29.27	34.67	
Grade 4	2438.8	2458.7		7.00	8.24		16.00	30.59		46.00	36.47		31.00	24.71	
Grade 5	2454.1	2454.7		6.17	7.14		13.58	14.29		28.40	25.51		51.85	53.06	
Grade 6	2448.5	2497.6		1.79	10.84		16.96	21.69		25.00	30.12		56.25	37.35	
All Grades	N/A	N/A	N/A	5.60	8.80		19.73	22.29		32.00	30.79		42.67	38.12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.39	21.33		35.37	32.00		40.24	46.67	
Grade 4	12.00	25.88		35.00	30.59		53.00	43.53	
Grade 5	7.41	7.14		25.93	27.55		66.67	65.31	
Grade 6	9.82	21.69		25.89	39.76		64.29	38.55	
All Grades	13.07	18.48		30.40	32.26		56.53	49.27	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.85	12.00		46.34	49.33		37.80	38.67	
Grade 4	6.00	11.76		48.00	52.94		46.00	35.29	
Grade 5	11.11	8.16		41.98	41.84		46.91	50.00	
Grade 6	0.89	8.43		41.07	49.40		58.04	42.17	
All Grades	7.73	9.97		44.27	48.09		48.00	41.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.07	20.00		51.22	45.33		31.71	34.67	
Grade 4	14.00	20.00		54.00	50.59		32.00	29.41	
Grade 5	6.17	6.12		49.38	43.88		44.44	50.00	
Grade 6	5.36	9.64		40.18	42.17		54.46	48.19	
All Grades	10.40	13.49		48.27	45.45		41.33	41.06	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to distance learning related to COVID19 the CAASPP was not administered, thus no data is available, new baselines will be established when results of 21-22 CAASPP are available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1424.1	1422.5	1418.5	1441.0	1443.4	1431.4	1384.2	1373.4	1388.2	39	43	30
1	1470.8	1432.5	1436.3	1492.3	1455.0	1446.7	1448.8	1409.6	1425.5	38	25	31
2	1490.8	1471.9	1461.6	1491.8	1478.1	1468.8	1489.4	1465.1	1453.8	45	28	19
3	1483.0	1487.3	1466.3	1485.8	1489.1	1468.6	1479.6	1484.9	1463.5	21	15	22
4	1511.5	1503.9	1488.7	1508.2	1490.4	1489.7	1514.3	1516.9	1487.2	42	23	23
5	1531.2	1514.9	1513.2	1514.5	1507.3	1509.4	1547.3	1522.1	1516.6	32	28	21
6	1536.0	1511.9	1506.6	1536.3	1506.6	1502.8	1535.2	1516.8	1510.1	45	24	23
All Grades										262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.46	9.30	6.67	*	41.86	36.67	*	37.21	40.00	*	11.63	16.67	39	43	30
1	57.89	4.00	3.23	*	28.00	25.81	*	40.00	41.94	*	28.00	29.03	38	25	31
2	48.89	7.14	0.00	40.00	46.43	52.63	*	35.71	36.84	*	10.71	10.53	45	28	19
3	*	0.00	4.55	*	46.67	22.73	52.38	40.00	40.91	*	13.33	31.82	21	15	22
4	*	17.39	4.35	52.38	34.78	30.43	*	39.13	56.52	*	8.70	8.70	42	23	23
5	40.63	17.86	14.29	50.00	42.86	33.33	*	25.00	42.86	*	14.29	9.52	32	28	21
6	31.11	4.17	8.70	44.44	45.83	30.43	*	37.50	39.13	*	12.50	21.74	45	24	23
All Grades	36.64	9.14	5.92	38.17	40.86	32.54	17.18	36.02	42.60	8.02	13.98	18.93	262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	53.85	20.93	16.67	*	39.53	40.00	*	30.23	30.00	*	9.30	13.33	39	43	30
1	76.32	12.00	6.45	*	44.00	41.94	*	36.00	38.71	*	8.00	12.90	38	25	31
2	71.11	28.57	10.53	*	50.00	47.37	*	10.71	36.84	*	10.71	5.26	45	28	19
3	*	40.00	22.73	*	33.33	31.82	*	6.67	18.18	*	20.00	27.27	21	15	22
4	50.00	26.09	13.04	38.10	43.48	56.52	*	17.39	26.09	*	13.04	4.35	42	23	23
5	53.13	32.14	23.81	40.63	46.43	61.90	*	10.71	9.52		10.71	4.76	32	28	21
6	48.89	25.00	13.04	42.22	45.83	60.87	*	20.83	17.39	*	8.33	8.70	45	24	23
All Grades	56.87	25.27	14.79	28.63	43.55	47.93	9.54	20.43	26.04	4.96	10.75	11.24	262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.33	6.67	*	20.93	13.33	48.72	58.14	63.33	*	18.60	16.67	39	43	30
1	36.84	4.00	3.23	*	12.00	19.35	*	40.00	35.48	31.58	44.00	41.94	38	25	31
2	33.33	0.00	0.00	35.56	32.14	10.53	24.44	46.43	68.42	*	21.43	21.05	45	28	19
3		0.00	0.00	*	6.67	4.55	*	93.33	59.09	57.14	0.00	36.36	21	15	22
4	*	13.04	0.00	42.86	26.09	13.04	30.95	43.48	47.83	*	17.39	39.13	42	23	23
5	43.75	7.14	4.76	*	10.71	14.29	*	60.71	47.62	*	21.43	33.33	32	28	21
6	*	0.00	8.70	*	16.67	4.35	40.00	54.17	39.13	24.44	29.17	47.83	45	24	23
All Grades	22.14	3.76	3.55	25.95	18.82	11.83	30.15	54.84	50.89	21.76	22.58	33.73	262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.41	13.95	10.00	33.33	76.74	76.67	*	9.30	13.33	39	43	30
1	76.32	24.00	12.90	*	64.00	80.65	*	12.00	6.45	38	25	31
2	71.11	28.57	10.53	26.67	64.29	73.68	*	7.14	15.79	45	28	19
3	*	13.33	13.64	52.38	66.67	72.73	*	20.00	13.64	21	15	22
4	42.86	30.43	17.39	50.00	56.52	78.26	*	13.04	4.35	42	23	23
5	50.00	14.29	14.29	46.88	71.43	76.19	*	14.29	9.52	32	28	21
6	46.67	8.33	4.35	40.00	62.50	69.57	*	29.17	26.09	45	24	23
All Grades	54.96	18.82	11.83	36.64	67.20	75.74	8.40	13.98	12.43	262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	43.59	34.88	13.33	46.15	46.51	66.67	*	18.60	20.00	39	43	30
1	86.84	20.00	3.23	*	64.00	74.19	*	16.00	22.58	38	25	31
2	66.67	32.14	31.58	31.11	57.14	63.16	*	10.71	5.26	45	28	19
3	*	60.00	27.27	57.14	33.33	45.45	*	6.67	27.27	21	15	22
4	69.05	13.04	34.78	28.57	82.61	60.87	*	4.35	4.35	42	23	23
5	59.38	64.29	61.90	37.50	21.43	33.33	*	14.29	4.76	32	28	21
6	60.00	41.67	43.48	40.00	50.00	52.17		8.33	4.35	45	24	23
All Grades	62.21	37.10	28.40	33.97	50.54	57.99	*	12.37	13.61	262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	3.33	66.67	79.07	76.67	*	20.93	20.00	39	43	30
1	44.74	12.00	12.90	*	40.00	38.71	34.21	48.00	48.39	38	25	31
2	46.67	0.00	0.00	37.78	71.43	78.95	*	28.57	21.05	45	28	19
3		0.00	0.00	*	53.33	40.91	76.19	46.67	59.09	21	15	22
4	*	8.70	0.00	69.05	43.48	52.17	26.19	47.83	47.83	42	23	23
5	40.63	10.71	14.29	40.63	67.86	52.38	*	21.43	33.33	32	28	21
6	*	0.00	8.70	*	41.67	17.39	60.00	58.33	73.91	45	24	23
All Grades	24.43	4.30	5.92	41.22	59.68	50.89	34.35	36.02	43.20	262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.77	30.23	16.67	35.90	53.49	63.33	33.33	16.28	20.00	39	43	30
1	*	4.00	9.68	55.26	48.00	54.84	*	48.00	35.48	38	25	31
2	24.44	0.00	0.00	73.33	85.71	73.68	*	14.29	26.32	45	28	19
3	*	13.33	0.00	66.67	86.67	68.18	*	0.00	31.82	21	15	22
4	35.71	17.39	0.00	54.76	78.26	73.91	*	4.35	26.09	42	23	23
5	65.63	3.57	0.00	*	85.71	85.71	*	10.71	14.29	32	28	21
6	*	20.83	0.00	82.22	75.00	95.65		4.17	4.35	45	24	23
All Grades	30.15	13.98	4.73	58.02	70.97	72.19	11.83	15.05	23.08	262	186	169

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELD instruction is helping EL students at Rustic Lane to make progress towards reclassification. Further developing integrated ELD practices enhanced with academic language structures will strengthen positive growth already being made.
2. A focus on equity and examining EL typology will be necessary for 2022-23. Use of the ELD Roadmap, data dives, and professional development focusing on effective practices to support EL diversity and equity.
3. Use of the Ellevation platform to support students at their EL level with targeted strategies/supports will begin to be implemented.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
536	91.0	31.3	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	168	31.3
Foster Youth	1	0.2
Homeless	3	0.6
Socioeconomically Disadvantaged	488	91.0
Students with Disabilities	53	9.9

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	6	1.1
American Indian or Alaska Native		
Asian	2	0.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	2	0.4
Hispanic	508	94.8
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	13	2.4

Conclusions based on this data:

1. Rustic Lane focuses on ways to support our significant subgroups (socioeconomically disadvantaged population, Hispanic, and EL students) by providing supportive family/school connection events, resources including ties to healthy living initiatives, parent meetings/training based on school programs, communication tools for families, academic interventions, etc.
2. With a socioeconomically disadvantaged population over 90 percent, Rustic Lane requires a significant dedication of resources and time to provide interventions and materials to ensure academic and social emotional learning needs are met. This year we provided an extensive ELO program to meet the needs of these students.
3. Rustic Lane is committed to making sure that all information communicated with families is done in English and Spanish.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Refinement of PBIS/SEL practices needs to continue: (Areas of focus: Classroom management systems, PBIS systems of acknowledgement and correction, Daily instruction of social skills, and professional development for activity supervisors). Furthering the development of the AVID culture on campus to be aligned and in coordination with PBIS/SEL will further reinforce positive trends with attendance and furthering a low suspension rate.
2. Chronic absenteeism is a primary focus of need. A variety of new strategies will be implemented to address these students and families early with interventions, information, resources, and partnership.
3. ELA and Mathematics rigor must continue to ensure ongoing improvement of student performance. Collaboration practices focused on student achievement, data analysis, feedback, formative assessment, and the expansion of impact team practices will reinforce core instruction.
In the area of ELA, Rustic Lane will continue literacy interventions and guided reading supports schoolwide to continue positive growth.
In the area of Mathematics, Rustic Lane will work towards furthering math practices and refining instruction aligned to Common Core standards (focus on conceptual knowledge and rigorous problem solving techniques).

Across the curriculum, staff will also work towards using technology and making activities to transform learning experiences for students. This will be essential as teachers can capitalize on strengths learned/acquired during distance learning, while balancing the need and benefit of hands on and in person collaboration opportunities that have not been possible due to distance learning.

School and Student Performance Data

Academic Performance English Language Arts

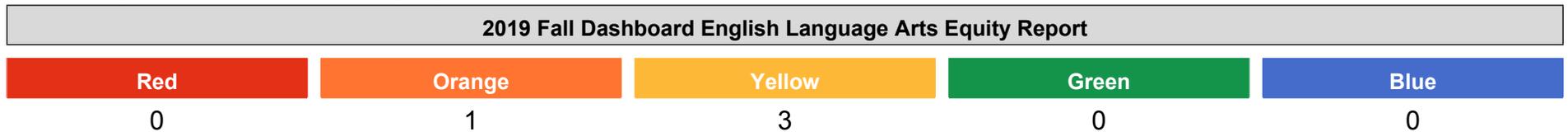
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students


 Yellow

34.9 points below standard

Increased ++6.4 points

330

English Learners


 Yellow

48.9 points below standard

Increased ++3 points

185

Foster Youth


 No Performance Color

0 Students

Homeless


 No Performance Color

0 Students

Socioeconomically Disadvantaged


 Yellow

35.3 points below standard

Increased ++8.5 points

301

Students with Disabilities


 Orange

128.5 points below standard

Increased ++14.5 points

45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.7 points below standard Increased ++5.6 points 314	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.5 points below standard Maintained -1.3 points 84	1.8 points below standard Declined -11.3 points 101	21.9 points below standard Increased ++9 points 128

Conclusions based on this data:

- Increase student inclusion practices and opportunities for co-teaching in order to provide the LRE for all students.
- Continue to provide 30 minutes of designated ELD as well as integrated ELD daily working towards mastery of EL standards.

-
-
3. Increase opportunities for small group instruction and guided reading to strengthen foundational skills (TK-6). Kinder teachers provide attritional tutoring to 1st and 2nd grade students who demonstrate a need in reading.

School and Student Performance Data

Academic Performance Mathematics

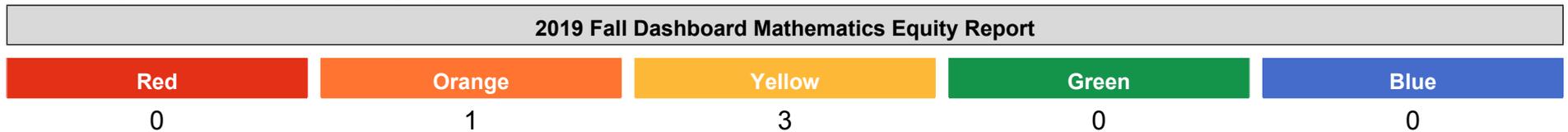
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 46 points below standard Increased Significantly ++16.8 points 330	 Yellow 52 points below standard Increased Significantly ++16 points 185	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Yellow 45.2 points below standard Increased Significantly ++17.4 points 301	 Orange 140.2 points below standard Increased Significantly ++21 points 45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.6 points below standard Increased Significantly ++16.3 points 314	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.9 points below standard	4.7 points below standard	42.9 points below standard
Increased ++5 points	Increased ++9.4 points	Increased Significantly ++15.3 points
84	101	128

Conclusions based on this data:

- Continue to provide strong math instruction based on best practices.
- Increase student inclusion practices and opportunities for co-teaching in order to provide the LRE for all students.

3. Increase opportunities for small group instruction and collaboration to strengthen conceptual knowledge and increase mastery of standards. Addition of Math Support Teacher to provide small group instruction for grades 1-3. Students groups are created by consulting the NWEA data.

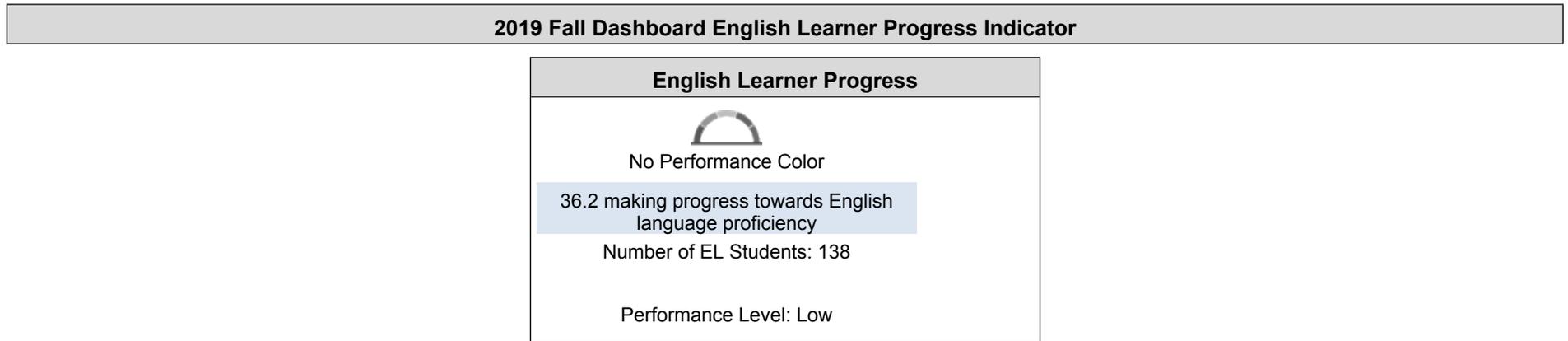
School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6	47.1		36.2

Conclusions based on this data:

- Due to distance learning, not all students completed the 19-20 ELPAC assessment. ELPAC 2021 was administered virtually in all grade levels.

2020-2021 ELPAC dashboard data:

*5.92% Proficient

*Level 1 (Minimally Developed) 19.93%
*Level 2 (Somewhat Developed) 42.6%
*Level 3 (Moderately Developed) 32.54%
*Level 4 (Well Developed) 5.92%

2. ELD instruction is helping EL students at Rustic Lane to make progress towards reclassification. Further developing integrated ELD practices enhanced with academic language structures will strengthen positive growth already being made. A focus on equity and examining EL typology will be necessary for 2022-23. Use of the Ellevation platform to support students at their EL level with targeted strategies/supports will begin to be implemented.
3. There is a need to increase use of technology tools to allow for EL students to participate/practice language construction at higher levels (written/oral). Many tech tools allow us to strengthen supports to ELs (ability to practice, record themselves, collaborate, etc.).

School and Student Performance Data

Academic Engagement Chronic Absenteeism

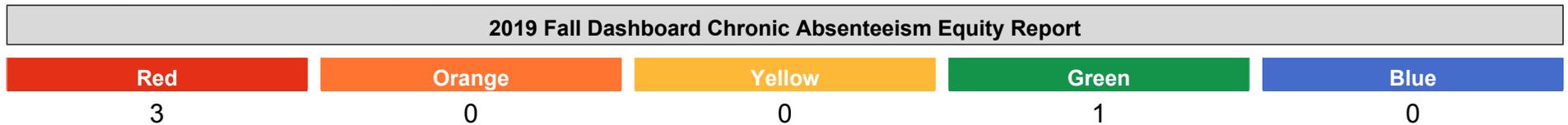
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

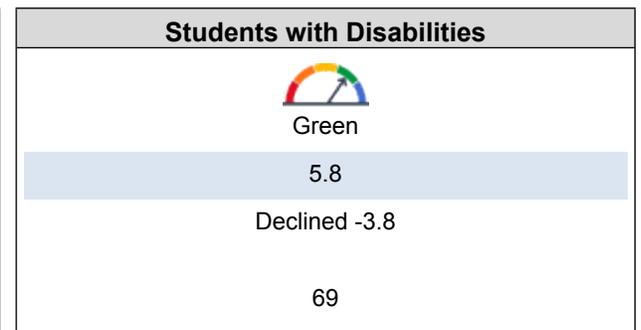
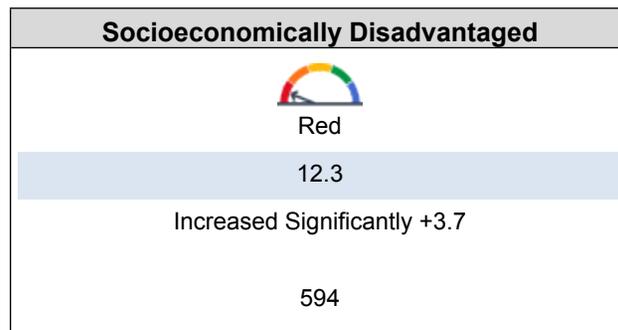
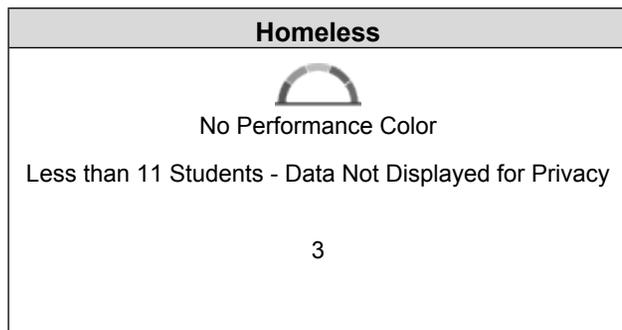
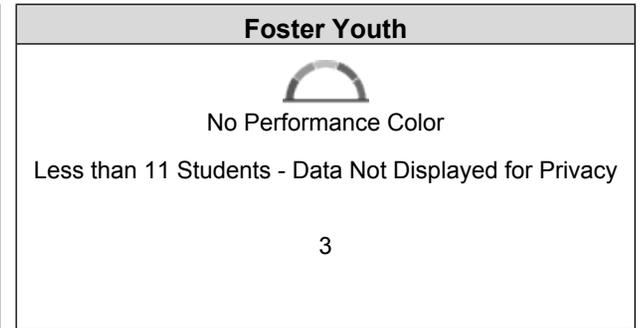
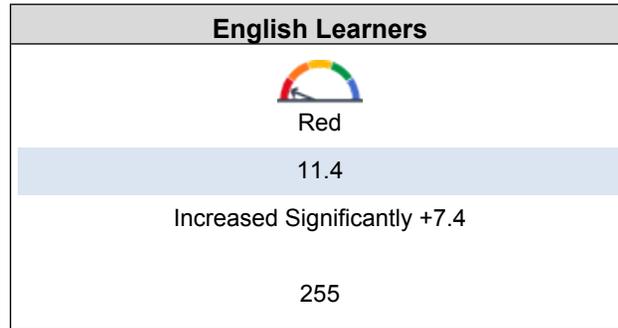
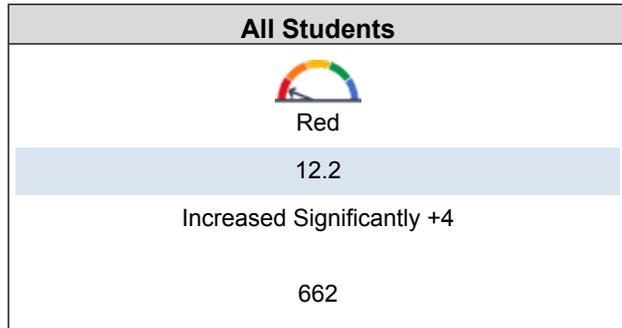


This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 16.7 Declined -8.3 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.1 Increased Significantly +4 610	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 28.6 Increased +11.3 21

Conclusions based on this data:

- As Rustic Lane continues to experience declining enrollment, each absence significantly impacts our overall daily attendance percentage to a greater degree. The site struggles with completion of independent studies or families not requesting/securing them in the first place.
- We will concentrate on our subgroups and identify trends or habits that inhibit our daily attendance..

Rustic Lane will monitor/evaluate trends of attendance data and specific dates to increase messaging and connections to campus on those dates in hopes of reducing absences. Rustic Lane will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SARTs will be continued to provide interventions and supports to families. We will also use our website and social media resources to share with families the many opportunities available to students attending Rustic Lane as well as continue parent nights/family activities to reach out to our community and strengthen the home/school partnership.
- Rustic Lane will increase connections, communication, incentives, and interventions to families early in hopes of reducing absences as the year progresses. Rustic Lane will continue to utilize and promote the use of Saturday School to clear and make-up absences.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance



Red



Orange



Yellow



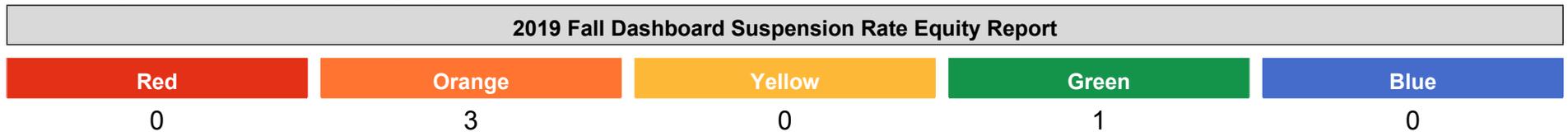
Green



Blue

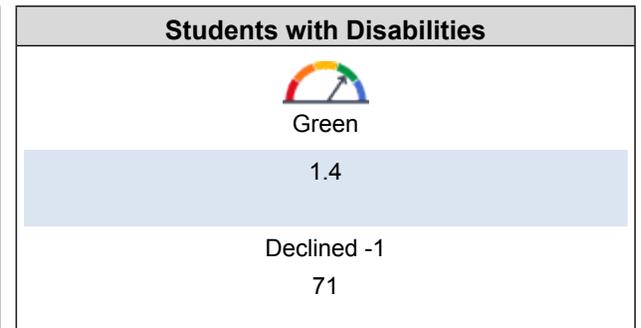
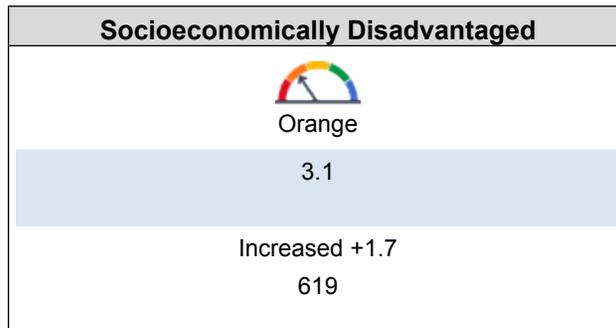
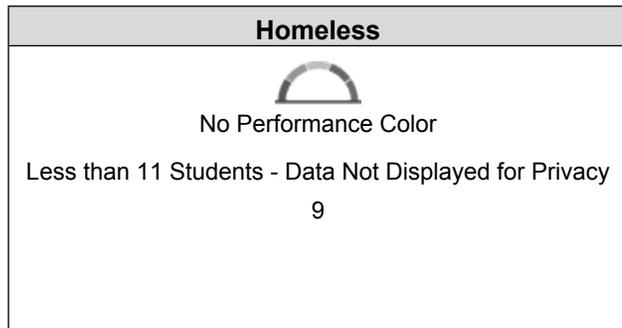
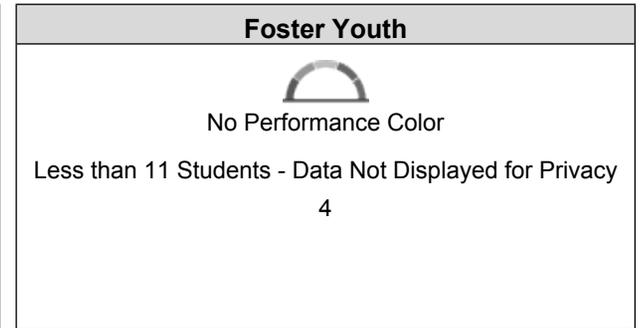
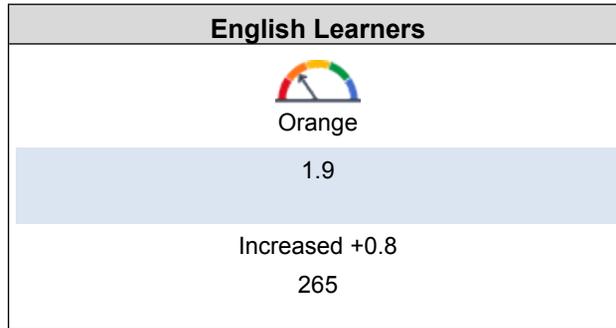
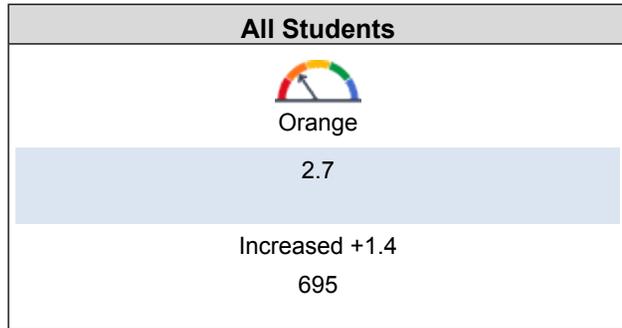
Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.5 Increased +9.5 21	 No Performance Color Less than 11 Students - Data Not 2	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color Less than 11 Students - Data Not 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +1.3 636	 No Performance Color Less than 11 Students - Data Not 5	 No Performance Color Less than 11 Students - Data Not 3	 No Performance Color 0 Declined -3.4 23

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	2.7

Conclusions based on this data:

- The 2020-21 Suspension rate was 0%. The 21-22 suspension rate to date is .33%.
- Goal: Maintain or Reduce Pupil Suspension rate
Remain below district average for suspension and apply alternatives to suspension..
- Rustic Lane has seen unique behaviors as we returned after the COVID 19 pandemic. The use of the Behavior Health Associate and the TSA-Administrative Support have help tremendously in being able to provide students with supports and interventions necessary to be successful.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

Spring 2021-2022 NWEA ELA Data:

K 49% students scored average to high average
1st 12% students scored average to high average
2nd 31% students scored average to high average
3rd 28% students scored average to high average
4th 46% students scored average to high average
5th 33% students scored average to high average
6th 33% students scored average to high average

Spring 2021-2022 NWEA Math Data:

K 43% students scored average to high average
1st 20% students scored average to high average
2nd 28% students scored average to high average
3rd 20% students scored average to high average
4th 26% students scored average to high average
5th 11% students scored average to high average
6th 29% students scored average to high average

The NWEA results show that our students are struggling in both ELA and Math. Students scored low across the board, but 1st grade and 5th grade were significantly lower than the others.

Teachers and the intervention team (2 Literacy Support Teachers and 1 Math Support Teacher) will continue to analyze and student data to ensure students' needs are being met. Collaboration time will be necessary for teacher to utilize the data that is collected in an efficient manner. Inclusive practices continue to be implemented through the collaboration and planning of special education staff and grade level teachers.

Teachers will need to be trained in the new science adoption (Twig) to successfully implement the curriculum.

At the beginning of 22-23, a professional development refresher of ELD best practices will be offered. Rustic Lane will focus on looking at our practices with an equity lens and exploring all avenues for differentiation along with maintaining high expectations. Math intervention support will also be integrated in addition to the already existing interventions tied to literacy needs. Collaboration needs for teachers will also increase and budget allowances for release time will be utilized to inform decision making with data and setting clear goals.

Rustic Lane will also reevaluate the function of our Innovation center, offering push in experiences for students, continuing supports for making, and building ties to literature.

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (ELA) Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Pending the baseline data established with 2022 testing, Rustic Lane will continue with a schoolwide goal is to increase by 3 points and the subgroup goal will be to increase by 5 points. This will be measured with the next administration of the CAASPP.
P4 Statewide Assessments (Math) Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Pending the baseline data established with 2022 testing, Rustic Lane will continue with a schoolwide goal is to increase by 3 points and the subgroup goal will be to increase by 5 points. This will be measured with the next administration of the CAASPP.
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	2020-2021 ELPAC dashboard data: *5.92% Proficient *Level 1 (Minimally Developed) 19.93% *Level 2 (Somewhat Developed) 42.6% *Level 3 (Moderately Developed) 32.54% *Level 4 (Well Developed) 5.92%	Expected Outcome for 2022-2023: 8% of EL students will be Proficient as indicated on the ELPAC Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased.
P4 English learner reclassification rate	20-21 Reclassification Rate- 9 Students 4.8%	Expected Outcome for 2022-2023: Our goal is to increase the number of students reclassified annually by 2%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: Other Student Outcomes - NWEA ELA	<p>Spring 2021-2022 NWEA ELA Data:</p> <p>K 49% students scored average to high average</p> <p>1st 12% students scored average to high average</p> <p>2nd 31% students scored average to high average</p> <p>3rd 28% students scored average to high average</p> <p>4th 46% students scored average to high average</p> <p>5th 33% students scored average to high average</p> <p>6th 33% students scored average to high average</p>	<p>Expected Outcome for 2022-2023:</p> <p>All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA.</p>
P8: Other Student Outcomes - NWEA Math	<p>Spring 2021-2022 NWEA Math Data:</p> <p>K 43% students scored average to high average</p> <p>1st 20% students scored average to high average</p> <p>2nd 28% students scored average to high average</p> <p>3rd 20% students scored average to high average</p> <p>4th 26% students scored average to high average</p> <p>5th 11% students scored average to high average</p> <p>6th 29% students scored average to high average</p>	<p>Expected Outcome for 2022-2023:</p> <p>All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA Math.</p>
P8 Other student outcomes - HMH	<p>Source: HMH Reading Inventory Assessment, Spring 2021</p> <p>Not Met: 33%</p> <p>Nearly Met:33 %</p> <p>Met: 27%</p> <p>Exceeded: 8%</p>	<p>Expected Outcome for 2022-2023:</p> <p>6th grade students will have an increase of 2% in the HMH Reading Inventory for ELA overall. SED and EL students will have an increase of 2% increase in the HMH Reading Inventory for ELA.</p>
P8 Other student outcomes - MDTP	<p>Source: MDTP Assessment, Spring 2021</p>	<p>Expected Outcome for 2022-2023:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Not Met: 33% Nearly Met:33 % Met: 27% Exceeded: 8%	6th grade students will have an increase of 2% in the MDTP for math overall. SED and EL students will have an increase of 2% increase in the MDTP for math.

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<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. Principal will coordinate & monitor all professional development and instruction. Direction of district initiatives, staff surveys, leadership feedback, and/or classroom observations will determine site needs for training. Principal/Coaches/Teacher Facilitator/Coordinators will provide staff development/modeling as needed by grade levels/area 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 supports and collaborative planning time for implementation of guided reading programs and math support groups.</p>	<p>X All Students</p> <p>X Other student group(s) Students with Disabilities, English Learners</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$66,093</p> <p>Bilingual Language Tutors 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$71,470</p> <p>Bilingual Language Tutors 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$31,046</p> <p>Books, Digital Resources, Maker Space and Supplemental Reference Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800.00</p> <p>Materials and Supplies for EL Students 4000-4999: Books And Supplies Title III LEP -- 4203 \$3000</p>

- f. EMCC coordinates materials & provides technology support. EMCC and teachers inform selection of library materials/books and Digital Resources (eBooks) to support CCSS and EL student population.
- g. Technology support, and makerspace materials for classroom and Innovation Center to support CCSS. Integration of technology tools and making supplies will be ongoing (earbuds, headphones, etc.).
- h. Technology coordinators/leadership will be provided release time to support implementation, update social media and website communication tools, etc.
- i. Teacher release time/substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices (hourly and sub teachers) as needed to support implementation of best practices and data analysis.
- j. Bilingual Language Tutors/Instructional Aides to support EL students and Sped students
- k. Testing incentives and recognition will be utilized to encourage students to try their best and demonstrate growth and both local and state assessments.
- 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.

Books, Digital Resources, and Supplemental Reference Materials for EL population
 4000-4999: Books And Supplies
 Title III LEP -- 4203
 \$1976

Teacher Hourly and Sub Release Time
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$2,500.00

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

Action 1.2

Staff Development/Collaboration

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Provide PD for staff on implementation of CCSS and support with resources for printing, poster making, materials for instruction, and other collaboration tools.	<u>X</u> All Students	Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00
b. Implement AVID strategies strengthening areas of organization, note-taking, and managing agendas/calendars. Develop in the area of inquiry. Provide materials to support this implementation.	<u>X</u> Other student group(s) English Learners	Materials and Supplies 4000-4999: Books And Supplies

- c. Provide release time for leadership team and/or AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations with all stakeholders
- d. Coordinate staff development in technology with technology coordinator for all teachers and offer opportunities for conferences/professional development to build site knowledge
- e. Provide release time for teachers to attend training/planning/collaboration meetings and/or conferences.
- f. Provide release time (hourly/subs) for grade levels to analyze data including district adopted literacy/math screeners/progress monitoring tools, common assessments, SEL, Ellevation, NWEA, Panorama data etc.

Title I Basic -- 3010
 \$1767.00
 Travel and Conference
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$2000.00

Action 1.3

Intensive Intervention

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Provide intervention teachers and supports/resources for implementation of 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 of the school day. Extended Learning Opportunities may be offered within the Saturday School Program to support with remediation/acceleration of skills, CCSS & Integrated SEL needs, test prep for CAASPP, EL and GATE.</p> <p>c. Purchase technology licenses to enhance intervention opportunities and access to learning in digital world (Starfall, etc.)</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$77,124</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$77,124</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$125,042</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010</p>

\$500.00

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

Action 1.4

AVID

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

a. As needed, students will be provided with binders in Grades 3-6 as well as agendas (paper or digital) to organize classwork and schoolwork using dividers. As needed, students in Grades TK-2 will be provided with folders as an organizational tool and modified agendas/homework calendars appropriate to their grade level. Students will be learning AVID skills that promote organization and college readiness. (Funding from District level for 2022-23)

X All Students

b. As needed, students will be provided with a pencil pouch and classroom supplies in support of school readiness and AVID organization initiatives. (Funding from District level for 2022-23)

Travel and Conference
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$1500

c. Teachers will have the opportunity to attend AVID trainings to extend AVID strategies schoolwide.

Sub-Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$800

d. AVID workshops may be offered to increase and refine AVID practices on campus.

e. Teachers may be allotted hourly/sub release time in preparation of professional development, student activities/resources, AVID documentation, collaboration.

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$500.00

f. Materials to promote AVID College and Career Culture on campus may be purchased (banners, scavenger hunt materials, college/career learning opportunities, incentives, and AVID family nights)

Action 1.5

Communication Enhancement Program

Unchanged Action

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

Action 1.6

Essential Services and Supports to Student Learning

New Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Teachers 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 maintenance contract will be updated.</p> <p>f. Printshop services will be available to teachers and office staff to provide students with necessary materials.</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Konica Maintenance Contract to support CCSS implementation Supplemental Materials including ELD 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,500.00</p> <p>Maintenance Contract for laminator 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2900.00</p>



Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Rustic will continue to have a focus on meeting the social emotional needs. We will do this by creating a BSEL team and revamping our school expectations and transition into using the SEL curriculum Second Step. Teachers will explicitly teach SEL lessons and identify student who may need more targeted support to work with our BHA in small groups.

When reviewing our school wide panorama data and comparing information that was gathered in the Fall of 2021 to Spring of 2022 we saw a 5% growth in student self belief that they are able to succeed academically. I believe these gains were made due to teachers really spending the time to help students transition back into the traditional school setting. Our highest growth was in the area of students feeling that they are able to comprehend complicated ideas.

Attendance is a great area of need moving into the next school year. Current data shows that 25% of our students with disabilities are chronically absent and nearly 19% of our EL students. Overall our school attendance rate is approximately 89%. This is much lower than pre-covid attendance rates. We will need to place a large emphasis on improving student attendance in the next school year.

We commit to continuing the practices of SARTs, SARB, providing resources to families, making mental health connections, conducting home visits, celebrating students with awards, pencils/medals, and Saturday School, etc.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate:	Actual: School Attendance Actual: 95.0466% Year to Date (19-20) Actual: 93.5573 Year to Date (20-21) 2020-2021: Students have been on distance learning (Limited in person attendance began in April)	Goal: School Attendance Rate to Restore back to Pre-COVID rates of attendance. Goal: 95% for 22-23

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21-22 Attendance rate through May 2022 TK 87.7% KN 84.88% 1 89.82% 2 88.97% 3 92.24% 4 90.96% 5 92.03% 6 89.59% Overall attendance rate of 89.70 as of May 2022.	
P5 Chronic Absenteeism rate:	Chronic Absenteeism Rate for 20-21 EL- 18.8% SWD- 25.9% SED- 23.9%	Goal 22-23: Return to pre-covid closure chronic absenteeism rates or better. Establish new baseline for improvement. Long term goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages
P6 Pupil Suspension rate:	Actual: Pupil Suspension rate: 2021-2022: .33% to date 2020-21: 0% Actual: Pupil Suspension rate: 2019-2020: Not reported to data dashboard 2018-2019: 2.7% School wide (Green to Orange); increase of 1.4% District: 3.6%- maintained yellow	Goal 22-23: Return to pre-covid closure suspension rates or better. Establish new baseline for improvement. Remain below district average for suspension and apply alternatives to suspension
P6 Surveys of pupils, parents, teachers on sense of safety: LCAP	56 Parents completed the 21-22 LCAP Survey 92% of 3rd-5th grade students completed the 21-22 LCAP Survey 89% of 6th grade students completed the 21-22 LCAP Survey LCAP Teacher Survey, Spring 2022:	Goal 22-23: Increase parent survey response rate by 10% and increase positive responses on survey results focusing on safe and orderly school practices.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>"Overall, how positive is the working environment at your school?" 95% responded "Somewhat positive," "Quite Positive" or "extremely positive"</p> <p>LCAP Staff Survey, Spring 2022: "Overall, how positive is the working environment at your school?" 78% responded "Somewhat positive," "Quite Positive" or "Extremely Positive"</p> <p>LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: School Climate and Culture" 80% responded "Quite Well" or "Extremely Well"</p>	
P6 Surveys of pupils, parents, teachers on sense of safety: Panorama Survey	<p>Fall Panorama Survey- 84.7% of students completed the survey</p> <p>Spring Panorama Survey- 92.7% of students completed the survey</p>	Goal 22-23: Increase student survey response rate to 95% and increase positive responses on survey results focusing on safe and orderly school practices.
P1: School Facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	2022-2023 Expected Outcome: All school facility reports indicate 100% Good or Better on FIT reports (2022-2023 FIT Reports)

Planned Strategies/Activities

Action 2.1

Safe and Healthy School Environment

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Rustic Lane will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red	<u>X</u> All Students	Health Care Aide 3hrs. (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707

ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops).

b. Supervisors will be participate in trainings that focus on conflict resolution and positive reinforcement. Supervisors will be asked to supervise PTO sponsor events that may require additional supervision. Supervisors may also be asked to provide babysitting for parent trainings and meetings such as PTO, ELAC, and SSC. Occasionally for inclement weather/site safety needs, supervisors may be asked to provide additional supervision. Activity supervisors will provide appropriate campus supervision and enforce school rules and procedures.

c. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Students and staff will participate in monthly safety drills and practice disaster procedures. The plan will be approved every year by the school site council.

d. Health aide 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.

e. Staff will annually revise and distribute parent/student handbook digitally.

f. Rustic Lane will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have ran. Students will develop self-monitoring 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 program. Track the Miles subscription will support the implementation of the 100 Mile Club.

g. Crossing guards and activity supervisors will be provided with adequate supplies to keep our students safe.

\$20,358

Classified Hourly for additional supervision/babysitting
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500.00

Track the Miles
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$350.00

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$500.00

Action 2.2

Positive Behavior Intervention Support (PBIS)/Social Emotional Learning (SEL)

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. The PBIS/SEL coach along with the PBIS/SEL committee will facilitate the implementation of the components of the PBIS/SEL model. Teachers will teach short lessons that focus on the selected character traits/aspects of SEL & Wellness. Second Step will be utilized to support students in their SEL learnings.</p> <p>b. The PBIS/SEL coordinator(s)/team will provide staff development and support in planning lessons and pacing. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>c. The PBIS/SEL coordinator(s)/team will hold meetings to review discipline data, panorama data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom. Teachers are also able to access the SEL team for guidance/intervention resources for behavioral management strategies and support with how to document/record behavior for low level or referral processes.</p> <p>d. Students will participate in weekly and trimester ROAR Reward activities where students are chosen from collected Lucky Leopards for demonstrating PBIS/SEL behavior throughout the trimester and are invited to assemblies/events in addition. Effectiveness of incentive systems will be assessed by the SEL team and leadership 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. This video announcements are created by our Student Council members and require a WeVideo subscription.</p> <p>f. Training is regularly provided to new staff as they join Rustic Lane on PBIS/SEL/Behavior Supports via admin and SEL Coordinators.</p> <p>g. Mental Health Supports will be provided to students via a Behavior Health Associate whose primary location is Rustic Lane. Referrals are made by teachers, staff or parent.</p>	<p>X All Students</p>	<p>Software license for Video Announcements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Materials and Supplies, including incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2650</p>

Action 2.3

Attendance and Leadership Support

	<p>X Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. An increased focus on Chronic Absenteeism is needed based on Data Dashboard, current data and the impact of COVID-19 pandemic. To strengthen the area of attendance and chronic absenteeism, Rustic Lane will continue current incentives/practices (attendance medals, classroom celebrations, certificates, extra recess, Cookies with the Principal, pencils/keychains, etc.).</p> <p>b. Rustic Lane will continue to implement processes of SARTs, SARB, providing resources to families, referral to mental health connections, home visits, medical releases/supports, awards, pencils/medals, NOT OUR BELL RECESS, Saturday School, etc.</p> <p>c. To encourage an increase in student attendance Rustic Lane will monitor and celebrate attendance by classroom, grade level and school wide. Students will have continue to have the opportunity to make-up absences using Saturday School. We will increase communication with families regarding students attendance.</p>	<p><u>X</u> All Students</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p>

Action 2.4

Customer Service/Welcoming School Environment

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Continue to improve customer service by office staff and support staff, offer training and professional development</p> <p>b. Provide carousel of resources for parents looking for information in the office and develop website with this information as well.</p> <p>c. Communicate school events/information using Website, Q Communication, Social Media, Class Dojo schoolwide, Parent Square, PeachJar, school marquees, email, class dojo/Remind apps, texts and printed flyers</p>	<p><u>X</u> All Students</p>	<p>Welcoming Environment- Office 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00 Safety Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>

d. Work with safety coordinator to update the school safety plan and disaster notebook according to district mandates, protocols and site specific needs.

e. Purchase materials as needed to safely implement the plan.

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

g. 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.

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 due to COVID19 pandemic, school closures, economic impact, etc. as it relates to providing ongoing instruction and learning opportunities.

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Parents are eager to be a part of the school setting again, each of our school site council members attended each meeting that was held. This is important because it allowed us to progress through the year and collect informed input from these education partners throughout the school year. We had decent turn out for our ELAC meetings. Our elected members were present at each meeting. Parents were eager to share their opinions about what is important to them in their students' education.

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

Continued communication is essential in helping families be more aware of site programs, student progress, and ways in which we can partner for success. We will continue to use resources in place for schoolwide communication such as Class Dojo, marquee, Parent Square, school website, facebook, twitter, etc. to keep families informed. Teachers and admin continue to use Class Dojo to keep parents informed of classroom and school based activities as well as student progress. All information continues to be sent home in both English and Spanish and translating is available upon request.

We will continue to strive to offer a welcoming school environment to ensure that Rustic Lane is a place families desire to send their kids to learn.

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement: LCAP Survey	<p>56 Parents completed the 21-22 LCAP Survey</p> <p>When asked how well the school or district is currently doing in the following areas...</p> <p>School climate and culture- 65% responded favorably</p> <p>Community partnerships- 60% responded favorably</p> <p>Student activities and extracurricular activities- 65% responded favorably</p>	<p>Parent Engagement:</p> <p>Parent LCAP survey areas that are below 90 percent will increase by 3 percent.</p>
P5 Student Engagement: LCAP Survey & Panorama Survey	<p>92% of 3rd-5th grade students completed the 21-22 LCAP Survey</p> <p>89% of 6th grade students completed the 21-22 LCAP Survey</p> <p>When asked how well the school or district is currently doing in the following areas...</p> <p>School climate and culture- 81% responded favorably</p> <p>Community partnerships- 90% responded favorably</p> <p>Student activities and extracurricular activities- 74% responded favorably</p>	<p>Student Engagement:</p> <p>Student LCAP survey areas that are below 90 percent will increase by 3 percent.</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness:LCAP & Panorama Survey	<p>20 Teachers completed the 21-22 LCAP Survey</p> <p>14 Classified staff members completed the 21-22 LCAP Survey</p> <p>66% of staff members responded favorably when asked about school climate.</p> <p>72% of teachers responded favorably in perceptions of their professional strengths and areas for growth related to social-emotional learning.</p>	<p>Staff Engagement:</p> <p>Staff LCAP survey areas that are below 90 percent will increase by 3 percent.</p>

Planned Strategies/Activities

Action 3.1

Parent Communication and Connectivity

X Modified Action		
Planned Actions/Services	Students to be served	Budget and Source
<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, and 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 to parents the board policies and other requirements of Transitional Kindergarten/Kindergarten program. Parents will be provided with registration information/directions, developmental activity resources for summer prep and an orientation/transition guide for parents as needed.</p> <p>f. Printshop services will be utilized to enhance communication and advertisement of school events.</p>	<p>X All Students</p>	<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$35,015</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$300.00</p> <p>Printshop Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Classified hourly for translation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p>

Action 3.2

Parent Involvement/Leadership Opportunities

X Modified Action		
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Increase parent involvement by providing the opportunity to participate in PTO-sponsored events and as classroom volunteers. With the goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner.</p> <p>b. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club/Walk to School Wednesdays, Math/ELA/Technology night, Back to School Night, Holiday Festivals, AVID/College & Career Days, Book Fairs, Muffins With Moms, Donuts With Dads, dances, jog-a-thons, fieldtrips, 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 are utilized by parents, teachers and students.</p>	<p><u>X</u> All Students</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Materials and Supplies: Parent involvement flyers, copying, laminating, binders for parents, pens for front desk</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>

Action 3.3

Parent Workshops

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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a. Rustic Lane will facilitate parent workshops that may focus on topics like technology, cyber bullying, nutrition, mental health, reading/math supports, NGSS, AVID, Kinder development, and other topics that may affect their children's well-being. This may also include parenting tips, topics, and concerns.

X All Students

Teacher Hourly and Substitute Teacher Release Time
 1000-1999: Certificated Personnel Salaries
 Title I Parent Involvement -- 3010 1902
 \$800.00
 Classified hourly: Babysitting, supervision of students, hourly support staff
 2000-2999: Classified Personnel Salaries
 Title I Parent Involvement -- 3010 1902
 \$500.00
 Materials and Supplies
 4000-4999: Books And Supplies
 Title I Parent Involvement -- 3010 1902
 \$821

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

Action 3.4

Student Engagement

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Organized sports during recess for students to have the opportunity to participate in.</p> <p>b. Students in grades 4-6 are invited to participate in weekly band class.</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 fieldtrips. These events are utilized to support character development, school safety, academics, anti-bullying, connectedness to school and an overall positive school climate that inspire 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 and parents and students to feel connected as part of the Rustic Lane school community.</p>	<p><u>X</u> All Students</p>	<p>Contracts for student assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2305</p>

f. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students. Registration information for TK and kindergarten will be in the spring in both English and Spanish. Pre-school teachers will encourage parent involvement in activities, and Pre-school parents will be invited to all school activities and functions.

g. Rustic Lane will help to facilitate the transition between our 6th grade students and the feeder Middle School.

h. We will provide students with engaging club opportunities which may include robotics, makerspace, and computer science, and science projects.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4 Statewide Assessments (ELA) Dashboard</p>	<p>Due to the amount of time that has passed since students last participated in CAASPP testing (as a result of COVID-19 pandemic), a new baseline will be set when CAASPP resumes in Spring of 2022.</p> <p>Pending the baseline data established with 2022 testing, Rustic Lane will continue with a schoolwide goal is to increase by 3 points and the subgroup goal will be to increase by 5 points. This will be measured with the next administration of the CAASPP.</p>	<p>Maintain use of 2019 CAASPP Data Dashboard</p>
<p>P4 Statewide Assessments (Math) Dashboard</p>	<p>Due to the amount of time that has passed since students last participated in CAASPP testing (as a result of COVID-19 pandemic), a new baseline will be set when CAASPP resumes in Spring of 2022.</p> <p>Pending the baseline data established with 2022 testing, Rustic Lane will continue with a schoolwide goal is to increase by 3 points and the subgroup goal will be to increase by 5 points. This will be measured with the next administration of the CAASPP.</p>	<p>Maintain use of 2019 CAASPP Data Dashboard</p>
<p>P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)</p>	<p>English Learner Actual Progress will be reported in Summer of 2021</p> <p>Due to COVID19 school closure, the Spring 2021 ELPAC scores will be used to establish a new</p>	<p>*5.92% Proficient *Level 1 (Minimally Developed) 19.93% *Level 2 (Somewhat Developed) 42.6% *Level 3 (Moderately Developed) 32.54% *Level 4 (Well Developed) 5.92%"</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>baseline once available. Not all students completed 2020 ELPAC prior to closure.</p> <p>Pending the baseline data established with 2021 testing, Rustic Lane will continue with a Schoolwide goal to have EL students maintain or increase their ELPI level while decreasing the percentage of students decreasing in ELPI level. An overall goal is set for a 3 percent increase to those students maintaining an ELPI level of 4 or progressing at least one ELPI level.</p>	
P4 English learner reclassification rate	<p>Reclassified Students 18-19 = 56 Students (Rate 23%, District 14.8%) Reclassified Students 19-20 = 9 students (Rate 4.8%, District 7.2%) Reclassified Students 20-21 = Still pending</p> <p>Goal is to increase the number of students reclassified annually. Maintain or Increase CALPADS/DataQuest Census Data</p>	20-21 Reclassification Rate- 9 Students 4.8%
P8 Other student outcomes-DIBELS	<p>2020-2021 DIBELS The third DIBELS assessment in 2019-20 was not given due to distance learning and school closure. Sites remained in distance learning for the remainder of 2020-21 and DIBELS use was discontinued. Should DIBELS resume in Fall of 2022, a new baseline will be set at that time, or baseline will be set with new District adopted program in 2021-22.</p>	DIBELS assessments was not given in 20-21, HMH Reading Inventory Assessment was utilized.
P4 Statewide Assessments (ELA)	<p>Upon resuming administration of CAASPP, the site goal will continue to Increase total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%. A new baseline will be set with the next administration of the CAASPP and site progress monitoring will continue.</p>	<p>Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 33% Nearly Met:33 % Met: 27% Exceeded: 8%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments (Math)	Upon resuming administration of CAASPP, the site goal will continue to Increase total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%. A new baseline will be set with the next administration of the CAASPP and site progress monitoring will continue.	<p>Source: HMH Reading Inventory Assessment, Spring 2021</p> <p>Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 37% Nearly Met:23 % Met: 24% Exceeded: 15%</p> <p>Source: MDTP Assessment, Spring 2021</p>
P8 Other student outcomes - Istation Assessments	2021-2022 Expected outcome: The results of the 2020-2021 Istation in ELA and Math will be used as a baseline for planning in these two areas.	<p>Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 33% Nearly Met:33 % Met: 27% Exceeded: 8%</p> <p>Source: HMH Reading Inventory Assessment, Spring 2021</p>
P8 Other student outcomes - MDTP/Read 180	2021-2022 Expected outcome: The results of the 2020-2021 Read 180 Diagnostic Test will give 6th grade teachers a baseline on the progress of their students in regards to the 6th grade ELA standards.	<p>Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 37% Nearly Met:23 % Met: 24% Exceeded: 15%</p> <p>Source: MDTP Assessment, Spring 2021</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation</p> <p>a. Provide opportunities for teachers to support CCSS implementation 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. Principal will coordinate & monitor all professional development and instruction. Direction of district initiatives, staff surveys, leadership feedback, and/or classroom observations will determine site needs for training. Principal/Coaches/Teacher Facilitator/Coordinators will provide staff development/modeling as needed by grade levels/area of need.</p> <p>c. Teachers will be trained to use district adopted texts/materials and programs including NGSS mini units, UoS digital platform, G-Suite, Powerschool, Reading/Math intervention/screening & progress monitoring software, etc.</p> <p>d. Increase co-teaching models and applications for Least Restrictive Environment continuing 21-22 as a full inclusion site. Training supports for full</p>	<p>1.1 CCSS Implementation</p> <p>a. Resources have been provided to teachers to ensure implementation of the CCSS (printing, supplemental supplies, digital resources and release time as requested). Teachers have the opportunity to collaborate regularly on minimum days with grade level team members to ensure best practices are being utilized.</p> <p>b. Site administration in additions to district TSAs and coordinators from Education Services have provided professional development and instruction on district initiatives. Site administration conducts classroom observations regularly and provides feedback to teachers and staff as needed. Grade levels have had the opportunity to request specific training or to work one on one with district TSAs and Coordinators as needed.</p> <p>c. New teachers have attended after school trainings on district adopted text/materials and programs. Continuing teachers have had the opportunity to attend optional trainings after school.</p> <p>d. RSP supports continue to be offered in a full inclusive setting provided students with the least restrictive environment. All SPED</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62,313</p> <p>Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$70,048</p> <p>Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21,486</p> <p>Books, Digital Resources, Maker Space and Supplemental Reference Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$867.00</p> <p>Gap Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$4933</p> <p>Maintenance Contract to support CCSS implementation Supplemental Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000.00</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$</p> <p>Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$</p> <p>Books, Digital Resources, Maker Space and Supplemental Reference Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Gap Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$0.00</p> <p>Maintenance Contract to support CCSS implementation Supplemental Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0.00</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>inclusion were delayed due to school closures/distance learning.</p> <p>e. Provide Supports and Collaborative Planning Time for Implementation of Guided Reading Programs</p> <p>f. EMCC coordinates materials & provides technology support. EMCC and teachers inform selection of library materials/books and Digital Resources (eBooks) to support CCSS and EL student population.</p> <p>g. Technology support, and makerspace materials for classroom and Innovation Center support CCSS. Integration of technology tools and making supplies will be ongoing (earbuds, etc.).</p> <p>h. Technology coordinators/leadership will be provided release time to support implementation, update social media and website communication tools, etc.</p> <p>i. As needed to support implementation of best practices and data analysis, release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices (hourly and sub teachers)</p> <p>j. Bilingual Language Tutors/Instructional Aides to support EL students and Sped students</p>	<p>supports are offered through our RSP program.</p> <p>e. Support Teachers (Literacy and Math) utilize Wednesday minimum days to collaborate and plan for their Guided Reading and math support groups.</p> <p>f. EMCC has revamped the schedule to allow for students to utilize the library/makerspace during non instruction time, meeting the needs of all students. Materials and literature is available to students in both English and Spanish.</p> <p>g. Grade levels are provided technology support, and makerspace materials for classroom and Innovation Center integration including technology and making supplies (earbuds/headphones, etc.)</p> <p>h. Due to substitute shortages Technology Coordinators have not been provided release time to support technology implementation, these training opportunities have taken place on Wednesday minimum days. Responsibility of updating social media and school website have shifted to administration and TSA.</p> <p>i. Release time/resident substitutes are available for teachers to have the opportunity to participate in collaboration around best practices, data analysis.</p>	<p>LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Printing and Laminating 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1976</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p> <p>Subs for Instructional Aides and Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p>	<p>LCFF Suppl/Conc -- 0707 \$437.00</p> <p>Printing and Laminating 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2145.43</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$9280.00</p> <p>Subs for Instructional Aides and Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	j. Bilingual Language Teachers are funded to provide support in Guided Reading interventions and language/literacy development for EL students.		
<p>1.2 Staff Development/Collaboration</p> <p>a. Provide PD for staff on implementation of CCSS. Support with resources for printing, poster making, materials for instruction, and other collaboration tools. This will include UOS implementation.</p> <ul style="list-style-type: none"> • Effective strategies for mathematics including Balanced Math • ELA/ELD including guided reading/writing across the curriculum/academic language development • NGSS • Social Sciences and SEL • Technology • Impact Teams: Co-constructed rubrics, unpacking standards, feedback <p>b. Implement AVID strategies strengthening areas of organization, note-taking, and managing agendas/calendars. Develop in the area of inquiry. Provide materials to support this implementation.</p> <p>c. Provide release time for leadership team and/or AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations</p>	<p>a. Provided PD for staff on new format and documents within Units of Study, Impact Team strategies (unpacking standards, learning intentions and success criteria), SEL strategies for reengaging students.</p> <p>b. Staff continuously implement AVID strategies focusing on organization, note-taking and managing agendas/calendars</p> <p>c. AVID site team leader attended AVID training day provided by district in conjunction with AVID support personnel with site administrator to complete the RLE AVID site team plan.</p> <p>d. Technology Coordinators have time during monthly staff meetings to share new information about technology updates. Two technology coordinators and 1 site administrator will attend the technology conference CUE in March of 2022.</p> <p>e. Due to substitute shortages, training, planning and collaboration take place on Wednesday minimum days or after the regular work day.</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2373.00</p> <p>Maintenance Contract to support CCSS implementation, including ELD 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$900.00</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$0.00</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1432.55</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Maintenance Contract to support CCSS implementation, including ELD 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1800.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>with all stakeholders</p> <p>d. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers and offer opportunities for conferences/professional development to build site knowledge</p> <p>e. Provide release time for teachers to attend training/planning/collaboration meetings.</p> <p>f. Provide release time (hourly/subs) for grade levels to analyze data including district adopted literacy/math screeners/progress monitoring tools, UoS, common assessments, SEL, Ellevation, etc.</p>	<p>f. Grade levels have been offered the opportunity to have planning time as a grade level to analyze NWEA data, plan for Units of Study, and have additional time to plan as a grade level.</p>		
<p>1.3 Intensive Intervention</p> <p>a. Provide Intervention teachers and supports/resources for implementation of 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 of the school day. Extended Learning Opportunities may be offered within the Saturday School Program to support with remediation/acceleration of skills, CCSS & Integrated SEL needs, test prep for CAASPP, EL and GATE.</p>	<p>a. Two Literacy Support Teachers is provide support in literacy instruction, one provided support to the upper grade students and the other provided support to the lower grade students. Both LSTs support in monitoring and administering NWEA assessments. grades receive push in supports for Guided Reading. A Math Intervention Teacher is now able to provide push in support for grades 1-3 in foundational math skills.</p> <p>b. Extended Learning Opportunities are available to all students, courses offer an opportunity for remedial teaching, extension of teaching as well as providing students an opportunity</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$70,057</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70,057</p> <p>CSR Intervention Teacher (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$141,172</p> <p>Software Licenses</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$</p> <p>CSR Intervention Teacher (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Software Licenses</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Purchase technology licenses to enhance intervention opportunities and access to learning in digital world (Starfall, etc.)</p>	<p>to reconnect and reengage with school through SEL strategies. ELO is currently being funded by the district using ELOG monies.</p> <p>c. Primary students continue to utilize purchased technology licenses including Starfall.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1500.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,000</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$270.00</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$592.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0.00</p>
<p>1.4 AVID</p> <p>a. As needed, students will be provided with binders in Grades 3-6 as well as agendas (paper or digital) to organize classwork and schoolwork using dividers. As needed, students in Grades TK-2 will be provided with folders as an organizational tool and modified agendas/homework calendars appropriate to their grade level. Students will be learning AVID skills that promote organization and college readiness. (Funding from District level for 2021-22 and 2022-23)</p> <p>b. As needed, students will be provided with a pencil pouch and supplies in support of school readiness and AVID</p>	<p>a. Students are provided with binders in Grades 3-6 as well as agendas to organize classwork and schoolwork using dividers. Students in Grades TK2 are provided with binders/folders as an organizational tool and modified agendas/homework calendars appropriate to their grade level. Students regularly build AVID skills that promote organization and college readiness.</p> <p>b. Students are provided with a pencil pouch and supplies in support of school readiness and AVID initiative of organization.</p> <p>c. 5 teachers, 1 TSA and site administrator are registered to attend AVID Summer Institute in July of 2022</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,465.00</p> <p>Teacher Hourly and Sub-Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1777.00</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1778.00</p> <p>Teacher Hourly and Sub-Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p>

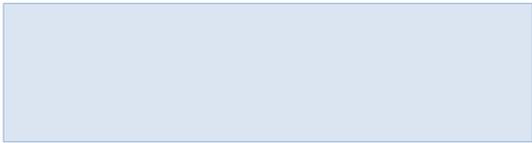
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>organization initiatives. (Funding from District level for 2021-22 and 2022-23)</p> <p>c. As allotted by District funding and possible site funding, AVID Path training will be provided to extend AVID schoolwide.</p> <p>d. AVID workshops provided through RCOE may be offered to increase and refine AVID practices on campus.</p> <p>e. Teachers may be allotted hourly/sub release time in preparation of professional development, student activities/resources, AVID documentation, collaboration.</p> <p>e. Materials to promote AVID College and Career Culture on campus may be purchased (banners, scavenger hunt materials, college/career learning opportunities, incentives, and AVID family nights)</p>	<p>to support in continued training of staff.</p> <p>d. AVID site team leader attended AVID training day provided by district in conjunction with AVID support personnel.</p> <p>e. Teacher sub time was not utilized to to substitute shortage, Wednesday collaboration and Staff Meeting time was utilized to provide professional development, student resources, and complete AVID documentation. Resident Substitutes were utilized when necessary to alleviate any cost for required substitutes.</p> <p>f. Banners continue to be utilized in promoting College and Career Culture on campus, new AVID banner was provided by district.</p>		
<p>1.5 Communication Enhancement Program</p> <p>a. The Communication Enhancement Program (CEP) at Rustic Lane is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>a. The Communication Enhancement Program (CEP) at Rustic Lane is discussed as a possible intervention for students through the SST process and as students are potentially exiting Speech services on an IEP. CEP served to provide voice, fluency and/or articulation skill enrichment. The CEP served as a general education function. The purpose of CEP iwa to identify and resolve speech difficulties before the need for more intensive interventions arises. Students received differentiated instruction</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



based upon a tiered pyramid of interventions.

Analysis

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

From the beginning of the year our focus has been on our students' social emotional well being. Our students are dealing with stressors and trauma like we have never seen, teachers are needing to be more responsive to their data than ever. We know that students are not where they would typically be, socially or academically. Our teachers and staff have had to make modifications to what they normally do and adjust. Unfortunately due to staffing shortages professional development outside of our Wednesday minimum days has been limited. Teachers have been encouraged to complete independent PD through Alludo, an online professional development platform.

Intensive Intervention continues to be a need. In February of this year, the district added a Math Support Teacher to help accelerate our students' learning to ensure they have the foundational skills to be successful in accessing their grade level curriculum. We continued with our two Reading Support Teachers, they are in integral part of providing strong instruction during guided reading. Continued focus on the instruction of English learners will need to be analyzed. Culturally responsive teaching and a focus on student data will also continue. Guided Reading and small group support helps all students including students with an IEP and English learners.

As a district, we have began to utilize the NWEA assessment to monitor student progress three times per year in reading and math. Our LSTs have been trained to support the process of administering the assessment as well as how to evaluate the data to determine which students should be a focus in their intervention groups.

The media clerk continues to provide teachers and staff with classroom materials and with SEL materials that may be needed in a classroom. Technology is also being supported by the media clerk which includes Chromebooks, hotspots, and laptops.

The AVID lead teacher provided support to teachers and students on AVID strategies and resources that they could use in the classroom so that all students are college and career ready. The focus for AVID has been agenda, organization and three column note taking. We found that students have deficits in basic organizational skills due to distance learning. Teachers had the opportunity to participate in AVID training outside the traditional school day, our Kindergarten team took advantage of these trainings and have been able to implement new strategies within their classes. In the coming summer, a team of 4 teachers, 1 TOSA and the principal will attend AVID summer institute. This team will then work to set goals and support the remaining staff to continue to implement AVID strategies in each of our classrooms.

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

Spring 2021-2022 NWEA ELA Data:
K 49% students scored average to high average
1st 12% students scored average to high average
2nd 31% students scored average to high average
3rd 28% students scored average to high average

4th 46% students scored average to high average
5th 33% students scored average to high average
6th 33% students scored average to high average

Spring 2021-2022 NWEA Math Data:

K 43% students scored average to high average
1st 20% students scored average to high average
2nd 28% students scored average to high average
3rd 20% students scored average to high average
4th 26% students scored average to high average
5th 11% students scored average to high average
6th 29% students scored average to high average

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

There were significant difference in proposed expenditures and actual expenditures due to a lack of staffing available for teachers and staff to participate in professional development opportunities. We were also able to incorporate ESSER Funds to cover funding that would have typically come from the school site.

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

We will continue to focus on SEL, we look forward to the district provided a new SEL Curriculum for school site to access. Rustic Lane will participate in opportunities for professional development in understanding and supporting students who have suffered from trauma. We will continue to evaluate data to determine best practices in meeting the needs of our students.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate:	<p>Goal: School Attendance Rate to Restore back to Pre-COVID and distance learning rates of attendance.</p> <p>Goal: 95% for 21-22</p>	<p>21-22 Attendance rate through Dec. 2021</p> <p>TK 87.5%</p> <p>KN 82.44%</p> <p>1 89.64%</p> <p>2 89.37%</p> <p>3 91.79%</p> <p>4 90.13%</p> <p>5 91.72%</p> <p>6 89.57%</p>
P5 Chronic Absenteeism rate:	<p>Goal 2021-22: Return to pre-covid closure chronic absenteeism rates or better. Establish new baseline for improvement.</p> <p>Long term goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages</p>	<p>Chronic Absenteeism Rate for 20-21</p> <p>EL- 18.8%</p> <p>SWD- 25.9%</p> <p>SED- 23.9%</p>
P6 Pupil Suspension rate:	<p>Goal 2021-22: Return to pre-covid closure suspension rates or better. Establish new baseline for improvement.</p> <p>Remain below district average for suspension and apply alternatives to suspension</p>	<p>Rustic Lane had zero suspensions for the 20-21 school year.</p> <p>2021-2022: .33% to date</p>
P6 Surveys of pupils, parents, teachers on sense of safety: LCAP	<p>Increase parent survey response and increase positive responses on survey results focusing on safe and orderly school practices.</p>	<p>56 Parents completed the 21-22 LCAP Survey</p> <p>92% of 3rd-5th grade students completed the 21-22 LCAP Survey</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>89% of 6th grade students completed the 21-22 LCAP Survey</p> <p>LCAP Teacher Survey, Spring 2022: "Overall, how positive is the working environment at your school?" 95% responded "Somewhat positive," "Quite Positive" or "extremely positive"</p> <p>LCAP Staff Survey, Spring 2022: "Overall, how positive is the working environment at your school?" 78% responded "Somewhat positive," "Quite Positive" or "Extremely Positive"</p> <p>LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: School Climate and Culture" 80% responded "Quite Well" or "Extremely Well"</p>
<p>P6 Surveys of pupils, parents, teachers on sense of safety: Healthy Kids</p>	<p>Increase student survey response and increase positive responses on survey results focusing on safe and orderly school practices.</p>	<p>Due to transition of Healthy Kids survey to Panorama Education, this specific data is not available. New data will be reported with the 2022-23 baselines.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe and Healthy School Environment a. Rustic Lane will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops). Safety measures in response to health &</p>	<p>a. Rustic Lane has created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, BSEL lessons, digital citizenship, common sense media, etc.) RLE continues to follow the safety guidelines to ensure the safety of staff and students.</p>	<p>Health Care Aide 3hrs. (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$25,873</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>	<p>Health Care Aide 3hrs. (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>welfare needs regarding COVID19 pandemic will be prioritized.</p> <p>b. Supervisors will be participate in trainings that focus on conflict resolution and positive reinforcement. Supervisors will be asked to supervise PTO sponsor events that may require additional supervision. Supervisors may also be asked to provide babysitting for parent trainings and meetings such as PTO, ELAC, and SSC. Occasionally for inclement weather/site safety needs, supervisors may be asked to provide additional supervision. Activity supervisors will provide appropriate campus supervision and enforce school rules and procedures.</p> <p>c. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe,nurturing, and respectful emotional environment. 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. Health aide will provide appropriate health care and nursing services. Rustic Lane will seek to increase communication and keep families apprised of health safety measures as support through returning to in person instruction following pandemic.</p>	<p>b. Supervisors have participated in meetings with admin/trainings that focus on conflict resolution and positive reinforcement. Due to limits placed on PTO events, there has not been a need for supervisors to provide additional supervision. Activity supervisors provide appropriate supervision to ensure the safety of the campus.</p> <p>c. Safety coordinator has revised and gathered approvals of the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe,nurturing, and respectful emotional environment. The plan has been approved by School Site Council. Safety drills are completed on a regular basis.</p> <p>d. Health care aide provides appropriate services to students. The extra 3 hours of support has been essential in supporting students the the continued COVID pandemic, helping to track and monitor students. The health care aide communicates regularly with parents on student situations.</p> <p>e. The parent/student handbook has been revised and can be found on our school webpage in both English and Spanish.</p>	<p>\$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>\$0.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p>

**Planned
Actions/Services**

e. Staff will annually revise and distribute parent/student handbook digitally.

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

g. Rustic Lane will operate the 100 Mile Club (provided that CDC guidelines allow) that focuses on student health and well being by having them participate in running and monitoring the number of miles they have ran. Students will develop self-monitoring strategies. Supervisors and staff will provide additional student supervision to ensure student safety. Scanners will be renewed annually to track miles of program.

h. Continued professional development will be provided to refresh teachers' skills & increase PE activity. SPARK materials have been provided in support. Release time for planning and training of students to develop student led "Sparkler" activities recesses will be continued and staff will work to revise activities of high interest for upper grade students to reduce behavior incidents during recess. Additional materials may be needed to offer activities that allow

**Actual
Actions/Services**

f. Our BSEL coordinators support teachers with BSEL lesson plans on a biweekly schedule. All teachers utilize Class DOJO to communicate with parents and families. Students are recognized with Lucky Leopards when they are observed following school and classroom expectations or demonstrating positive behavior. The BSEL coordinators have also reviewed the panorama survey data to determine effectiveness of our BSEL program and have an understanding of our students currently reality as we returned to in person instruction.

g. 100 Mile Club has been active, focusing on student health and well-being. Students have the opportunity to be active and earn miles on several occasions throughout the week. We purchased the Track the Miles software this year to ensure accurate mile tracking and for students to have access to monitor their progress. All scanners were in good working order and were not needing to be replaced.

h. Teachers have access to use the SPARK PE equipment as needed for their structure PE time.

i. Staff and students have followed CDC guidelines throughout the school year to ensure staff and student safety.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>for increased social distancing and an increased variety of activities.</p> <p>i. We will maintain distancing and safe environment requirements as outlined by CDC for children, staff, and community upon returning to in person instruction.</p>			
<p>Positive Behavior Intervention Support (PBIS)/Social Emotional Learning (SEL)</p> <p>a. The PBIS/SEL coach along with the PBIS/SEL committee will facilitate the implementation of the components of the PBIS/SEL model. Teachers will teach short lessons that focus on the selected character traits/aspects of SEL & Wellness. Character Strong practices will begin to be implemented for 21-22 to support engagement and social skills of students upon returning to in person instruction.</p> <p>b. The PBIS/SEL coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>c. Students will participate in weekly and trimester ROAR Reward activities where students are chosen from collected Lucky Leopards for demonstrating PBIS/SEL behavior throughout the trimester and are invited to assemblies/events in addition. Effectiveness of incentive systems will be assessed by the SEL team and leadership to determine if revisions are necessary.</p>	<p>a. The BSEL coordinators along with the BSEL committee have facilitated the implementation of the components of the BSEL model. Teachers teach short lessons that focus on the sixteen character traits. Character Strong has not been implemented this year do to the inability to provide substitute teachers to allow for teachers to be trained.</p> <p>b/c. The BSEL team has provided support to teachers by gathering resources. Students are provided with incentives with they meet expectations. These incentives include cookies with the principal, weekly lucky leopard drawings, end of the trimester ROAR parties, etc. The ROAR parties have consisted of outside student choice activities as well as a BMX demonstration.</p> <p>d. School wide announcements take place on Monday mornings, with video announcements shown during special events. Video announcements are produced by our Leopard Student Council, an annual subscription for WeVideo was purchased to allow our</p>	<p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,286.00</p> <p>Materials and Supplies, including incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2748</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,225.00</p>	<p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0.00</p> <p>Materials and Supplies, including incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,416.00</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,650.00</p>

**Planned
Actions/Services**

d. Schoolwide announcements/video messages will include tips and suggestions for implementing the PBIS/SEL weekly behavioral skill and campus area expectations of ROAR.

e. The ***Responsibility Room*** will be provided for students to reflect on behavior strategies and skills to be successful on the campus. Further intervention will be provided via small group with admin/referral identified students and Character Strong intervention materials.

f. PBIS/SEL coach will hold meetings with committee to review discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom. Teachers are also able to access the SEL team for guidance/intervention resources for behavioral management strategies and support with how to document/record behavior for low level or referral processes.

g. Training is regularly provided to new staff as they join Rustic Lane on PBIS/SEL/Behavior Supports via admin and SEL Coordinators. Conference opportunities for improving PBIS/SEL implementation and managing specific types of behavior/learning difficulties are provided as needed (Boys Town, Capturing Kids Hearts, Character Strong, behavior specific PD, CPI, etc.).

**Actual
Actions/Services**

students to create their video announcements.

e. The Responsibility Room is not utilized this school year. We are using other forms of corrective actions when students need support in acquiring appropriate behavior strategies. This includes check ins with the Behavioral Health Associate, our on site TSA, small breaks when needed and reflective conversations with the TSA or principal.

f. The BSEL team meets regularly to discuss data and brainstorm ideas to meet the needs of students. Teachers have access to the BSEL Powerschool page which is full of lessons and ideas. Teachers regularly input behavior into the visit section of Q.

g. Minimal new training as provided this year as we struggled with the sub shortage. Trainings and sharing sessions took place during grade level collaboration meetings and staff meetings. This allowed teachers and staff to meet the specific needs of their students as we returned to full time in person instruction.

**Budgeted
Expenditures**

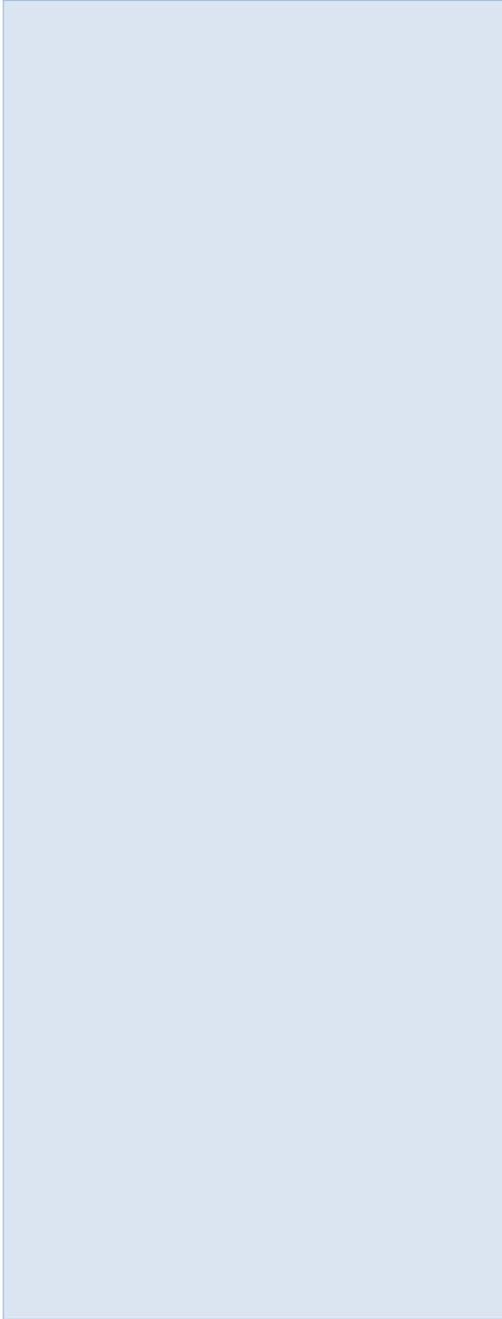
**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>h. Mental Health Supports will be provided to students via a mental health intern program housed at the district office. Referrals are completed by teacher/staff or parent. Should additional funding allow, prioritizing access to on site & readily accessible mental health supports for students will be sought.</p>			
<p>Attendance and Leadership Support</p> <p>a. An increased focus on Chronic Absenteeism is needed based on Data Dashboard and the impact of distance learning during the COVID-19 pandemic. ****With a reduction in enrollment, the impact of each absence yields a greater impact on overall percentage as well.</p> <ul style="list-style-type: none"> To strengthen the area of attendance and chronic absenteeism, Rustic Lane will take on several next steps, as well as continue current incentives/practices (attendance medals, classroom celebrations, certificates, extra recess, Cookies with the Principal, pencils/keychains, etc.). <p>b. Rustic Lane will continue to implement processes of SARTs, SARB, providing resources to families, referral to mental health connections, home visits, medical releases/supports, awards, pencils/medals, NOT OUR BELL RECESS, Saturday School, etc.</p> <p>c. Proposed next steps may include:</p>	<p>a. Attendance has been monitored regularly and extensive records have been kept to support students/families for absences related to COVID-19.</p> <p>b. No attendance incentives have been utilized for the 21-22 school year as we continue to navigate the COVID-19 pandemic.</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p>

**Planned
Actions/Services**

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

**Actual
Actions/Services**



**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>11) Attendance bulletin board race in MPR. 12) Attendance messaging in common areas.</p>			
<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 carousel of resources for parents looking for information in the office and develop website with this information as well.</p> <p>c. Communicate school events/information using Website, Q Communication, Social Media, Class Dojo schoolwide, InTouch, PeachJar, school marquees, email, class dojo/Remind apps, texts and printed flyers</p> <p>d. Work with safety coordinator to improve the school safety plan and disaster notebook according to district mandates, protocols and site specific needs.</p> <p>e. Purchase materials as needed to safely implement the plan.</p> <p>f. Work with custodian to ensure a clean school stocked with adequate supplies and free of clutter</p> <p>g. With the support of the PBIS/SEL Coordinator, Rustic Lane Staff will assist</p>	<p>a. Office continue to provide good customer service through regular office meetings and PD when appropriate.</p> <p>b. The office provides a carousel of updated resources for parents looking for information in the office in both English and Spanish.</p> <p>c. . School events/information are regularly communicated using Website, Social Media, Class Dojo schoolwide, Parent Square, school marquees, and email. All notifications are sent in English and Spanish.</p> <p>d. The safety coordinator met with the site safety team to improve the school safety plan and disaster notebook according to district mandates, protocols and site specific needs.</p> <p>e. Materials are purchased as needed to replenish safety equipment/tools related to implementation of the plan (radios, batteries, vests, backpacks, etc.) New radios were purchased to replace old, outdated radios. New stop signs were purchased for all four crossing guards.</p> <p>f. The custodian has worked to ensure a clean school stocked with adequate</p>	<p>Welcoming Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Safety Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Supplemental Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Welcoming Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Safety Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$304.00</p> <p>Supplemental Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p>

**Planned
Actions/Services**

new students by providing school tours on their first day of attendance, and other assigned duties to help the overall morale of the school to improve.

h. Particular attention will be given to outreach and providing families digital resources to better understand and interact with the school. Rustic Lane will create flipped opportunities to offer parents flexibility to engage in learning ways to support their learners eliminating the barrier/obstacle of inconvenient timing (work, family responsibilities, health, etc.)

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

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

**Actual
Actions/Services**

supplies and free of clutter. This includes the site is stocked with adequate PPE. Work orders have been entered to ensure safety including drains, rain gutters, vandalism reports, etc. The blacktop was resurfaced and drainage work has been completed to ensure proper drainage with rain.

g. Rustic Lane Office Staff assist new students by providing school tours on their first day of attendance and providing AVID learning materials for success. Various staff are involved in arrival and dismissal procedures, creating a welcoming environment and improving overall morale of school.

h. Office staff has been able to support parents in accessing digital resources including completing registration/forms online.

i. School staff has supported students and families as they navigate struggles due to effects of the pandemic by connecting them to available resources including PICO referrals.

j. Rustic Lane staff has adhered to all safety guideline that have been in place.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

As we returned to school, our students' SEL needs were a top priority. We intentionally monitored students who were disengaged the prior school year. Teachers spent a significant amount of time at the beginning of the school year reconnecting with students. Morning meetings and daily check in take place regularly in addition to the bi-weekly PBIS lessons to ensure the social emotional needs of our students are being met. Our PBIS team meets to ensure we are being responsive to our schools data and meeting our students needs. Student Council has been able to resume our weekly video announcements highlighting positive happenings on campus, teaching the social skills and encouraging overall connectedness to the campus. Rustic Lane holds a ROAR party at the end of each trimester rewarding students who have demonstrated ROAR (Respect, Organization, Attitude, Responsibility) These event are meant to encourage and support students to do their best and engage with school.

After school ELO started in the fall with the initial purpose of providing SEL support and connecting students back to school. For the fall session (Sept-Dec) nearly 20% of our students engaged in the ELO program either before or after school. The Winter session (Jan-Mar) doubled participation with 40% of our students participating. The winter session still had an SEL component, but incorporated a greater focus on academics to accelerate the learning of our students. We are preparing for a 3rd session (April-May) and currently have 46% of our students enrolled. We are proud that our students and teachers are taking advantage of the Extended Learning Opportunities, addressing students social and emotional wellbeing as well as their academic needs. GATE students are invited to participate in our Saturday School program with the Gate Coordinators.

Several modifications to classified staffing has taken place. Staffing to support our safe and orderly school environment has included additional HCA hours paid through Esser funding. This has been a great support in ensuring we are following the current health guidelines. Supervisors attended a beginning of the year training to reconnect them to the school and provided supports on how to best support students as they returned to school. The PICO department has supported our school site tremendously by providing us with a Behavioral Health Associate (BHA). The BHA is able to support students for check-ins as needed, complete and submit referrals for Behavioral Health Service, conduct classroom presentations on social skills and meet in small groups with students as needed. A Teacher on Special Assignment (TOSA) was added to our site this year to support students and administration. The primary role has been centered around student supports.

While attendance has been monitored for students, we understand that families and students are still dealing with the effects and trauma from the COVID-19 pandemic. Independent study contracts were offered when appropriate, but were not always completed by students.

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

ELO has proven to be effective for many of our students. When we look at the NWEA data for those students who are attending an academic ELO course regularly, they have made growth throughout their NWEA assessments.

Our attendance rate was affected significantly due to COVID related issues, with an overall absentee rate of 22.6%. Students with disabilities as well socioeconomically disadvantaged students both had higher absentee rates that the overall average.

We had zero suspensions in the 20-21 school year due to being in distance learning for the majority of the school year.

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

Funds that were able to be reallocated due to availability of ESSER funds were utilized to increase the amount of students supports/incentives that were provided to students to reengage the into a full time in person school environment as well as teacher materials to meet the current needs of their students.

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

We will continue to focus on supporting our students social emotional needs through staff trainings. Attendance will be an increased area of focus as we know that there are direct correlations to student achievement and their attendance rates.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement: LCAP Survey	<p>Parent Engagement:</p> <p>Parent LCAP survey areas that are below 90 percent will increase by 1 percent.</p>	<p>56 Parents completed the 21-22 LCAP Survey</p> <p>Due to transition of our LCAP survey to Panorama Education, this specific data is not available. New data will be reported with the 2022-23 baselines.</p>
P5 Student Engagement: LCAP Survey & Healthy Kids Survey	<p>Student Engagement:</p> <p>Student LCAP survey areas that are below 90 percent will increase by 1 percent.</p> <p>Student CHKS survey areas that are below 90 percent will increase by 1 percent.</p>	<p>92% of 3rd-5th grade students completed the 21-22 LCAP Survey</p> <p>89% of 6th grade students completed the 21-22 LCAP Survey</p> <p>Due to transition of our LCAP survey to Panorama Education, this specific data is not available. New data will be reported with the 2022-23 baselines.</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness: LCAP Survey	<p>Staff Engagement:</p> <p>Staff LCAP survey areas that are below 90 percent will increase by 1 percent.</p>	<p>20 Teachers completed the 21-22 LCAP Survey</p> <p>14 Classified staff members completed the 21-22 LCAP Survey</p> <p>Due to transition of our LCAP survey to Panorama Education, this specific data is not available. New data will be reported with the 2022-23 baselines.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Communication and Connectivity</p> <p>a. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System.</p> <p>b. Parents will regularly be informed of student progress and school happenings through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo, Q Communications, and phone calls, emails, & notes home.</p> <p>c. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Parent meetings will continue to be provided and supported via online live meets when necessary.</p> <p>d. Translators will be provided for parent meetings.</p>	<p>a. Parents have been led though understanding our academic common core state standards, state and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with educators to improve student achievement using Parent Connect and Parent Square. RL office staff provide supports to parents needing assistance with registering for parent connect or Class Dojo to ensure all families stay well informed. Parents are invited to set appointments or join ELAC/SSC meetings in which these resources are also explored.</p> <p>b. Parents have been informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo/Remind App, and phone calls, emails, & notes home.</p> <p>c. All parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources are provided in both English and Spanish to meet the needs of our Spanish speaking population.</p> <p>d. Translators are provided for all parents meetings, or as needed.</p>	<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32222</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$85.00</p>	<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Involvement Opportunities</p> <p>a. Increase parent involvement by providing the opportunity to participate in PTO-sponsored events and as classroom volunteers.</p> <p>b. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Rustic Lane will increase the availability of informational resources to families digitally to keep families better informed.</p> <p>c. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club/Walk to School Wednesdays, Math/ELA/Technology night, Back to School Night, Holiday Festivals, AVID/College & Career Days, Book Fairs, Muffins With Moms, Donuts With Dads, dances, jog-a-thons, SSC/ELAC/etc.</p> <p>d. All parent activities and opportunities will be supported with guidance of CDC and current health requirements.</p>	<p>a. Rustic Lane will continue to involve parents in PTO- sponsored events now that safety guidelines will allow us to do so.</p> <p>b. RL seeks to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information is provided in both English and Spanish and is sent home in a timely manner.</p> <p>c. Parents have not been able to participate in site-based activities due to safety protocols.</p> <p>d. All safety guidelines have been followed for parents, staff and students.</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6,049.00</p>
<p>Parent Workshops</p> <p>a. School will facilitate parent workshops that may focus on topics like technology, cyber bullying, nutrition, mental health, reading/math supports, NGSS, AVID, Kinder development, and other topics that may affect their children's well-being. This may also include distance</p>	<p>a. Parent workshops have not been offered during the 21-22 school year due to safety protocols. Teachers have communicated with families about specific needs of their students and resources have been provided.</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>learning impact, parenting tips, topics, and concerns.</p> <p>b. Increase family nights and opportunities to access digital supports/information: support for students and families with acceleration/remediation of math/reading skills, technology support, AVID, SEL, etc.</p>	<p>b. Family nights have not been offered during the 21-22 school year due to safety protocols.</p>	<p>Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$500</p> <p>Contract for Parent Night 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,500.00</p>	<p>Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0.00</p> <p>Contract for Parent Night 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0.00</p>
<p>Parent Engagement and Leadership</p> <p>a. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through resources such as: InTouch, Class Dojo, Q communications, monthly calendar, newsletter, and marquee.</p> <p>b. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC,</p>	<p>a. Rustic Lane has strived to support parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff provide regular updates to parents about classroom/school activities and programs through Parent Square, Class Dojo, monthly calendars, newsletters, and marquee.</p> <p>b. All parents and staff are invited and encouraged in leadership opportunities through advisory</p>	<p>Sub Teacher Release Time/ Teacher Hourly: ELAC Meetings, Parent involvement planning, parent training release time for teacher</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500.00</p> <p>Classified hourly and Subs: Babysitting, supervision of students for parent meetings</p>	<p>Sub Teacher Release Time/ Teacher Hourly: ELAC Meetings, Parent involvement planning, parent training release time for teacher</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.00</p> <p>Classified hourly and Subs: Babysitting, supervision of students for parent meetings</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ELAC, SSC, Gate advisory committee, and PTO. Babysitting will be provided as needed.</p> <p>c. The school will communicate to parents the board policies and other requirements of Transitional Kindergarten/Kindergarten program. Parents will be provided with registration information/directions, developmental activity resources for summer prep (online) and an online orientation/transition guide for parents as needed.</p> <p>d. In the interest of ensuring a solid foundation for school, and the beginnings of CCSS instruction, the following transitional supports are provided: Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition/orientation meetings for parents providing support and informational materials as described above. Pre-school teachers will encourage parent involvement in activities, and Pre-school parents will be invited to all school activities and functions.</p>	<p>committees: DELAC, ELAC, SSC, and the Gate advisory committee.</p> <p>c. The school communicates the board policies to parents as well as requirements of Transitional Kindergarten/Kindergarten program. Parents are provided with instructions of how to complete registration online and developmental activity packets for summer prep, with orientation/transition material as needed.</p>	<p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,000.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$540.00</p>	<p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p>

Analysis

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

Opportunities for parent involvement and participation in advisory groups is highly encouraged and sought out. Due to COVID restrictions we have been unable to invite parents on campus until until late March. Rustic Lane has continued to provide strong communication from the school to all educational partners. We utilize our school website, ClassDojo, social media, ParentSquare, our marquee etc. to stay connected with our school community. All teachers have active Class Dojo accounts and communicate regularly with parents regarding class information as well as students specific information. Our TCTs have been instrumental in continuing the connection to our Spanish speaking population. Translation is always available for all parent meetings including IEPs. Rustic lane has continued to meet the needs of our parents by giving the opportunity to request in person or virtual meetings to best suit their needs and level of comfort.

We continue to encourage student engagement through the use of our Lucky Leopard tickets, Cookies with the Principal, and student council activities and spirit days.

Rustic Lane has utilized our Behavior Health Associate to support communication regarding student needs directly to the parents. Parents are aware of the supports available and have reached out to inquire how to take advantage of the supports available. There has been an increase in PICO referrals as a result of the COVID-19 pandemic and the trauma that students and families are dealing with.

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

Overall our educational partners feel as though Rustic Lane is doing well in maintain a community partnership. 79% of respondents to the LCAP survey reported that the school/district is doing "well" or "quite well" in community partnerships.

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

There was a significant decrease in spending on teacher hourly, classified hourly, materials and supplies related to parent involvement as well as contracts for parent nights due to restrictions of having visitors on campus and the lack of available staffing. This funding was utilized to replace the school sound system, so when we are ready to welcome parents and community members back on campus we will have a safe and inviting space to celebrate students and hold parent meetings.

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

As families are able to join us back on campus, we will continue to work to engage our families and students. We will reimplement family nights, 100 mile club activities, parent workshop etc.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	243,931
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	547,541.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	163,155	0.00
Title I Parent Involvement -- 3010 1902	2,121	0.00
Title I District -- 500 3010	77,124	0.00
Title III LEP -- 4203	4,976	0.00
LCFF Suppl/Conc -- 0707	136,590	0.00
LCFF District -- 500 0707	163,575	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	163,575.00
LCFF Suppl/Conc -- 0707	136,590.00
Title I Basic -- 3010	163,155.00
Title I District -- 500 3010	77,124.00
Title I Parent Involvement -- 3010 1902	2,121.00
Title III LEP -- 4203	4,976.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	306,748.00
2000-2999: Classified Personnel Salaries	206,424.00
4000-4999: Books And Supplies	23,719.00
5000-5999: Services And Other Operating Expenditures	10,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	97,482.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	66,093.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	3,500.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	108,785.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	15,655.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	8,650.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	127,842.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	31,046.00
4000-4999: Books And Supplies	Title I Basic -- 3010	2,267.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2,000.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	77,124.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	800.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	821.00
4000-4999: Books And Supplies	Title III LEP -- 4203	4,976.00

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
Patricia Dawson	Classroom Teacher
Jaynee Luna	Classroom Teacher
Latressa McCullough	Classroom Teacher
Reina Belmontes	Other School Staff
Myriam Simmons	Parent or Community Member
Myrna Domagala	Parent or Community Member
Diana Butler	Parent or Community Member
Leticia Lazaro	Parent or Community Member
Sandy Amezcua	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/25/2022.

Attested:



Principal, Allison Hesler on 5/25/22



SSC Chairperson, Patricia Dawson on 5/25/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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