

School Year:

2023-24



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

April 2023

Schoolsite Council (SSC) Approval Date

May 30, 2023

Local Board Approval Date

June 26, 2023

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. Students TK-6 receive a total of 320 minutes of instruction 4 days per week and 240 minutes of instruction is provided on minimum days. We are proud that our TK/K students are transitioning from a half day of instruction to a full day instruction.

Rustic Lane is a TK-6, School-wide Title I school with an enrollment of approximately 523 students, 5 of which are attending the virtual learning program. At Rustic Lane, 87% are socioeconomically disadvantaged, 34% are English Learners and less than .5% are Foster Youth. 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 20 regular education teachers, 2 Special Education teachers and 3 Intervention teachers (2 supporting ELA and 1 supporting math). A school psychologist is present 4 days a week; and a Language, Speech and Hearing specialist is on site 3 days each week.

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, 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 providing 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 utilizing the Math Support Teacher
- 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

- All Students, Hispanic, English Learners and Socioeconomically Disadvantaged students were in the Very Low category for Suspension.
- The percentage of EL students scoring 3 and 4 on the ELPAC increased from 38.46% (in 20-21) to 40.99% and the percentage of students scoring 1 or 2 decreased from 59.02% (in 20-21) to 62.53%.
- The number of students scoring in the advanced range on the HMH Reading Inventory increased from 8% to 15%
- Our overall attendance rate increased to 91.2% from 88.4%.
- Our Chronic Absentee rate decreased from 48.9% to 37.3%.

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

- All student groups had Very High Chronic absentee rate on the CAASPP Dashboard.
- Students with Disabilities scored Very Low for Math and ELA performance in additions to medium for suspension.
- EL Students scored Very Low for Math and ELA.
- Majority of areas in the Spring 6th grade student panorama survey fell below the district average.

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

- CAASPP performance in ELA had 2 student groups with a performance gap: Students with Disabilities (147.5 points below standard) and EL students (73.1 points below standard) were very low while all students were low (62.4 points from standard).
- CAASPP performance in Math had 2 student groups with a performance gap: Students with Disabilities (156.1 points below standard) and EL students (96.2 points below standard) were very low while all students were low (86.5 points below standard).
- Suspension rate for Students with Disabilities was Medium while all students were Very Low.

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

Additional Targeted Support and Improvement

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.

Educational Partner 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, Community Schools Council, 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. Parent involvement in our parent advisory groups has increased this year however participation in the parent surveys was low.

Resource Inequities

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

- CAASPP performance in ELA had 2 student groups with a performance gap: Students with Disabilities (147.5 points below standard) and EL students (73.1 points below standard) were very low while all students were low (62.4 points from standard).
- CAASPP performance in Math had 2 student groups with a performance gap: Students with Disabilities (156.1 points below standard) and EL students (96.2 points below standard) were very low while all students were low (86.5 points below standard).
- Suspension rate for Students with Disabilities was Medium while all students were Very Low.

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		
	20-21	21-22	22-23
Kindergarten	67	91	96
Grade 1	70	59	82
Grade 2	61	70	65
Grade3	82	54	68
Grade 4	89	73	58
Grade 5	81	89	84
Grade 6	86	87	88
Total Enrollment	536	523	541

Conclusions based on this data:

1. Rustic Lane has experienced a drop in enrollment through the 21-22 school year. Current enrollment in the 22-23 school year shows an increase of enrollment up to 545 students. There is a new development in the area that is contributing the the future increases.
2. We will continue to monitor attendance data and chronic absenteeism while offering students incentive programs for attendance. SARTs will continue to provide interventions and supports to families.
3. We will continue to use our website, social media resources and Parent Square to share the many wonderful opportunities available to students attending Rustic Lane to encourage our students to stay. We will also continue to communicate with the district's communication department to encourage publicity for our school site on a larger scale.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	168	179	205	31.30%	34.2%	37.9%
Fluent English Proficient (FEP)	100	84	61	18.70%	16.1%	11.3%
Reclassified Fluent English Proficient (RFEP)	9			5.4%		5%

Conclusions based on this data:

1. The number of English Learners has increased year after year.
2. The number of FEP students is lower than it has been previously.
3. The number of students reclassified has remained fairly consistent.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	58		0	58		0	58		0.0	100.0	
Grade 4	89	75		0	73		0	73		0.0	97.3	
Grade 5	84	92		0	91		0	91		0.0	98.9	
Grade 6	86	86		0	84		0	84		0.0	97.7	
All Grades	343	311		0	306		0	306		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.2			5.17			6.90			31.03			56.90	
Grade 4		2444.4			16.44			17.81			30.14			35.62	
Grade 5		2422.6			2.20			10.99			32.97			53.85	
Grade 6		2458.4			4.76			16.67			26.19			52.38	
All Grades	N/A	N/A	N/A		6.86			13.40			30.07			49.67	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.72			63.79			34.48	
Grade 4		5.48			69.86			24.66	
Grade 5		2.20			59.34			38.46	
Grade 6		5.95			45.24			48.81	
All Grades		3.92			58.82			37.25	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.45			41.38			55.17	
Grade 4		13.70			53.42			32.88	
Grade 5		3.30			48.35			48.35	
Grade 6		1.19			44.05			54.76	
All Grades		5.23			47.06			47.71	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.62			67.24			24.14	
Grade 4		12.33			67.12			20.55	
Grade 5		2.20			70.33			27.47	
Grade 6		4.76			80.95			14.29	
All Grades		6.54			71.90			21.57	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.45			74.14			22.41	
Grade 4		15.07			69.86			15.07	
Grade 5		4.40			54.95			40.66	
Grade 6		4.76			72.62			22.62	
All Grades		6.86			66.99			26.14	

Conclusions based on this data:

1. There is an overall need for improvement in the area of ELA in all grade levels on the CAASPP.
2. Writing has the greatest percentage of student scoring below standard.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	57		0	57		0	57		0.0	100.0	
Grade 4	89	75		0	75		0	75		0.0	100.0	
Grade 5	84	92		0	91		0	91		0.0	98.9	
Grade 6	86	87		0	85		0	85		0.0	97.7	
All Grades	343	311		0	308		0	308		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.7			8.77			15.79			21.05			54.39	
Grade 4		2431.4			12.00			14.67			20.00			53.33	
Grade 5		2406.0			1.10			2.20			21.98			74.73	
Grade 6		2450.9			5.88			8.24			25.88			60.00	
All Grades	N/A	N/A	N/A		6.49			9.42			22.40			61.69	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.02			47.37			45.61	
Grade 4		13.33			37.33			49.33	
Grade 5		2.20			27.47			70.33	
Grade 6		7.06			35.29			57.65	
All Grades		7.14			35.71			57.14	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.79			38.60			45.61	
Grade 4		13.33			38.67			48.00	
Grade 5		1.10			38.46			60.44	
Grade 6		4.71			40.00			55.29	
All Grades		7.79			38.96			53.25	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.77			47.37			43.86	
Grade 4		13.33			46.67			40.00	
Grade 5		3.30			38.46			58.24	
Grade 6		3.53			60.00			36.47	
All Grades		6.82			48.05			45.13	

Conclusions based on this data:

1. There is an overall need for improvement in the area of ELA in all grade levels on the CAASPP.

2. Concepts and procedures it the greatest area of need across all grade levels.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1418.5	1422.8		1431.4	1438.2		1388.2	1386.6		30	34	
1	1436.3	1427.3		1446.7	1460.7		1425.5	1393.4		31	27	
2	1461.6	1472.3		1468.8	1483.4		1453.8	1460.8		19	32	
3	1466.3	1464.3		1468.6	1466.8		1463.5	1461.5		22	24	
4	1488.7	1485.8		1489.7	1469.5		1487.2	1501.5		23	20	
5	1513.2	1489.6		1509.4	1481.4		1516.6	1497.5		21	24	
6	1506.6	1511.3		1502.8	1509.6		1510.1	1512.5		23	22	
All Grades										169	183	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	14.71		36.67	32.35		40.00	32.35		16.67	20.59		30	34	
1	3.23	0.00		25.81	18.52		41.94	59.26		29.03	22.22		31	27	
2	0.00	9.38		52.63	46.88		36.84	25.00		10.53	18.75		19	32	
3	4.55	0.00		22.73	25.00		40.91	45.83		31.82	29.17		22	24	
4	4.35	5.00		30.43	55.00		56.52	5.00		8.70	35.00		23	20	
5	14.29	4.17		33.33	25.00		42.86	50.00		9.52	20.83		21	24	
6	8.70	9.09		30.43	40.91		39.13	31.82		21.74	18.18		23	22	
All Grades	5.92	6.56		32.54	34.43		42.60	36.07		18.93	22.95		169	183	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	20.59		40.00	41.18		30.00	23.53		13.33	14.71		30	34	
1	6.45	14.81		41.94	40.74		38.71	40.74		12.90	3.70		31	27	
2	10.53	28.13		47.37	40.63		36.84	28.13		5.26	3.13		19	32	
3	22.73	8.33		31.82	50.00		18.18	25.00		27.27	16.67		22	24	
4	13.04	5.00		56.52	55.00		26.09	30.00		4.35	10.00		23	20	
5	23.81	16.67		61.90	54.17		9.52	12.50		4.76	16.67		21	24	
6	13.04	40.91		60.87	27.27		17.39	18.18		8.70	13.64		23	22	
All Grades	14.79	19.67		47.93	43.72		26.04	25.68		11.24	10.93		169	183	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	5.88		13.33	20.59		63.33	47.06		16.67	26.47		30	34	
1	3.23	0.00		19.35	0.00		35.48	37.04		41.94	62.96		31	27	
2	0.00	6.25		10.53	40.63		68.42	25.00		21.05	28.13		19	32	
3	0.00	0.00		4.55	0.00		59.09	54.17		36.36	45.83		22	24	
4	0.00	5.00		13.04	35.00		47.83	20.00		39.13	40.00		23	20	
5	4.76	0.00		14.29	8.33		47.62	50.00		33.33	41.67		21	24	
6	8.70	0.00		4.35	13.64		39.13	54.55		47.83	31.82		23	22	
All Grades	3.55	2.73		11.83	17.49		50.89	40.98		33.73	38.80		169	183	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	23.53		76.67	67.65		13.33	8.82		30	34	
1	12.90	25.93		80.65	74.07		6.45	0.00		31	27	
2	10.53	15.63		73.68	78.13		15.79	6.25		19	32	
3	13.64	16.67		72.73	50.00		13.64	33.33		22	24	
4	17.39	45.00		78.26	45.00		4.35	10.00		23	20	
5	14.29	4.17		76.19	83.33		9.52	12.50		21	24	
6	4.35	18.18		69.57	54.55		26.09	27.27		23	22	
All Grades	11.83	20.77		75.74	66.12		12.43	13.11		169	183	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	23.53		66.67	55.88		20.00	20.59		30	34	
1	3.23	18.52		74.19	70.37		22.58	11.11		31	27	
2	31.58	25.00		63.16	71.88		5.26	3.13		19	32	
3	27.27	20.83		45.45	66.67		27.27	12.50		22	24	
4	34.78	5.00		60.87	70.00		4.35	25.00		23	20	
5	61.90	33.33		33.33	41.67		4.76	25.00		21	24	
6	43.48	50.00		52.17	40.91		4.35	9.09		23	22	
All Grades	28.40	25.14		57.99	60.11		13.61	14.75		169	183	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.33	5.88		76.67	82.35		20.00	11.76		30	34	
1	12.90	0.00		38.71	33.33		48.39	66.67		31	27	
2	0.00	12.50		78.95	56.25		21.05	31.25		19	32	
3	0.00	0.00		40.91	37.50		59.09	62.50		22	24	
4	0.00	0.00		52.17	60.00		47.83	40.00		23	20	
5	14.29	0.00		52.38	58.33		33.33	41.67		21	24	
6	8.70	0.00		17.39	45.45		73.91	54.55		23	22	
All Grades	5.92	3.28		50.89	54.64		43.20	42.08		169	183	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	26.47		63.33	29.41		20.00	44.12		30	34	
1	9.68	0.00		54.84	59.26		35.48	40.74		31	27	
2	0.00	12.90		73.68	61.29		26.32	25.81		19	31	
3	0.00	0.00		68.18	66.67		31.82	33.33		22	24	
4	0.00	25.00		73.91	45.00		26.09	30.00		23	20	
5	0.00	0.00		85.71	75.00		14.29	25.00		21	24	
6	0.00	9.09		95.65	81.82		4.35	9.09		23	22	
All Grades	4.73	10.99		72.19	58.24		23.08	30.77		169	182	

Conclusions based on this data:

1. ELD instruction is helping students make progress toward reclassification. Further developing integrated ELD practices enhances with academic language structures are needed to strengthen positive growth.

2. A focus on equity and examining EL needs will be necessary for 23-24. 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
523	87.6	34.2	0.2
Total Number of Students enrolled in Rustic Lane Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	179	34.2
Foster Youth	1	0.2
Homeless	3	0.6
Socioeconomically Disadvantaged	458	87.6
Students with Disabilities	42	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
American Indian	1	0.2
Asian	2	0.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	2	0.4
Hispanic	489	93.5
Two or More Races	1	0.2
Pacific Islander		
White	16	3.1

Conclusions based on this data:

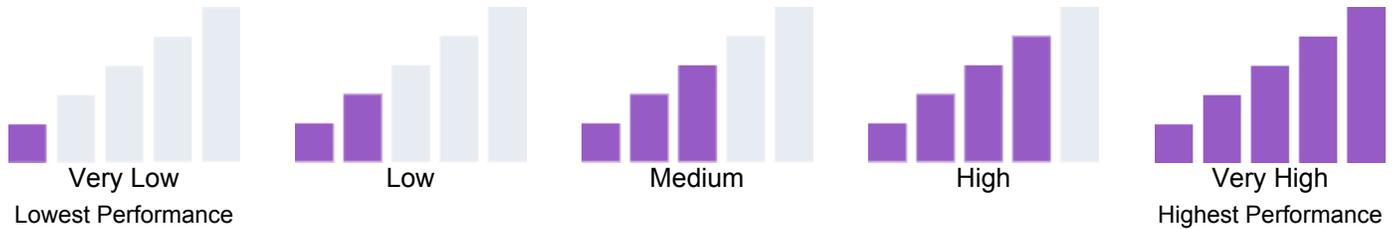
1. Rustic Lane focuses on way to support our significant subgroups (Socioeconomically disadvantaged population, Hispanic, and EL students by providing supportive family/school connection events, resources, community closet on site, parent meetings/trainings based on parent requests and school needs, communication tools for families, academic interventions, etc.
2. With socioeconomic disadvantaged population near 90%, Rustic Lane requires a significant dedication of resources and time to provide interventions and materials to ensure academic and social emotional needs are being met. This year we continued to provide an extensive ELO program to meet the needs of these students.
3. Rustic Lane is committed to ensuring that all information is communicated in English and Spanish.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our Chronic Absentee rate is Very High for all students.
2. Our Suspension Rate for all students is Very Low.
3. English Learner progress is Very Low.

School and Student Performance Data

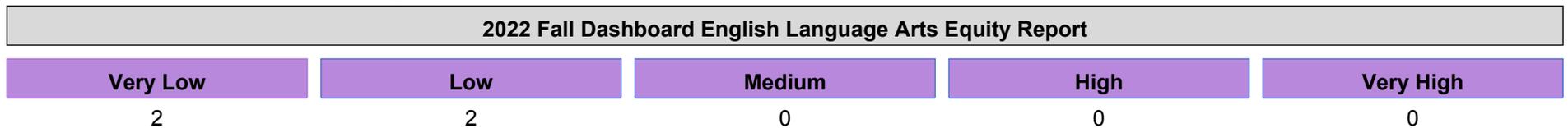
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

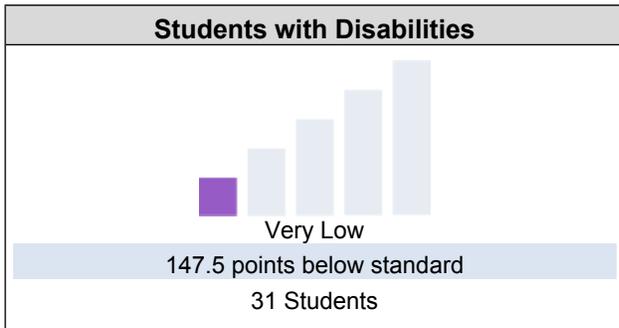
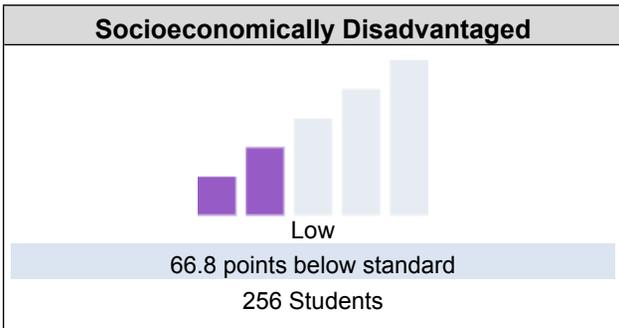
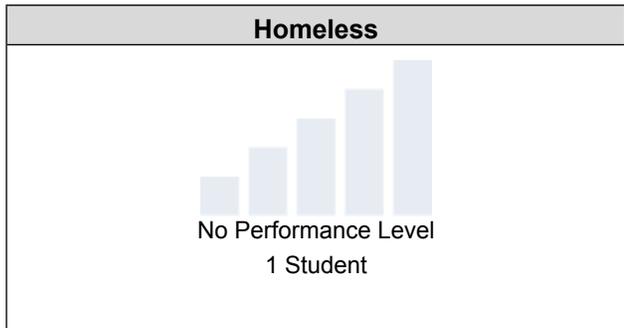
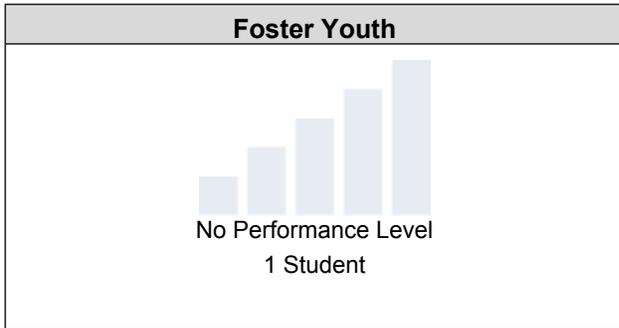
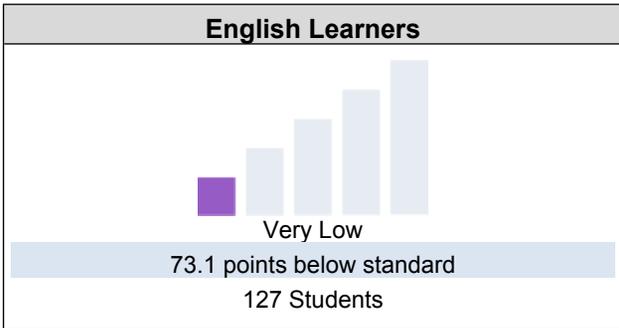
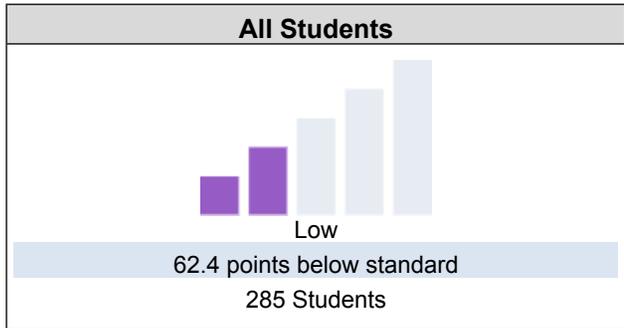


This section provides number of student groups in each level.

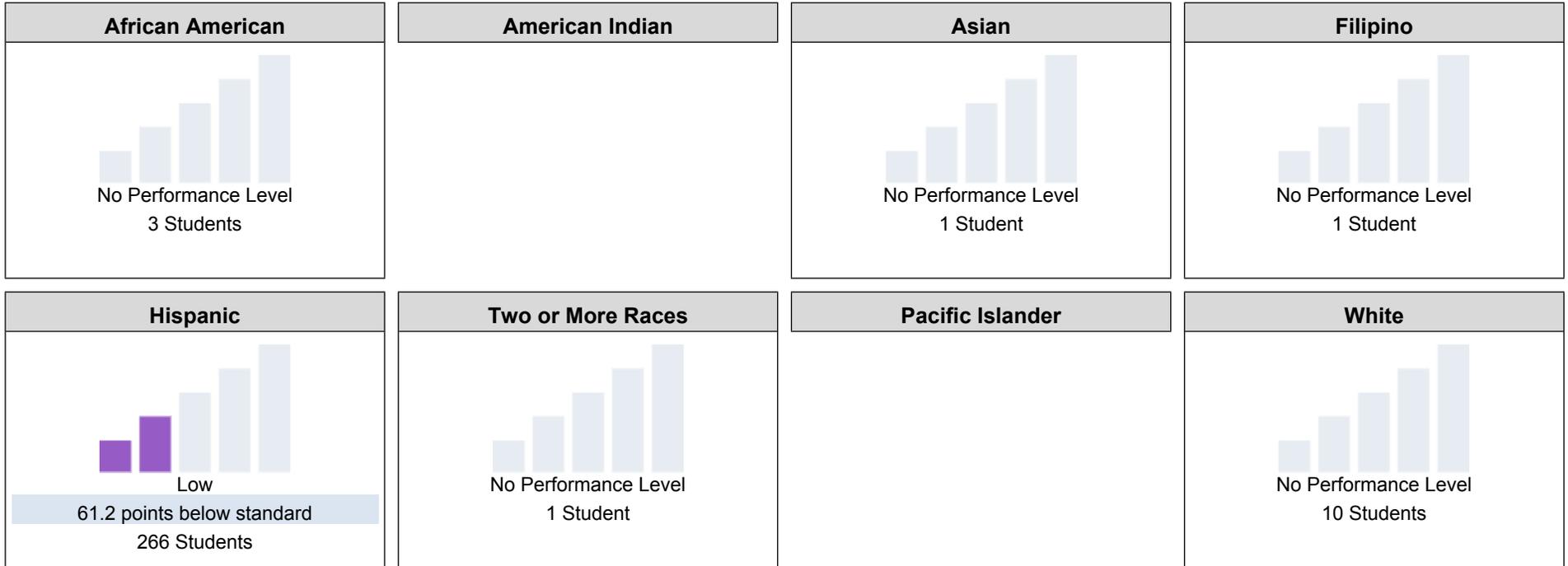


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.3 points below standard 80 Students	15.0 points below standard 47 Students	57.5 points below standard 138 Students

Conclusions based on this data:

- Our reclassified students are performing better than our current English Learners and our English Only students.
- Our current English Learners are performing nearly twice as many points below standard compared to all students.

School and Student Performance Data

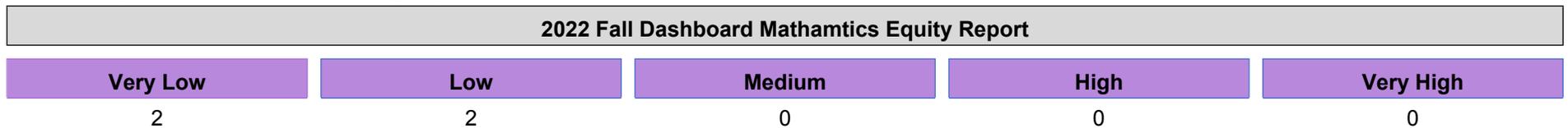
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

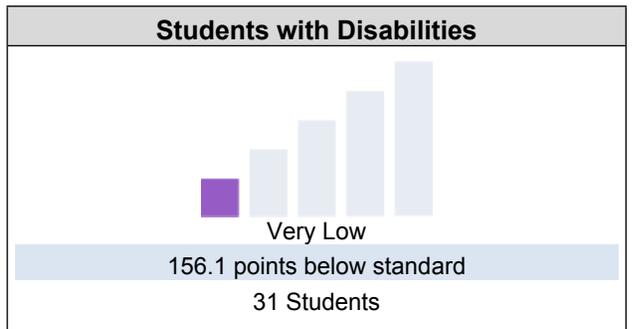
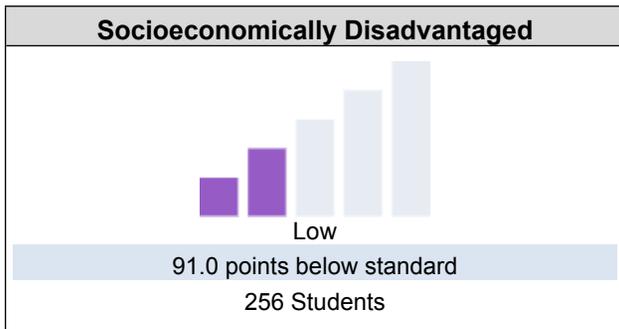
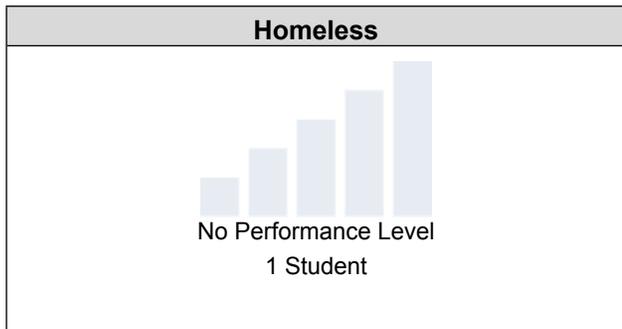
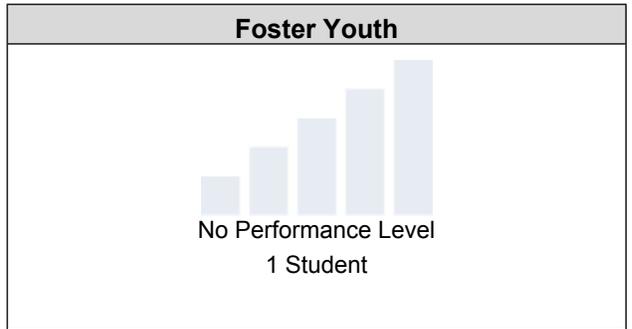
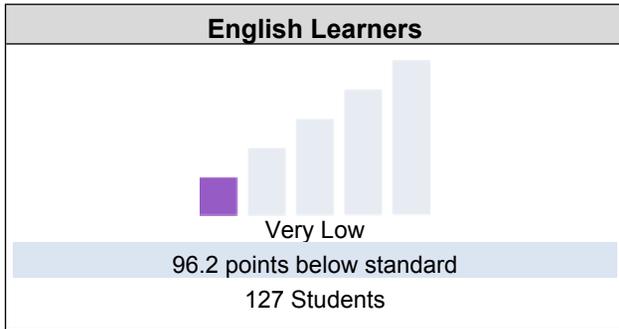
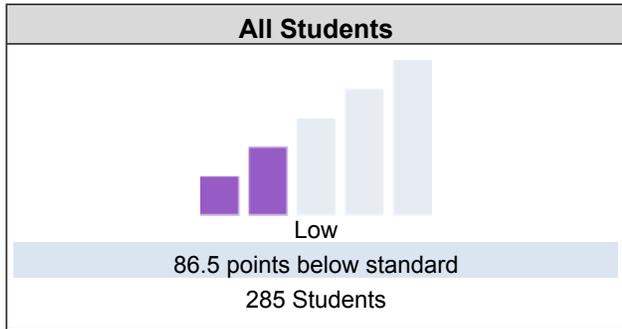


This section provides number of student groups in each level.

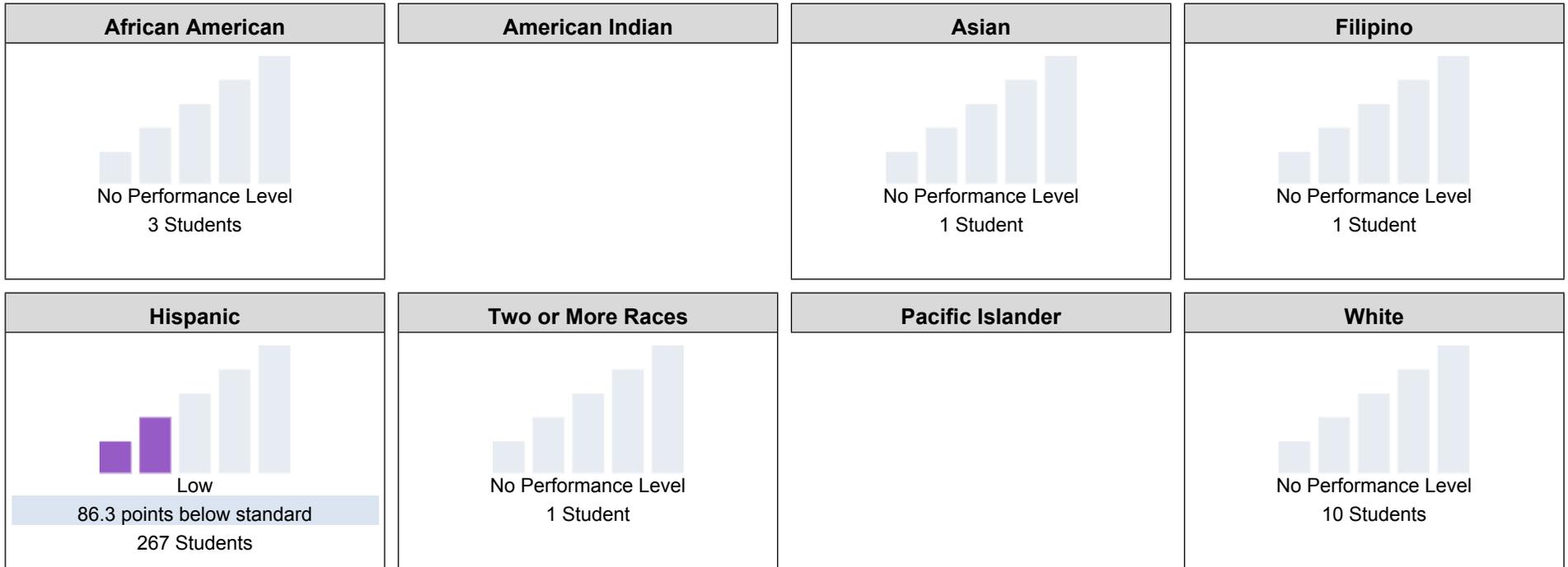


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>119.7 points below standard 80 Students</p>	<p>56.3 points below standard 47 Students</p>	<p>82.5 points below standard 138 Students</p>

Conclusions based on this data:

- Our reclassified students are performing better than our current English Learners and our English Only students.
- Our SED and our EL Students are performing low than all students.

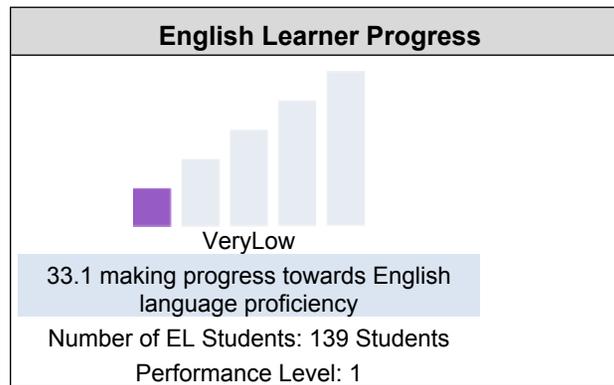
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
25.9%	41.0%	0.0%	33.1%

Conclusions based on this data:

- 33 % of students progressed at least ONE level on the ELPAC
- Nearly 26% of student decreased on level on the ELPAC

3. 41% of students maintained or made no progress on the ELPAC.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

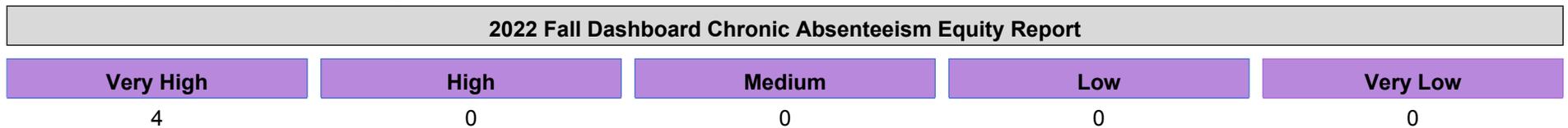
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

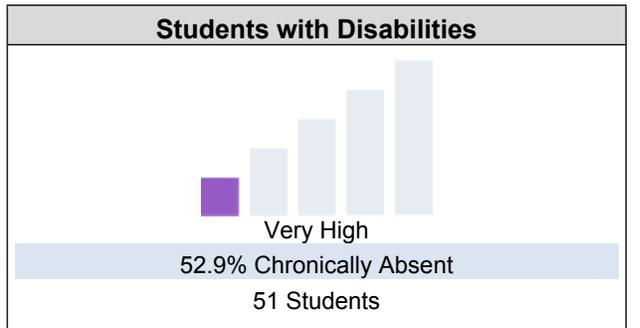
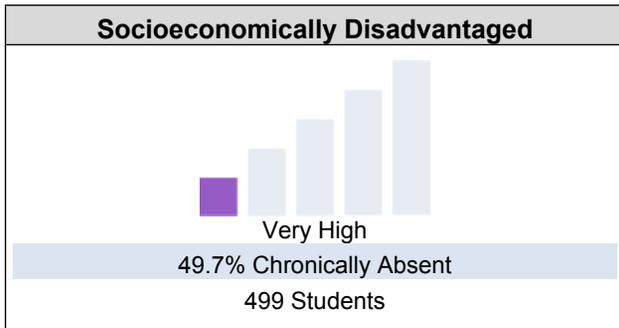
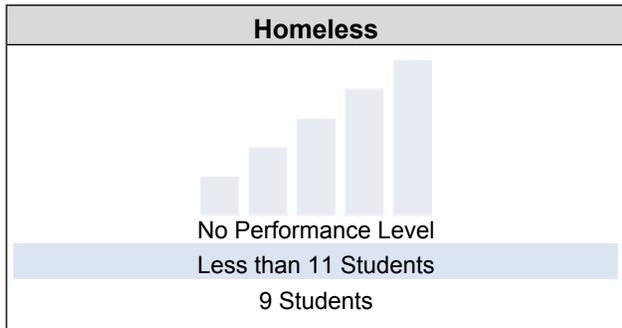
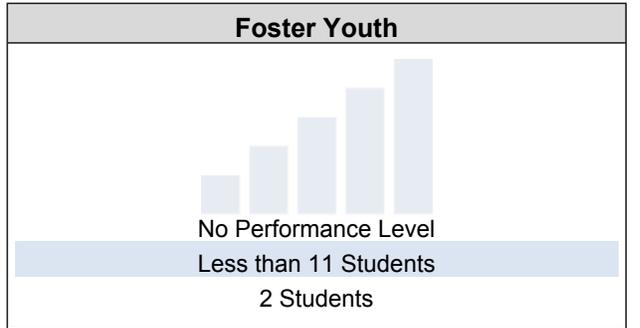
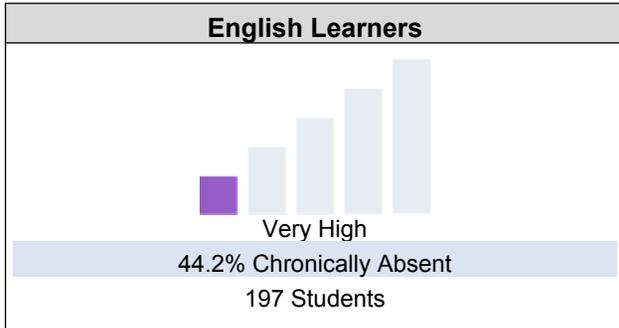
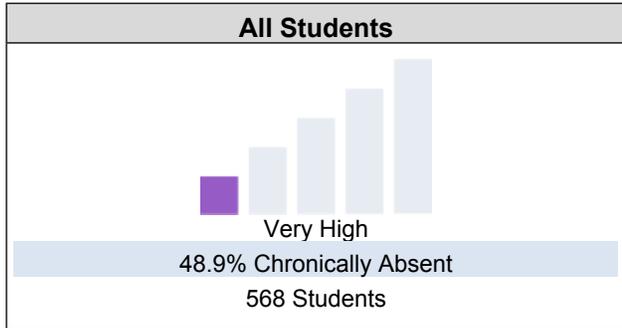


This section provides number of student groups in each level.

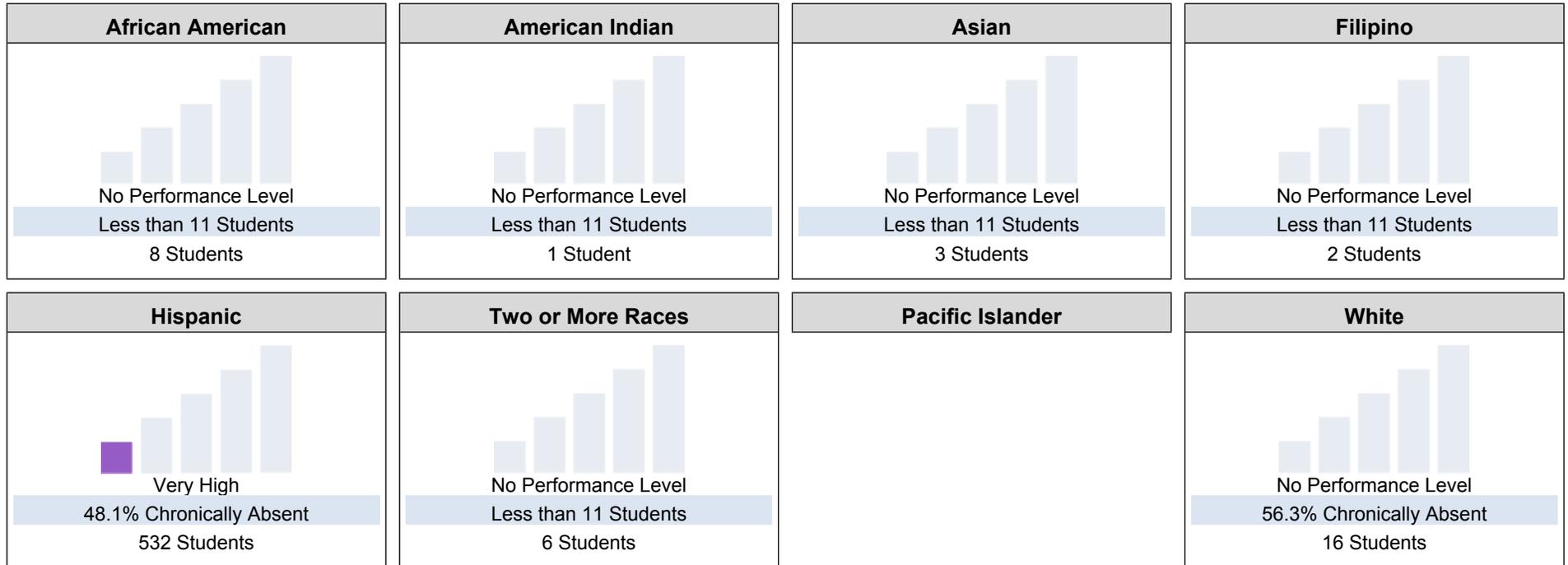


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Returning from COVID, attendance continues to be a barrier for many families.
2. Rustic Lane monitor attendance regularly and communicates with parents regarding the importance of attendance and the inherent impacts low attendance has on academics.
3. Rustic Lane continues to increase connections with students and families, provide incentives and interventions to families early in hopes of reducing absences as the year progresses. We will continue to utilize Saturday School to encourage the make up of absences.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

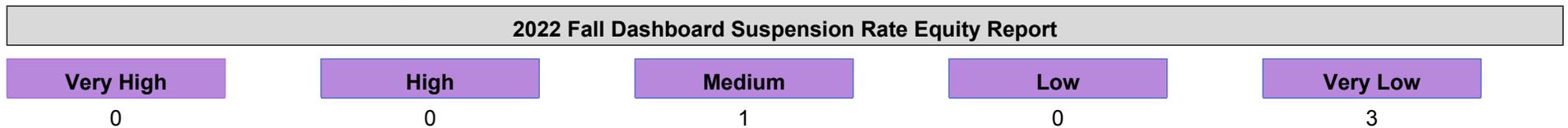
Conditions & Climate Suspension Rate

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Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

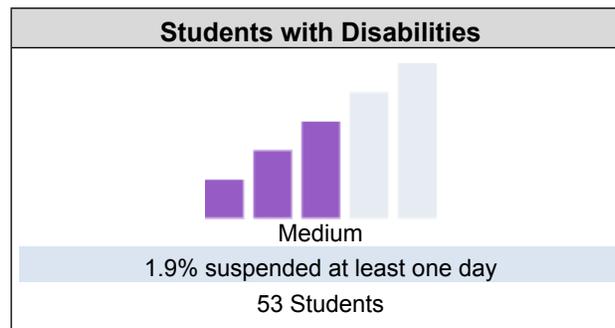
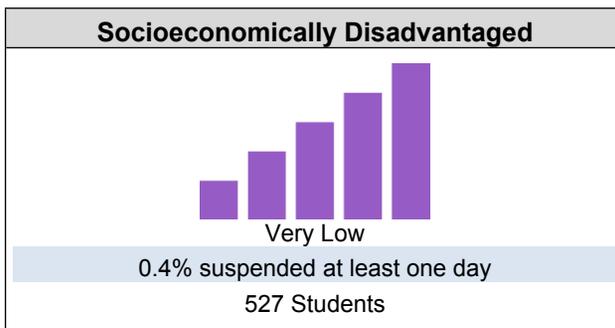
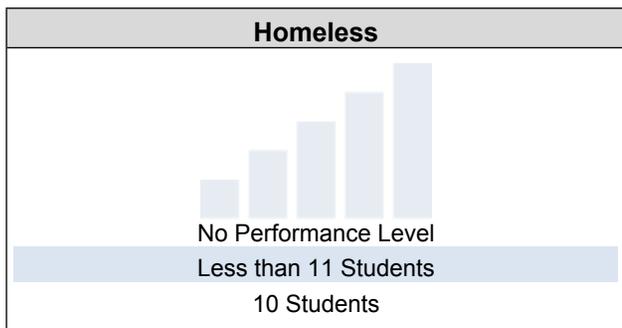
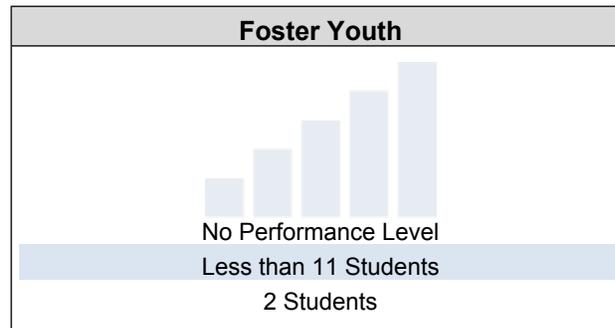
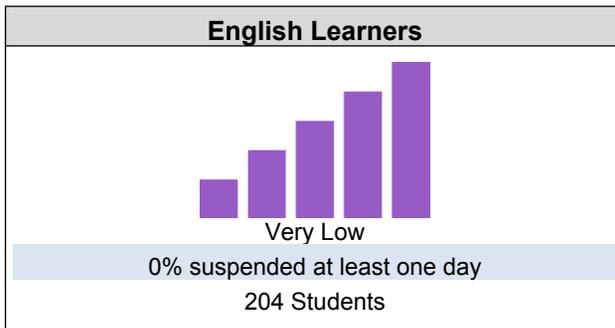
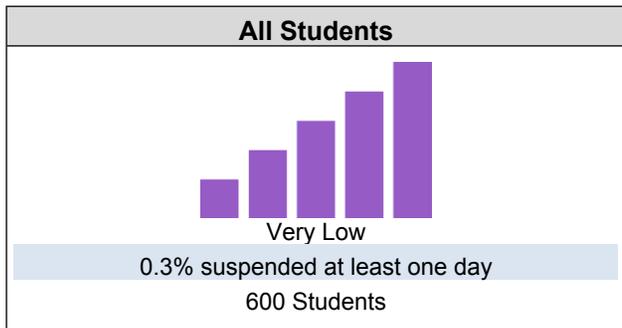


This section provides number of student groups in each level.

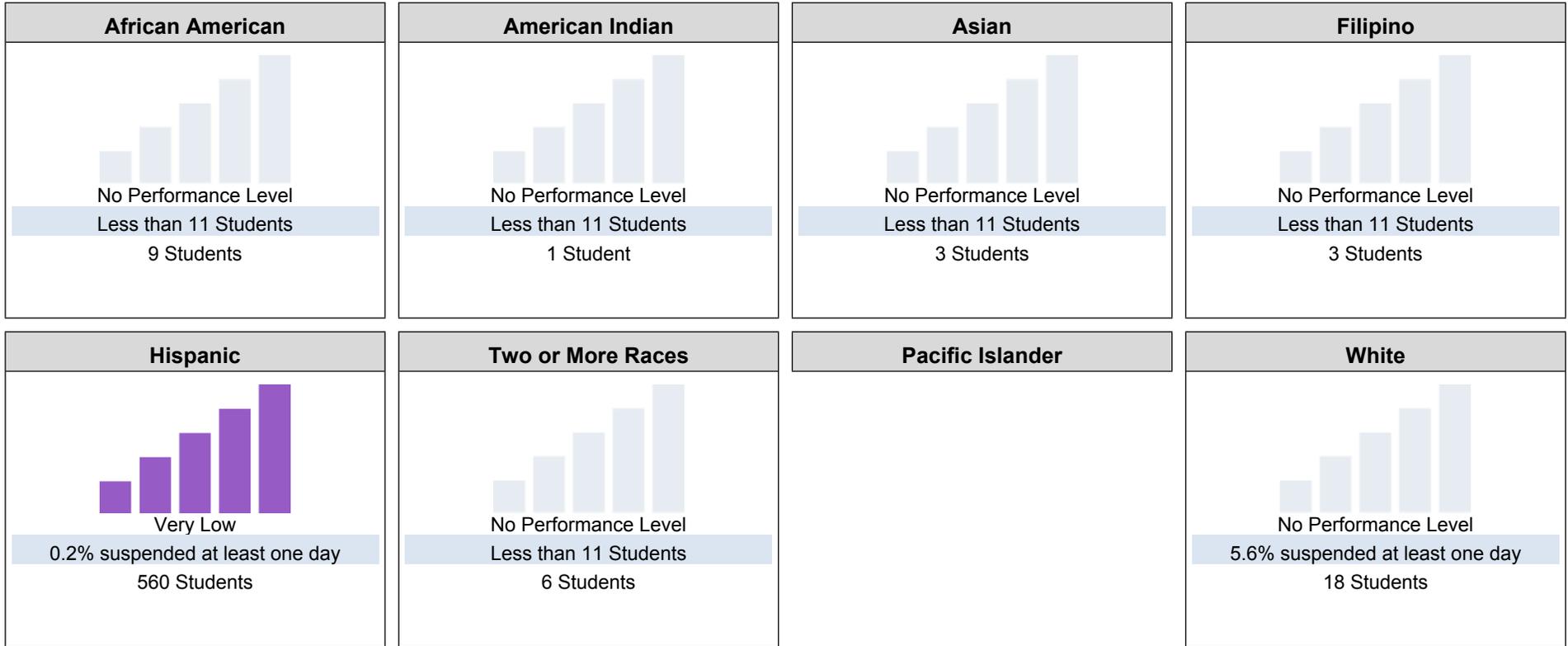


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The 21-22 Suspension rate was 0.3%.
2. The systems of support that Rustic Lane has in place are proving to meet the current needs of our students.
3. Students with Disabilities are in the medium range for suspension compare to very low for all students.

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:

Spring 22-23 NWEA ELA Data

K- 12% students scored average to high
1st- 28% students scored average to high
2nd- 14% students scored average to high
3rd- 40% students scored average to high
4th- 35% students scored average to high
5th- 33% students scored average to high
6th- 26% students scored average to high

Spring 2021-2022 NWEA Math Data:

K- 25% students scored average to high
1st- 26% students scored average to high
2nd- 25% students scored average to high
3rd- 25% students scored average to high
4th- 17% students scored average to high
5th- 28% students scored average to high
6th- 20% students scored average to high

The NWEA results show that our students are struggling in both ELA and Math. Students scored low across the board, but 2nd grade and Kindergarten were significantly lower than the others in ELA while 4th grade scored the lowest in Math.

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 math and social studies adoptions to successfully implement the curriculum. Rustic Lane will continue to focus on improving writing strategies across all grade levels and will participate in regular grade level collaboration and cross grade level collaboration to ensure continuity throughout the school.

At the beginning of 23-24, 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	Overall distance from standard: 62.4 points below standard Students with disabilities: 147.5 points below standard English learners: 73.1 points below standard Hispanic: 61.2 points below standard Socioeconomically disadvantaged: 66.8 points below standard	Overall distance from standard: 57.4 points below standard Students with disabilities: 142.5 points below standard English learners: 68.1 points below standard Hispanic: 56.2 points below standard Socioeconomically disadvantaged: 61.8 points below standard
P4 Statewide Assessments (Math) Dashboard	Overall distance from standard: 86.5 points below standard Students with disabilities: 156.1 points below standard English learners: 96.2 points below standard Hispanic: 86.3 points below standard Socioeconomically disadvantaged: 91 points below standard	Overall distance from standard: 86.5 points below standard Students with disabilities: 156.1 points below standard English learners: 96.2 points below standard Hispanic: 86.3 points below standard Socioeconomically disadvantaged: 91 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	6.56% Proficient 6.56% Level 4- Well Developed 34.43% Level 3- Moderately Developed 36.07% Level 2- Somewhat Developed 22.95 % Level 1- Minimally Developed	10% Proficient 10% Level 4- Well Developed 30% Level 3- Moderately Developed 35% Level 2- Somewhat Developed 25% Level 1- Minimally Developed
P4 English learner reclassification rate	Reclassification Rate- 10 Students- 5%	Expected Outcome for 2023-24: Our goal is to increase the number of students reclassified annually by 2%.
P8: Other Student Outcomes - NWEA ELA	Spring 2022-2023 NWEA ELA Data: K- 12% students scored average to high 1st- 28% students scored average to high 2nd- 14% students scored average to high 3rd- 40% students scored average to high 4th- 35% students scored average to high 5th- 33% students scored average to high 6th- 26% students scored average to high	Expected Outcome for 2023-2024: K- 17% students scored average to high 1st- 33% students scored average to high 2nd- 19% students scored average to high 3rd- 45% students scored average to high 4th- 40% students scored average to high 5th- 38% students scored average to high 6th- 31% students scored average to high
P8: Other Student Outcomes - NWEA Math	Spring 2022-2023 NWEA Math Data: K- 25% students scored average to high 1st- 26% students scored average to high 2nd- 25% students scored average to high 3rd- 25% students scored average to high 4th- 17% students scored average to high 5th- 28% students scored average to high 6th- 20% students scored average to high	Expected Outcome for 2023-2024: K- 30% students scored average to high 1st- 31% students scored average to high 2nd- 30% students scored average to high 3rd- 30% students scored average to high 4th- 22% students scored average to high 5th- 33% students scored average to high 6th- 25% students scored average to high

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<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>X All Students X Other student group(s) Students with Disabilities, English Learners</p>	<p>Media Center Clerk Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$66852</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>Bilingual Language Tutors Salaries 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$47965</p>
<p>c. Teachers will be trained to use all district adopted texts/materials and programs.</p>		<p>Bilingual Language Tutors Salaries 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$48933</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>Materials and Supplies: Maker Space and Supplemental Reference Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800.00</p>
<p>e. Provide supports and collaborative planning time for implementation of guided reading programs and math support groups.</p>		<p>Materials and Supplies for EL Students 4000-4999: Books And Supplies Title III LEP -- 4203 \$4658</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. EMCC will have the option to purchase new books as necessary for the whole students population as well as specifically to meet the needs of our EL students.</p>		<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1000.00</p>
<p>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.).</p>		<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p>
<p>h. Technology coordinators/leadership will be provided release time as needed to support students and teachers with technology use and implementation of digital citizenship lessons.</p>		<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$9253</p>
<p>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.</p>		<p>Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>

- 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.

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

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Support is available to staff and teachers for implementation of CCSS and support with resources for printing, poster making, materials for instruction, and other collaboration tools.</p> <p>b. 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 as needed for leadership team and/or AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations with all stakeholders</p> <p>d. Coordinate staff development in technology 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 and/or conferences.</p> <p>f. Provide release time as needed (hourly/subs) for grade levels to analyze data including district adopted literacy/math screeners/progress monitoring tools, common assessments, SEL, Ellevation, NWEA, Panorama data etc.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$8000.00</p>

- g. Provide Leadership with release time as needed to plan, collaborate, review data, and reflect to ensure students' needs are being met and best practices are being utilized.
- h. All staff members (certificated and classified) will have the opportunity to participate in professional development that relates directly to the supports they provide students.
- i. Rustic Lane teachers will continue to focus on Writing as an instructional area priority.
- j. Teachers and Administration will have opportunities to attend conferences/professional development in the areas of education equity, best instructional practices, support students with social emotional learning etc.

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>d. Student Success Team will regularly meet to support students who have been referred by the classroom teachers. Supplies and materials will be available for students and teachers, as needed, to provide support and accommodations to students to meet their academic and social needs.</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$168186</p> <p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$111904</p> <p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$27976</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>

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

Action 1.4
 AVID

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. As needed, students will be provided with binders in Grades 3-6 as well as agendas (paper or digital) to organize classwork and schoolwork using dividers. As needed, students in Grades TK-2 will be provided with folders as an organizational tool and modified agendas/homework calendars appropriate to their grade level. Students will be learning AVID skills that promote organization and college readiness. (Funding from District level for 2022-23)</p> <p>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)</p> <p>c. Teachers will have the opportunity to attend AVID trainings to extend AVID strategies schoolwide.</p> <p>d. AVID workshops 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>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)</p> <p>g. Students will be provided with incentives for utilization of AVID strategies.</p>	<p><u>X</u> All Students</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500</p> <p>Sub-Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$800</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Transportation for AVID Incentive 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$2000.00</p>

Action 1.5

Communication Enhancement Program

Unchanged Action

Planned Actions/Services

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.

Students to be served

Other student group(s)
Students with Disabilities
General education students

Budget and Source

Action 1.6

Essential Services and Supports to Student Learning

Modified Action

Planned Actions/Services

- a. Teachers and staff will be provided with necessary supplies for their classrooms as well as student supplies.
- b. Teachers and support staff will have access to copy machines in the workroom to print materials needed for classroom instructions.
- c. Teachers and support staff will have an adequate supply of paper to use in classroom printers as well as copy machines.
- d. Teachers will have adequate working technology in their classrooms.
- e. Lamination will be available on site and maintenance contract will be updated.

Students to be served

All Students

Budget and Source

Konica Maintenance Contract to support CCSS implementation Supplemental Materials including ELD
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$3,000.00
Maintenance Contract for laminator
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500
Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707

f. Printshop services will be available to teachers and office staff to provide students with necessary materials.

\$5769

Printshop Services
5700-5799: Transfers Of Direct Costs
LCFF Suppl/Conc -- 0707
\$2000.00

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 utilizing our BSEL team and revamping our school expectations and continued use of 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 2022 to Spring of 2023 we saw a 4% and 5% growth in students in 3rd-5th and 6th grades respectively, in their self belief that they are able to handle challenging feelings. I believe these gains were made due to teachers really spending the time in supporting our students social emotional well being. Our biggest decline on the students surveys were in the area of school safety, I believe this is directly correlated to events that have taken place in the community with a close proximity of the school.

Attendance is a great area of need moving into the next school year. Current data shows that 37.3.% of our students are chronically absent. Overall our school attendance rate is approximately 91.2%. This is an improvement from last year, we will continue to place an emphasis on the importance of attendance as it relates to student well-being and their achievement.

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:	Attendance rate through Semester 1 22-23 Grade TK 87.8% Grade KN 85.6% Grade 1 90.9% Grade 2 90.5% Grade 3 92.8%	Increase of 2% Grade TK 89.8% Grade KN 87.6% Grade 1 92.9% Grade 2 92.5% Grade 3 95.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4 91.5% Grade 5 92.4% Grade 6 91.4% Overall: 89.1%	Grade 4 93.5% Grade 5 94.4% Grade 6 93.4% Overall: 91.1%
P5 Chronic Absenteeism rate:	Chronic Absenteeism Rate for 21-22 Overall- 48.9% EL- 44.2% SWD- 52.9% SED- 49.7% Chronic Absenteeism Rate for 22-23 through April '23: 37.3%	Decrease all areas by 5% Overall- 43.9% EL- 39.2% SWD- 48.9% SED- 44.7%
P6 Pupil Suspension rate:	Actual: Pupil Suspension rate: 2021-2022: .3%	Remain below district average for suspension.
P6 Surveys of pupils, parents, teachers on sense of safety: LCAP/Panorama	LCAP/Panorama Teacher Survey, Spring 2023: "Overall, how positive is the working environment at your school?" 87% responded favorably LCAP/Panorama Staff Survey, Spring 2023: "Overall, how positive is the working environment at your school?" 100% responded "Quite Positive" or "Extremely Positive" LCAP/Panorama Parent/Family Survey, Spring 2023: <ul style="list-style-type: none"> A report was not able to be generated due to low participation rate in the survey. LCAP/Panorama Student Survey, Spring 2023: 3rd-5th grades- 65% responded favorably	Goal to increase/maintain survey results: LCAP/Panorama Teacher Survey, Spring 2024 90% responded favorably (increase 5%) LCAP/Panorama Staff Survey, Spring 2024: "Overall, how positive is the working environment at your school?" 100% responded "Quite Positive" or "Extremely Positive" (Maintain) LCAP/Panorama Parent/Family Survey, Spring 2024: To have overall positive results of 50% responding favorably in overall inclusion and diversity as well as community partnerships. LCAP/Panorama Student Survey, Spring 2024: 3rd-5th grades- 70% responded favorably (increase 5%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th grade- 30% responded favorably	6th grade- 50% responded favorably (increase 20%)
P1: School Facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2022-23 FIT Reports)	2022-2023 Expected Outcome: All school facility reports indicate 100% Good or Better on FIT reports (2023-2024 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
<p>a. Rustic Lane will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops).</p> <p>b. 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>	<u>X</u> All Students	<p>(1.0) Health Care Aide Salary 3hrs. 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$13272</p> <p>Classified Hourly for additional supervision/babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Track the Miles 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$350.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p>

- 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.
- h. Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement and restorative practices.
- i. Work with safety coordinator to update the school safety plan and disaster notebook according to district mandates, protocols and site specific needs.
- j. Purchase materials as needed to safely implement the plan.

Action 2.2

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

	<u>X</u> Modified Action	
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Planned Actions/Services

Students to be served

Budget and Source

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.

X All Students

Software license for Video Announcements
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500.00

b. The PBIS/SEL coordinator(s)/team will provide staff development and support in planning lessons and pacing. They will hold meetings to review

Materials and Supplies, including incentives
4000-4999: Books And Supplies

discipline data, panorama data and brainstorm school wide 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.

LCFF Suppl/Conc -- 0707
\$4000.00

c. Student incentives will be provided to support schoolwide positive behavior.

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.

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.

f. Training is regularly provided to new staff as they join Rustic Lane on PBIS/SEL/Behavior Supports via admin and SEL Coordinators.

g. Mental Health Supports will be provided to students via a Behavioral Health Associate, whose primary location is Rustic Lane. Referrals are made by teachers, staff or parent.

Action 2.3

Attendance and Leadership Support

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

a. An increased focus on Chronic Absenteeism is needed based on Data Dashboard. To strengthen the area of attendance and chronic absenteeism, Rustic Lane will employ incentives/practices and work to change the culture of the importance of attendance at Rustic Lane.

X All Students

Supplemental Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,000.00

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, rewards, NOT OUR BELL RECESS, Saturday School, perfect attendance BBQ etc.

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.

Action 2.4

Customer Service/Welcoming School Environment

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

a. Continue to improve customer service by office staff and support staff, offer training and professional development

X All Students

b. Provide carousel of resources for parents looking for information in the office and develop website with this information as well.

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

d. Office staff will have access to adequate supplies to meet the needs of parents and students in the office.

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

f. With the support of the PBIS/SEL Coordinator(s), Student Council, and Rustic Lane Staff will assist new students by providing school tours on their first day of attendance.

g. 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

Welcoming Environment- Office
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1000.00

changing reality of home and learning environments, 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, all 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, and attended DELAC and ELAC. 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. Family events are scheduled monthly at varying times during the day to encourage community connectedness to the campus with the help of the Community Schools TSA.

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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement: LCAP/Panorama Survey	Parent Survey: A report was not able to be generated due to low participation rate in the survey.	Parent Engagement: Increase survey results to have enough to report.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

P5 Surveys of pupils, parents, teachers on Student Engagement: LCAP/ Panorama Survey

When asked how well the school or district is currently doing in the following areas...

Teachers were asked:

"On most days, how enthusiastic are the students about being at school?"

- 70% responded favorably

Students were asked "Overall, how much do you feel like you belong at your school?"

- 3rd-5th Grade- 68% responded favorably
- 6th Grade- 45% responded favorably

Parents were asked "For this school or district to be successful over the next three years how important is it for us to focus on community partnerships?"

- A report was not able to be generated due to low participation rate in the survey.

Parents were asked "For this school or district to be successful over the next three years how important is it for us to focus on Student activities and extracurricular activities?"

- A report was not able to be generated due to low participation rate in the survey.

Goal to increase in all areas.

When asked how well the school or district is currently doing in the following areas...

Teachers were asked:

"On most days, how enthusiastic are the students about being at school?"

- 75% responded favorably (increase 5%)

Students were asked "Overall, how much do you feel like you belong at your school?"

- 3rd-5th Grade- 73% responded favorably (increase 5%)
- 6th Grade- 50% responded favorably (increase 5%)

Parents were asked "For this school or district to be successful over the next three years how important is it for us to focus on community partnerships?"

- A report was not able to be generated due to low participation rate in the survey. (increase number of participants in survey to generate results)

Parents were asked "For this school or district to be successful over the next three years how important is it for us to focus on Student activities and extracurricular activities?"

- A report was not able to be generated due to low participation rate in the survey. (increase number of participants in survey to generate results)

Planned Strategies/Activities

Action 3.1

Parent Communication and Connectivity

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<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><u>X</u> All Students</p>	<p>Translator Clerk Typist Salary (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$25220</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$300.00</p> <p>Printshop Materials 5700-5799: Transfers Of Direct Costs 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

	<u>X</u> 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><u>X</u> All Students</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</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>Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</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>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</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>Materials and Supplies: Office Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</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>g. Community Schools TSA will support our families, students and the community through various means. Connection to resources, parent education opportunities, family engagement opportunities, etc.</p>			

Action 3.3

Parent Workshops

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Rustic Lane will facilitate parent workshops that may focus on topics like technology, cyber bullying, nutrition, mental health, reading and/or math, NGSS, AVID, Kinder development, and other topics that may affect their children's well-being. This may also include parenting tips, topics, and concerns.</p> <p>b. Increase family nights and opportunities to access digital supports/information: support for students and families with acceleration/remediation of math/reading skills, technology support, AVID, SEL, etc.</p>	<p><u>X</u> All Students</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1551</p>

Action 3.4

Student Engagement

	<p><u>X</u> Modified Action</p>	
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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 field trips. These events are utilized to support character development, school safety, academics, anti-bullying, connectedness to school and an overall positive school climate that 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 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 \$2500</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> <p>Field Trips 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$5,000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</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.

\$5,000

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.

i. Community Schools TSA will provide students with the opportunities to be connected on campus, encourage attendance and an overall willingness and drive to succeed while at school.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments (ELA) 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.	Overall distance from standard: 62.4 points below standard Students with disabilities: 147.5 points below standard English learners: 73.1 points below standard Hispanic: 61.2 points below standard Socioeconomically disadvantaged: 66.8 points below standard
P4 Statewide Assessments (Math) 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.	Overall distance from standard: 86.5 points below standard Students with disabilities: 156.1 points below standard English learners: 96.2 points below standard Hispanic: 86.3 points below standard Socioeconomically disadvantaged: 91 points below standard
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	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.	2021-22 Data 6.56% Proficient 6.56% Level 4- Well Developed 34.43% Level 3- Moderately Developed 36.07% Level 2- Somewhat Developed 22.95 % Level 1- Minimally Developed Previous Data (20-21) 5.92% Proficient 5.92% Level 4- Well Developed 32.54% Level 3- Moderately Developed 42.6% Level 2- Somewhat Developed

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>19.93 % Level 1- Minimally Developed</p> <p>% of students scoring in level 3 or 4 increased to 40.99% from 38.46%</p> <p>% of students scoring in level 1 or 2 decreased to 59.02% from 62.53%</p>
P4 English learner reclassification rate	<p>Expected Outcome for 2022-2023: Our goal is to increase the number of students reclassified annually by 2%.</p>	<p>2021-22 10 students were reclassified.</p>
P8: Other Student Outcomes - NWEA ELA	<p>Expected Outcome for 2022-2023: 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>	<p>Spring 22-23 NWEA ELA Data</p> <p>K- 12% students scored average to high (did not meet goal)</p> <p>1st- 28% students scored average to high (met goal)</p> <p>2nd- 14% students scored average to high (did not meet goal)</p> <p>3rd- 40% students scored average to high (met goal)</p> <p>4th- 35% students scored average to high (did not meet goal)</p> <p>5th- 33% students scored average to high (did not meet goal)</p> <p>6th- 26% students scored average to high (did not meet goal)</p> <p>Previous Data: 21-22 Spring NWEA ELA Data</p> <p>K- 49% students scored average to high</p> <p>1st- 12% students scored average to high</p> <p>2nd- 31% students scored average to high</p> <p>3rd- 28% students scored average to high</p> <p>4th- 46% students scored average to high</p> <p>5th- 33% students scored average to high</p> <p>6th- 33% students scored average to high</p>
P8: Other Student Outcomes - NWEA Math	<p>Expected Outcome for 2022-2023: 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>	<p>Spring 22-23 NWEA Math Data</p> <p>K- 25% students scored average to high (did not meet goal)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>1st- 26% students scored average to high (met goal) 2nd- 25% students scored average to high (did not meet goal) 3rd- 25% students scored average to high (met goal) 4th- 17% students scored average to high (did not meet goal) 5th- 28% students scored average to high (met goal) 6th- 20% students scored average to high (did not meet goal)</p> <p>Previous Data: 21-22 K- 43% students scored average to high 1st- 20% students scored average to high 2nd- 28% students scored average to high 3rd- 20% students scored average to high 4th- 26% students scored average to high 5th- 11% students scored average to high 6th- 29% students scored average to high</p>
P8 Other student outcomes - HMH	<p>Expected Outcome for 2022-2023: 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>	<p>82 sixth grade students completed the HMH Reading Inventory for ELA.</p> <p>The (21-22) results are as follows: 15% of 6th graders (12 students) scored in the advanced range (met goal) 16% of 6th graders (13 students) scored in the proficient range (did not meet goal) 32% of 6th graders (26 students) scored in the basic range 38% of 6th graders (31 students) scored in the below basic range</p> <p>Previous (20-21) are as follows: 8% of 6th graders scored in the advanced range 27% of 6th graders scored in the proficient range 33% of 6th graders scored in the basic range 33% of 6th graders scored in the below basic range</p>
P8 Other student outcomes - MDTP	Expected Outcome for 2022-2023:	81 sixth graders completed the MDTP for Math.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>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.</p>	<p>Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 35% of 6th graders showed no mastery of these mathematical concepts 25% of 6th graders showed mastery in one of these mathematical concepts 17% of 6th graders showed mastery in two of these mathematical concepts 2.5% of 6th graders showed mastery in three of these mathematical concepts 9% of 6th graders showed mastery in four of these mathematical concepts 3.5% of 6th graders showed mastery in five of these mathematical concepts 2.5% of 6th graders showed mastery in six of these mathematical concepts 5% of 6th graders showed mastery in all seven of these mathematical concepts</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation 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</p>	<p>1.1 CCSS Implementation a. Resources have been provided to ensure implementation of the CCSS (printing, supplemental supplies, digital resources and release time as requested). Reacher have the opportunity to collaborate regularly on minimum days with their grade level team members to ensure best practices are being utilized.</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>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$65,248</p> <p>Bilingual Language Tutors 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$55,793</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>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 to support CCSS. Integration of technology tools and making supplies</p>	<p>b. Site administration in addition to district TSAs and coordinators from Education Services have provided professional development and instruction on district initiatives including a writing PD. 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 new teacher trainings on district adopted text/materials and programs. Continuing teachers have had the opportunity to attend optional and mandatory trainings. These include TWIG, UDL, Writing, etc. Several teachers served as textbook adoption committee members and will support in training staff on the new adoption.</p> <p>d. RSP supports continue to be offered in a full inclusive setting provided students with the least restrictive environment. All SPED supports are offered through our RSP program. Co-teaching as increased due to fidelity of guided reading group.</p> <p>e. Support Teachers (Literacy and Math) utilize Wednesday minimum days to collaborate and plan for their Guided Reading and math support groups and to informally check in with teacher regarding plans and student progress.</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> <p>Books, Digital Resources, and Supplemental Reference Materials for EL population 4000-4999: Books And Supplies Title III LEP -- 4203 \$1976</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,500.00</p> <p>Subs for Instructional Aides and Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p>	<p>Bilingual Language Tutors 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$26752</p> <p>Books, Digital Resources, Maker Space and Supplemental Reference Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500.00</p> <p>Materials and Supplies for EL Students 4000-4999: Books And Supplies Title III LEP -- 4203 \$3000.00</p> <p>Books, Digital Resources, and Supplemental Reference Materials for EL population 4000-4999: Books And Supplies Title III LEP -- 4203 \$293.62</p> <p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p> <p>Subs for Instructional Aides and Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>will be ongoing (earbuds, headphones, 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. 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.</p> <p>j. Bilingual Language Tutors/Instructional Aides to support EL students and Sped students</p> <p>k. Testing incentives and recognition will be utilized to encourage students to try their best and demonstrate growth and both local and state assessments.</p> <p>l. Resources and incentives will be provided to our EL students to allow for support and recognition as they continue to make progress towards English proficiency.</p>	<p>f. EMCC continues to provide a 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. EMCC provides classes the opportunity to come into the library to participate in regular library time, this includes Preschool as well as the after school Think Together program.</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. Technology coordinator attends meetings as scheduled, is available to support with teachers/subs request assistance. Social Media and website are updated by classified member using the offered stipend.</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>j. Bilingual Language Teachers are funded to provide support in Guided Reading interventions and language/literacy development for EL students. Collaboration time provided to teachers to meet with BLTs to determine routines and best practices.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>k. Testing incentives provided to students to ELPAC and CAASPP.</p> <p>l. Students who were reclassified on the ELPAC were recognized at trimester 2 awards ceremony.</p>		
<p>Staff Development/Collaboration</p> <p>a. Provide PD for staff on implementation of CCSS and support with resources for printing, poster making, materials for instruction, and other collaboration tools.</p> <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 with all stakeholders</p> <p>d. Coordinate staff development in technology 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 and/or conferences.</p>	<p>1.2 Staff Development/Collaboration</p> <p>a. PD has been provided training to all staff on the TWIG curriculum, training in writing strategies, Second Step. Support with resources are available to teachers.</p> <p>b. Staff continuously implement AVID strategies focusing on organization, note-taking and managing agendas/calendars. Several staff members attended AVID Summer Institute and shared back with staff on the strategies learned.</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 coordinator has time as needed during monthly staff meetings to share new information about technology and technology updates.</p> <p>e. Teachers have been provided release time to attend</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 Title I Basic -- 3010 \$1767.00</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000.00</p>	<p>Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$7441.71</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>training/planning/collaboration meetings and conferences.</p> <p>f. Teachers have utilized wednesday collaboration and staff meetings to analyze data collected from various monitoring tools.</p>		
<p>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>c. Purchase technology licenses to enhance intervention opportunities and access to learning in digital world (Starfall, etc.)</p>	<p>1.3 Intensive Intervention</p> <p>a. Two Literacy Support Teachers provide support in literacy instruction, one provides support to the upper grade students and the other provides support to the lower grade students. All grades receive push in supports for Guided Reading. A Math Intervention Teacher is utilized to provide push in support for grades 1-3 in foundational math skills. All intervention teachers support in monitoring and administering NWEA assessments. In addition a resident sub is providing additional support to students demonstrating a greater need in mastering basic skills.</p> <p>b. Extended Learning Opportunities have been made available to all students. This includes after school ELO, Saturday school enrichment activities, 100- mile club activities, TK/K ELO (extending their school day), LEAP offerings (during summer).</p> <p>c. Students continue to use district purchased technology licenses, no</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 \$500.00</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$87,735</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$87,735</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$141,874</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$355</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	additional licenses have been purchased.		
<p>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 2022-23)</p> <p>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)</p> <p>c. Teachers will have the opportunity to attend AVID trainings to extend AVID strategies schoolwide.</p> <p>d. AVID workshops 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>1.4 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 TK-2 are provided with 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 attended AVID Summer Institute in July of 2022. Five additional teacher and site administrator will attend AVID Summer Institute July 2023.</p> <p>d. AVID site team leader attended AVID training day provided by district in conjunction with AVID support personnel. TK/K team attended optional AVID training to support in primary students acquiring the skills necessary to utilize AVID strategies.</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p> <p>Sub-Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$800</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Sub-Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7523</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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)</p>	<p>e. AVID Lead will utilize sub time to prepare the AVID site plan.</p> <p>f. No new materials were purchased to promote College and Career Culture, continues with materials already on campus.</p>		
<p>Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Rustic Lane is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>1.5 Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Rustic Lane is discussed as a possible intervention for students through the SST process 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 is to identify and resolve speech difficulties before the need for more intensive interventions arises. Students received differentiated instruction based upon a tiered pyramid of interventions.</p>		
<p>Essential Services and Supports to Student Learning 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>1.6 Essential Services and Supports to Student Learning a. Teachers have been provided with an increased annual supply budget and have access to all necessary supplies.</p> <p>b. Teachers have access to copy machines in the staff lounge, which are loaded with paper as necessary.</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</p>	<p>Konica Maintenance Contract to support CCSS implementation Supplemental Materials including ELD 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1800.00</p> <p>Maintenance Contract for laminator</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Repairs have been required of copy machines throughout the year.</p> <p>c. Copy machines are stocked regularly with paper, and teachers are provided with paper for use in the classroom printers.</p> <p>d. Teachers have adequate working technology in their classrooms. Replacement projectors have been ordered using ESSER funds, work orders are submitted when needed.</p> <p>e. Teachers have access to lamination as needed.</p> <p>f. Teachers use printshop as appropriate for classroom materials.</p>	<p>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>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6195</p>

Analysis

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

Our focus this year was getting students caught up on basic skills to be able to accelerate their learning. We continued to have our intervention teachers support our students during the guided reading portion of the day. We found that 30 minutes daily still was not enough. Our TK/K teachers have provided additional tutoring to support student learning. In addition to this support have begun utilizing a resident substitute teacher to provide support to students who were still missing letter identification and sounds, high frequency words and CVC words. The additional supports are proving that our students are mastering these skills.

Our Bilingual Language Tutors continue to provide instructional support to our EL population including targeted support to our newcomers. Teachers and BLTs have also found the time to collaborate beneficial.

We have run a very successful ELO program this year, offering additional support outside of the school day to help engage students with school but also to support their academic growth.

Our leadership team early on discovered the need to participate in writing professional development. This need has been met by providing grade levels with writing pd from an in district support person in addition to offering outside PD. This will continue into next year with a site wide writing plan and articulation across grade levels.

AVID continues to be a site focus, and 3 additional teachers will participate in AVID summer institute, ensuring that all teachers are trained and able to provide high quality instruction using the WICOR strategies.

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

While we did not meet our goal of having 8% of our students score proficient on the ELPAC, we did make positive growth in the number of students scoring proficient.

Grades 1st and 3rd met their goals in 2% growth in the ELA and Math NWEA Spring assessment.

Spring 22-23 NWEA ELA Data

K- 12% students scored average to high (did not meet goal)
1st- 28% students scored average to high (met goal)
2nd- 14% students scored average to high (did not meet goal)
3rd- 40% students scored average to high (met goal)
4th- 35% students scored average to high (did not meet goal)
5th- 33% students scored average to high (did not meet goal)
6th- 26% students scored average to high (did not meet goal)

Spring 22-23 NWEA Math Data

K- 25% students scored average to high (did not meet goal)
1st- 26% students scored average to high (met goal)
2nd- 25% students scored average to high (did not meet goal)
3rd- 25% students scored average to high (met goal)
4th- 17% students scored average to high (did not meet goal)
5th- 28% students scored average to high (met goal)
6th- 20% students scored average to high (did not meet goal)

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

No monies were spent on Travel/conferences due to the implementation of the PD Plan. Additionally, minimal cost was associated to planned professional development due to the use of the 4 provided resident subs. Additional monies which were allocated to these things but not spent, were used to purchase school shirts to promote college and career readiness.

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 have identified a need to add SST into Goal 1 to ensure that staffing and resources are available to support the SST process at Rustic Lane. In addition, there is a need to allot additional monies for supplies for the library. This year we offered an AVID incentive to students that required fund to provide transportation monthly, this will be added into the future plan.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

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 rates of attendance. Goal: 95% for 22-23</p>	<p>21-22 Attendance Rate Grade TK 86.3% Grade KN 84.6% Grade 1 88.6% Grade 2 88.3% Grade 3 91.1% Grade 4 90% Grade 5 89.7% Grade 6 87.2% Overall: 88.4%</p> <p>22-23 Attendance rate through April '23: 91.2%</p>
P5 Chronic Absenteeism rate:	<p>Goal 22-23: 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>21-22 Chronic Absentee rate: 48.9%</p> <p>22-23 Chronic Absentee rate through April '23: 37.3%</p>
P6 Pupil Suspension rate:	<p>Goal 22-23: 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>21-22 Suspension rate: 0.3% District Average: 2.6%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6 Surveys of pupils, parents, teachers on sense of safety: LCAP	Goal 22-23: Increase parent survey response rate by 10% and increase positive responses on survey results focusing on safe and orderly school practices.	22-23 4 parents completed the LCAP/Panorama survey (A report was not able to be generated due to low participation rate in the survey.) 28 staff/teachers completed the LCAP/Panorama survey 94.55% of students completed the LCAP/Panorama survey
P6 Surveys of pupils, parents, teachers on sense of safety: Panorama Survey	Goal 22-23: Increase student survey response rate to 95% and increase positive responses on survey results focusing on safe and orderly school practices.	22-23 4 parents completed the LCAP/Panorama survey (A report was not able to be generated due to low participation rate in the survey.) 28 staff/teachers completed the LCAP/Panorama survey 94.55% of students completed the LCAP/Panorama survey
P1: School Facilities are maintained in good repair	2022-2023 Expected Outcome: All school facility reports indicate 100% Good or Better on FIT reports (2022-2023 FIT Reports)	22-22 FIT report: 100%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe and Healthy School Environment</p> <p>a. 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).</p> <p>b. Supervisors will be participate in trainings that focus on conflict resolution</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.)</p> <p>b. Supervisors have participated in meetings with admin/trainings that focus on conflict resolution and</p>	<p>Health Care Aide 3hrs. (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$20,358</p> <p>Classified Hourly for additional supervision/babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Health Care Aide 3hrs. (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$20,358</p> <p>Classified Hourly for additional supervision/babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

**Planned
Actions/Services**

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

**Actual
Actions/Services**

positive reinforcement as well as best practices when addressing students. PTO events have resumed and supervisors have provided additional supervision for these events, in addition to supporting student success at Saturday School. Activity supervisors provide appropriate supervision to ensure the safety of the campus.

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. An inventory of safety supplies was completed and additional/updated supplies were purchased including new emergency backpacks.

d. Health care aide provides appropriate services to students. The extra 3 hours of support has been essential in supporting students. The health care aide communicates regularly with parents on student situations. Additional supplies have been purchased as needed.

e. The parent/student handbook has been revised and can be found on our school webpage in both English and Spanish.

**Budgeted
Expenditures**

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

**Estimated Actual
Expenditures**

Track the Miles
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$0

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$867

**Planned
Actions/Services**

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.

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

**Actual
Actions/Services**

f. 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. Additional scanners were provided by district. We now offer Thursday mornings as Family Walk days, parents are invited to walk the track in the morning before school to encourage family engagement and an overall healthy lifestyle. 100-mile club also has offered additional incentives to students, this includes a field trip to Mt. Rubidoux for the top earners at each grade level and anyone reaching their 100 mile goal. This field trip was offered twice this school year.

g. Crossing guards have all necessary supplies to maintain student safety. Cones and a cone cart were purchased to support in traffic control and student safety.

a. 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

**Budgeted
Expenditures**

Software license for Video Announcements
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500.00

Materials and Supplies,
including incentives

**Estimated Actual
Expenditures**

Software license for Video Announcements
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$0

Materials and Supplies,
including incentives

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>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.</p> <p>b. The BSEL coordinators provided the staff with training on how to access the Panorama data as well as how to utilize the new Second Step curriculum.</p> <p>c. The BSEL team meets regularly to discuss data and brainstorm ideas to meet the needs of students. Teachers have access to the BSEL Canvas page which is full of lessons and ideas. Teachers regularly input behavior into the visit section of Q.</p> <p>d. The BSEL team has provided support to teachers by gathering resources. Students are provided with incentives with they meet expectations. These incentives include 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 bounce house day.</p> <p>e. 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>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2650</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>f. The BSEL team has participated in a PBIS training to revamp the expectations and procedures that are currently in place, this work will continue into the 23-24 school year. This information is relayed to new teachers via their grade level.</p> <p>g. Mental health supports are available via our Behavioral Health Associate. Teachers are able to request referrals through the office as well as the SST team as needed.</p>		
<p>Attendance and Leadership Support</p> <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,</p>	<p>a. Attendance has been a focus for the 22-23 school year. Students have been provided with several incentives, these include weekly activities, extra recess, monthly BBQs, recognition at the trimester awards assembly, etc.</p> <p>b. Rustic Lane has continued to utilize the SART and SARB process and have conducted 47 SART meetings, many of these students have demonstrated an improvement in their attendance.</p> <p>c. Students have taken advantage of the Saturday School Program and made up absences. Nearly 400 absences have been made up using Saturday School. Special events have taken place during these sessions to encourage participation including an 100-mile club color run.</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</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>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, Parent Square, PeachJar, school marquees, email, class dojo/Remind apps, texts and printed flyers</p> <p>d. Work with safety coordinator to update 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>a. Office continue to provide excellent 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.</p> <p>f. The custodian has worked to ensure a clean school stocked with adequate supplies and free of clutter. Teachers have taken advantage of the new</p>	<p>Welcoming Environment- Office 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>Welcoming Environment- Office 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$985</p> <p>Safety Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$261</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>h. Rustic Lane will collaborate as a team and use PBIS/SEL team support to construct a response to address trauma. Staff will strive to ensure family connections and staff development will acknowledge the strain/tension/ever changing reality of home and learning environments due to COVID19 pandemic, school closures, economic impact, etc. as it relates to providing ongoing instruction and learning opportunities.</p>	<p>furniture deliveries to declutter and get rid unnecessary items.</p> <p>g. Students Council has not provided new students with school tours on their first day, office staff has taken care of this.</p> <p>h. Rustic Lane staff continue to support families to ensure they feel connected to the school. With the addition of Community Schools, this has been a great focus.</p>		

Analysis

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

Attendance has been a large focus this school year. We have successfully offered incentives and communicated with parents to change the culture of attendance at Rustic Lane. Specifically we have offered weekly activities to students who have attended each day in the week, we have help monthly perfect attendance BBQs, acknowledged perfect attendance for the trimester and celebrated each time an individual class as earned perfect attendance for 10 days cumulatively. These efforts have paid off and parents have shared that their students are eager to come to school with these incentives in place. The incentive started in Jan of '23. 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.

Teachers have responded very positively to the new SEL curriculum that was introduced in January of 23. Teachers report that it is engaging to to students and they are able to apply their learnings. We look forward to a full year next year of providing this resource to out students.

Staffing supports have continued from the previous. Additional Health Care Aide hours have been very beneficial in being able to provide caring support to students when they need it. Our BHA continued through part of the year, we look forward to being able to support more students next year as our BHA returns to our site. The newly added TSA for community school has served as a great support to students who demonstrate a need to check ins or break throughout the

school day. Our TSA- admin support is an important piece to Rustic. She provides behavioral support to all students as needed, restorative practices and intervention with students.

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

Overall we have been effective in raising our attendance rate from 21-22 to 22-23, from 88.4% to 91.2%. Parents and students have most recently begun to understand the importance of daily attendance, and our daily attendance rate continues to rise. Attendance incentives were initiated in January, our January-present day attendance rate is 92.2%.

We have has zero suspensions for the 22-23 school year.

According to the LCAP survey 88% of 3-5 students and 79% of 6th grade students responded favorably that they have positive supportive relationship at school and at home. 47% of 3-5th grade students and 35% of 6th grade students responded favorably in their ability to regulate their emotions. 52% of 3-5th graders and 51% of 6th graders reported favorably that they are able to manage challenging feelings. 87% of teachers who completed the survey responded favorably when thinking about social awareness, that they are confident that they are able to support their students' growth and development.

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

Monies which were allocated for staffing were not required due to 4 resident subs being assigned to our site. Also, monies that were allocated to perfect attendance incentives were able to be spent using ESSER funds, all other incentives were free of cost to 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 supporting our students' social emotional needs through staff trainings, specifically PBIS and Second Step. Attendance will a focus earlier in the school year as we know there are direct correlations to student achievement and attendance rates. We will specifically target the months of November and December with attendance incentives, these were our lowest attended months in the 22-23 school year.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

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 3 percent.</p>	<p>A report was not able to be generated due to low participation rate in the survey.</p>
P5 Student Engagement: LCAP Survey & Panorama Survey	<p>Student Engagement:</p> <p>Student LCAP survey areas that are below 90 percent will increase by 3 percent.</p>	<p>Summary of Student LCAP Survey:</p> <p>3rd-5th Grade Results- % of students responding favorably</p> <ul style="list-style-type: none"> Teacher-Student Relationships- 70% Valuing of School- 70% Sense of Belonging- 65% School Climate- 57% School Safety- 52% Supportive Relationships- 88% Social Awareness- 64% Positive Feelings- 63% Challenging Feelings- 52% Emotion Regulation- 47% <p>*Majority of areas fell within the district average</p> <p>6th Grade Results-% of students responding favorably</p> <ul style="list-style-type: none"> Teacher-Student Relationships- 50% Valuing of School- 47% Sense of Belonging- 31% School Climate- 33% School Safety- 50% Supportive Relationships- 79% Social Awareness- 45% Positive Feelings- 44%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Challenging Feelings- 51% Emotion Regulation- 35% *Majority of areas fell below district average
P6 Surveys of pupils, parents, teachers on sense of school connectedness:LCAP & Panorama Survey	Staff Engagement: Staff LCAP survey areas that are below 90 percent will increase by 3 percent.	Summary of Staff LCAP Survey: Feedback and Coaching- 46% +7 from last year Professional Learning- 69% +18 from last year Resources for Student Support- 55% +5 from last year School Climate- 72% +9 from last year School Leadership- 82% +12 from last year Teacher Self Reflection- 77% +5 from last year. All areas were above the district average.

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 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</p>	<p>a. Parents have been led through 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</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</p>	<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$39,527</p> <p>Parent Correspondence; postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Printshop Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Classified hourly for translation</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>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>e. Communication has been made to parents regarding board policies and requirements for TK/K Program. This include the planned increase to the instructional day for the 23-24 school year for TK and K. TK/K will also be included in summer LEAP for the 22-23 summer.</p> <p>f. The printshop has been utilized to enhance communication to parents.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$519</p>
<p>Parent Involvement/Leadership Opportunities</p> <p>a. Increase parent involvement by providing the opportunity to participate in PTO-sponsored events and as classroom volunteers. 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.</p>	<p>a/b. An increase in PTO activities has taken place during the 22-23 school year. Parents have expressed appreciation and these events have been well attended. The events have included STEAM Night, Family Picnics, Family Carnival, Muffin Morning, etc. Our Community School TSA has played an important supportive role in these events. All</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:</p>	<p>Sub Teacher Release: Parent involvement meetings/ parent training</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Classified hourly:</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>invitations and communications for family events are advertised in English and Spanish.</p> <p>c. All parents and staff are invited and encouraged in leadership opportunities through advisory committees: DELAC, ELAC, SSC, and the Gate advisory committee.</p> <p>d. Great efforts have been made to increase parent participation school/district advisory committees. Currently we average about 7 participants per meeting with his up from the 2 or 3 that attended last year.</p> <p>e. Raptor is used regularly, an additional system has been purchased to increase productivity in it's use.</p> <p>f. Parents have access to a Chromebook in the front office to use as needed.</p>	<p>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>	<p>Babysitting, supervision of students, hourly support staff</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,031</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</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
spaces that are utilized by parents, teachers and students.			
<p>Parent Workshops</p> <p>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.</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>a. Parent workshops have been offered to families including, Financial Literacy, Strengthening Families and Triple P Parenting. At ELAC parents have expressed a want for classes offered by grade level to support parents in helping their students with homework.</p> <p>b. Family nights and events have been increased due to the support of the Community Schools TSA. We are averaging 1 event per month where families are invited to participate in activities on campus. We have varied the times of these activities, from before school, during the school day and in the evenings to accommodate the needs of our parents.</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$800.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$821</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$450</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1894</p>
<p>Student Engagement</p> <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>a. Students have access to sports activities during recess, occasionally teachers will come out to offer organized activities with the students during this time.</p> <p>b. Students in 4th-6th grade have the opportunity to participate in band. ALL 4th grade students attend class for the recorder to expose the to reading music and playing an instrument.</p> <p>c. We held a variety of activities for students to participate in to encourage</p>	<p>Contracts for student assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2305</p>	<p>Contracts for student assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2472</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$693</p>

**Planned
Actions/Services**

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.

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.

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

**Actual
Actions/Services**

healthy life habits and engagement with school. These events have included red ribbon week, walk to school, Career Day, etc.

d. Students have been provided with fieldtrips and activities to support character development and connectedness to school.

e. RLE has supported PTO events by providing additional supervision and supplies for family events. This includes events put on by our Community School TSA.

f. Preschool and TK/K are included in all school activities and events as appropriate. Parents are included in all communications that are sent in both English and Spanish.

g. RLE communicated with our feeder middle school to facilitate the transition of our 6th grade students. Our SPED students are able to attend an in person visit to the campus and the middle school counseling staff comes to meet with all student on the RLE campus to discuss the transition to middle school.

h. A few opportunities have been offered to students in the realm of afterschool club opportunities outside of our ELO and Think Together program.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

include robotics, makerspace, and computer science, and science projects.

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Opportunities for parent involvement have increased significantly this year compared to last. We continue to provide strong communication from the school to all educational partners. We utilize the school website, ClassDojo, social media, Parent Square, out marquee, etc. to stay connected with the school community. All teachers have active Class Dojo accounts and communicate regularly with parents regarding class information as well as student specific information. Our TCTs continue to be instrumental in continuing the positive connections with 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 them the opportunity to request in person or virtual meetings to best suit their needs and preferences.

We encourage student engagement and celebrate their successes through the use of our Lucky Leopard tickets, student council activities, Shakey's fieldtrips, trimester awards, etc. In student surveys students share that they most look forward to the ROAR parties. These are activities organized for students who have demonstrated ROAR (Responsibility, Ownership, Attitude and Respect).

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

Unfortunately a report of parent satisfaction was not able to be generated due to low participation rate in the survey.

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

Due to not needing to use monies allocated for additional staffing/subs this money was reallocated to purchase new folding chairs for parents and students to be able to utilize during events.

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.

Additional of resources allocated to offer parent support in learning concepts to better support their students with homework.

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	346485
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	593,589.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	170090	0.00
Title I Parent Involvement -- 3010 1902	2551	0.00
Title I District -- 500 3010	168186	0.00
Title III LEP -- 4203	5658	0.00
LCFF Suppl/Conc -- 0707	166980	0.00
LCFF District -- 500 0707	80124	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	80,124.00
LCFF Suppl/Conc -- 0707	166,980.00
Title I Basic -- 3010	170,090.00
Title I District -- 500 3010	168,186.00
Title I Parent Involvement -- 3010 1902	2,551.00
Title III LEP -- 4203	5,658.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	329,138.00
2000-2999: Classified Personnel Salaries	191,770.00
4000-4999: Books And Supplies	41,031.00
5000-5999: Services And Other Operating Expenditures	22,150.00
5700-5799: Transfers Of Direct Costs	9,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	13,272.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	66,852.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	34,276.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	75,485.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	25,569.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	22,150.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	9,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	111,904.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	48,933.00
4000-4999: Books And Supplies	Title I Basic -- 3010	9,253.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	168,186.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,551.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,000.00
4000-4999: Books And Supplies	Title III LEP -- 4203	4,658.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Allison Hesler	Principal
Jaynee Luna	Classroom Teacher
Julie McGuire	Classroom Teacher
Kelsey Demerjian	Classroom Teacher
Sabrina McCaskill	Other School Staff
Arlene Guerrero	Parent or Community Member
Diana Butler	Parent or Community Member
Myrna Domagala	Parent or Community Member
Christian Duarte	Parent or Community Member
Silvia Perez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/30/23.

Attested:



Principal, Allison Hesler on 5/30/23



SSC Chairperson, JULIE MCGUIRE on 5/30/23