

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Don Benito Elementary School	19-64881-6021554	5/16/2022	June 23, 2022

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that based on analysis of quantifiable and qualitative data will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process began with district support at our principal's meeting and was followed by district leadership professional development. The principal met with the instructional coach, teachers, and with SSC. The principal met with a subcommittee of the School Site Council to begin the collaboration process and development of the plan. The principal worked in collaboration with teachers at Instructional Leadership team meetings and with all staff on A Monday PD days. At each workshop/professional development meeting SBAC data, IRI data, diagnostic assessments and I Ready data was considered. Each group worked through the process of evaluating instructional

programs, and reviewing assessment results. Each group considered the school wide goals, the Smart Goals written to address school wide goals, the tasks, measures, and budget allocations proposed for the School Site Plan.

Resource Inequities

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

For the 2022-23 School Year, Don Benito Elementary will receive \$118, 05. This is a \$23,113 change from 2021-22. The pandemic has caused unstable enrollment in the passed two years, impacting the allocation of resources needed to improve learning loss of students. This amount includes unrestricted, LCFF, and Title I funds. In order to fully fund our priorities we will need to supplement our budget with \$68,700. from our Annual Fund.

School Vision and Mission

Vision Statement

“We are committed to creating a school that knows no limits to the academic success of each student.”

Mission

At Don Benito we believe the academic potential of each student is tremendous. We know that one of the greatest predictors of life success is educational success. Therefore, we are committed to creating a school that knows no limits to the academic success of each student.

Shared Commitment

The teachers at Don Benito pledge to:

- Accept no limits on the learning potential of any child
- Meet the individual learning needs of each child
- Create engaged classroom learning environments
- Treat students, parents, and colleagues with courtesy and respect
- Hold students, parents, and each other to the highest standards of performance
- Collaborate regularly with colleagues to seek and implement more effective strategies for helping each child achieve his or her academic potential
- Do whatever it takes - go the extra mile - to ensure that every student achieves or exceeds grade-level academic expectations

Goal: Every student, will demonstrate grade-level proficiency or higher in reading, writing, and mathematics.

School Profile

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains.

Don Benito Elementary School is one of 14 elementary schools in the Pasadena Unified School District, which also includes two middle schools, and five high schools. Upon entering the campus, one is greeted by colorful murals depicting scenes from favorite children’s books. This serves to create a calm and friendly environment that is inviting for both children and adults

We are expecting an enrollment of 400 students for the 2022-2023 school year. The current enrollment for 2021-22 is approximately 387 students. Don Benito recently became neighborhood school, with many of our students accessing the district open enrollment lottery to attend Don Benito. The majority of the students commute from all parts of Pasadena with neighborhood enrollment increasing each year. Each year our site participates in generating the open spaces for the following year and then those spaces are selected through the lottery.

Don Benito Elementary Free and Reduced Lunch Program serves 53% of our student population and 8.0% of our population are English Learners. Our school population comprises of 45% Hispanic, 9% Asian, 8% African American, 29% White and 9% other ethnicities.

Students who attend Don Benito Elementary School promote to a variety of middle schools, including Sierra Madre, Eliot, Marshall, and Blair.

Attendance is critical to academic achievement and regular daily attendance is a priority at Don Benito Elementary School. Attendance, tardy, and truancy policies are clearly stated, consistently enforced and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

Don Benito Elementary School was originally constructed in 1950 and is currently comprised of 25 classrooms, a library, a science lab, an art studio, a staff lounge, a multipurpose room, and three playgrounds. The most recent renovations to the campus occurred in 2001 when additional bungalows were added to accommodate the eventual admission of sixth grade students. At that time, the school also received air conditioning upgrades to a number of existing classrooms.

Don Benito Elementary School encourages parent and community support. There is a high level of parent participation in the Parent Teacher Association (PTA), which funds the many programs on campus with the assistance of the annual fund: classroom music teacher, field trips, and campus beautification. The Annual Fund holds an annual Read-A-Thon, Jog-A-Thon and, Bobcat Bash Auction that currently raises funds for a choral music teacher, project aides, and other school priorities.

There have been several major programs implemented in collaboration with the parent community,, School Beautification Days, classroom wish list, comprehensive library program and an organized classroom volunteer program.

Don Benito communicates with parents in a variety of ways. All communication can be translated upon request in the home language. In addition, in partnership with our PTA, Don Benito has offered an all families The Art Festival, The Mars Base One, and The Literacy Mystery during the school day so that all children can participate in these enriching activities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.4%	%	%	2		
African American	11.94%	11.5%	8.79%	59	54	34
Asian	4.86%	5.7%	4.65%	24	27	18
Filipino	2.83%	3.4%	2.84%	14	16	11
Hispanic/Latino	42.51%	43.3%	46.77%	210	204	181
Pacific Islander	0.2%	%	%	1		
White	29.55%	27.8%	28.94%	146	131	112
Multiple/No Response	6.48%	7.0%	6.46%	32	33	25
	Total Enrollment			494	471	387

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	78	78	48
Grade 1	87	73	69
Grade 2	83	83	61
Grade 3	91	72	69
Grade 4	83	87	70
Grade 5	72	78	70
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	494	471	387

Conclusions based on this data:

1. The 3 years of enrollment show that enrollment has fluctuated, but overall has declined. The most recent decline was impacted by the pandemic school closure.

2. Our Multi-ethnic group shows the most growth. Registration is now online and this facilitates selecting multiple ethnicities.
3. There has been a decline in white group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	42	38	35	8.5%	8.1%	9.3%
Fluent English Proficient (FEP)	33	28	29	6.7%	5.9%	7.5%
Reclassified Fluent English Proficient (RFEP)	1	2	5	2.3%	4.8%	1.3%

Conclusions based on this data:

1. Our EL enrollment is a small percentage of our student population, There are 14 ELs in fourth grade. The goal is to reclassify them in 5th grade. Eleven ELs are in 3rd grade. 70 % of EI will be 4th or 5th graders in 2022-23.
2. Our EL enrollment has declined over the reporting period.
3. Our EL reclassification improved from 2020-21 tp 2021-22. Five students were reclassified this year.

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	81	70		80	0		80	0	0	98.8	0.0	
Grade 4	76	85		75	0		75	0	0	98.7	0.0	
Grade 5	95	77		94	0		94	0	0	98.9	0.0	
Grade 11												
All Grades	252	232		249	0		249	0		98.8	0.0	

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2435.			35.00			18.75			17.50			28.75		
Grade 4	2454.			24.00			20.00			10.67			45.33		
Grade 5	2539.			35.11			32.98			20.21			11.70		
Grade 11															
All Grades	N/A	N/A	N/A	31.73			24.50			16.47			27.31		

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.50			35.00			27.50		
Grade 4	26.67			41.33			32.00		
Grade 5	42.55			44.68			12.77		
Grade 11									
All Grades	36.14			40.56			23.29		

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.50			50.00			27.50		
Grade 4	18.67			37.33			44.00		
Grade 5	32.98			52.13			14.89		
Grade 11									
All Grades	25.30			46.99			27.71		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.75			56.25			15.00		
Grade 4	18.67			60.00			21.33		
Grade 5	25.53			67.02			7.45		
Grade 11									
All Grades	24.50			61.45			14.06		

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.00			31.25			33.75		
Grade 4	16.00			53.33			30.67		
Grade 5	37.23			50.00			12.77		
Grade 11									
All Grades	30.12			44.98			24.90		

2019-20 Data:

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Conclusions based on this data:

- Overall 76% of students are achieving at nearly met standard or above. Overall 24% of students are achieving below standard in ELA.
- Based on 18-19 data 24% of students are below standard in reading. Based on 18-19 data 27% of students are below standard in writing.

3. Based on 18-19 data 14% of students are below standard in listening. Based on 17-18 data 25% of students are below standard in research and inquiry.

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	81	70		80	0		80	0		98.8	0.0	
Grade 4	76	85		74	0		74	0		97.4	0.0	
Grade 5	95	77		93	0		93	0		97.9	0.0	
Grade 11												
All Grades	252	232		247	0		247	0		98	0.0	

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2440.			27.50			30.00			17.50			25.00		
Grade 4	2471.			16.22			31.08			27.03			25.68		
Grade 5	2517.			25.81			19.35			31.18			23.66		
Grade 11															
All Grades	N/A	N/A	N/A	23.48			26.32			25.51			24.70		

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.75			30.00			31.25		
Grade 4	29.73			29.73			40.54		
Grade 5	25.81			39.78			34.41		
Grade 11									
All Grades	31.17			33.60			35.22		

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.25			50.00			23.75		
Grade 4	25.68			41.89			32.43		
Grade 5	24.73			50.54			24.73		
Grade 11									
All Grades	25.51			47.77			26.72		

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.50			40.00			22.50		
Grade 4	29.73			39.19			31.08		
Grade 5	27.96			41.94			30.11		
Grade 11									
All Grades	31.58			40.49			27.94		

2019-20 Data:

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

Conclusions based on this data:

1. Overall 75% of students are achieving at nearly met standard or above. Overall 25% of students are achieving below standard.
2. Based on 18-19 data 35% of students are performing below standard on Concepts and Procedures. Based on 17-18 data 27% of students are performing below standard on Problem Solving and Modeling/Data Analysis.
3. 18-19 data 28% of students are performing below standard on Communicating Reasoning.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		9	*	
1	1469.9	*		1473.5	*		1465.7	*		14	4	
2	*	*		*	*		*	*		6	8	
3	*	1506.4		*	1500.6		*	1511.5		4	11	
4	*	*		*	*		*	*		5	6	
5	*	*		*	*		*	*		5	7	
All Grades										43	38	

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	7.14	*		71.43	*		14.29	*		7.14	*		14	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	18.18		*	45.45		*	36.36		*	0.00		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	11.63	7.89		60.47	42.11		16.28	26.32		11.63	23.68		43	38	

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	35.71	*		35.71	*		14.29	*		14.29	*		14	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	36.36		*	36.36		*	18.18		*	9.09		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	39.53	26.32		34.88	42.11		13.95	13.16		11.63	18.42		43	38	

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	7.14	*		64.29	*		21.43	*		7.14	*		14	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	18.18		*	9.09		*	54.55		*	18.18		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	9.30	7.89		30.23	23.68		44.19	23.68		16.28	44.74		43	38	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	50.00	*		42.86	*		7.14	*		14	*	
2	*	*		*	*		*	*		*	*	
3	*	18.18		*	54.55		*	27.27		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	34.88	21.05		51.16	57.89		13.95	21.05		43	38	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	14.29	*		71.43	*		14.29	*		14	*	
2	*	*		*	*		*	*		*	*	
3	*	63.64		*	36.36		*	0.00		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	37.21	36.84		48.84	50.00		13.95	13.16		43	38	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	35.71	*		57.14	*		7.14	*		14	*	
2	*	*		*	*		*	*		*	*	
3	*	27.27		*	36.36		*	36.36		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	20.93	18.42		53.49	34.21		25.58	47.37		43	38	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	0.00	*		92.86	*		7.14	*		14	*	
2	*	*		*	*		*	*		*	*	
3	*	18.18		*	72.73		*	9.09		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	11.63	7.89		76.74	55.26		11.63	36.84		43	38	

2019-20 Data:

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

Conclusions based on this data:

- As of 18-19 we have 43 EL students. Nine of these students are Kinder and fourteen in First grade. Given that data represents primarily Kinder and First grade students, we need to increase support in foundational literacy skills and oral language development. Performance of students in 4th and 5th grade needs to be evaluated and supports put in place to achieve reclassification before promoting to middle school.
- In the Oral Language 40% of our students are at Level 4 and 35% of our students are at Level 3. In the Written Language 12% of our students are at the Beginning Level and 77% of our students are at Moderate Level. In the Listening domain 35% are well developed and 51% are Somewhat developed. In the Speaking domain 37% are well developed and 49% are moderately developed. In the Reading domain 53% are somewhat developed and 26% are beginning. In the Writing domain 77% of our students are somewhat developed and 12% are beginning.
- Work with instructional coach and classroom teachers to develop and implement daily ELD integrated and designated instruction. The instructional coach will provide professional development to teachers with EL students. Professional development will be provided during A Monday professional development early release days. The instructional coach will provide coaching to resource teacher.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
471	53.5	8.1	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	8.1
Foster Youth	2	0.4
Homeless	13	2.8
Socioeconomically Disadvantaged	252	53.5
Students with Disabilities	83	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	11.5
American Indian or Alaska Native		
Asian	27	5.7
Filipino	16	3.4
Hispanic	204	43.3
Two or More Races	33	7.0
Native Hawaiian or Pacific Islander		
White	131	27.8

Conclusions based on this data:

1. We have 41% Socioeconomically disadvantaged students.

2. Students with disabilities represent 14% of our population. 8% of our students are English Learners. Both of these subgroups need targeted supports.
3. 42% of our students are Hispanic, 32% are White, 12% are African American, and 7% of students are reported as 2 or more races.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate	Suspension Rate  Yellow
Mathematics  Green	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

- Our Academic performance in ELA is in the Green area, which reflects 75% of our students are at grade level as measured by the SBAC. Our academic performance in Math is in the Yellow, which reflects 70% of our students are at grade level and 30% are below grade level as measured by the SBAC.
- The suspension rate is in the yellow, that is an decrease from last year. Implementation of a school wide discipline plan will continue. This will include implementation MTSS, Rtl, Reveiw 360 data,PBIS and the Character Counts 6 Pillars of Character. Classroom Character Binders will be implemented during the 2018-2019 school year (April). Nine students were suspended. Two of these students were suspended multiple times. Two were Foster Youth, 1 was White, 5 were African American, and 1 was 2 races.
- Chronic absenteeism is in the orange and increased slightly. To improve attendance we will implement Parent Forums/Parent University to inform/teach parents about the adverse effect missing school has on academic performance. Incentives for attendance will be added for students with chronic absenteeism in 2020-21. A

committee will meet monthly to review Students with chronic absenteeism, (including their behavior, academic performance, school relationships), to provide support to students and families.

School and Student Performance Data

Academic Performance English Language Arts

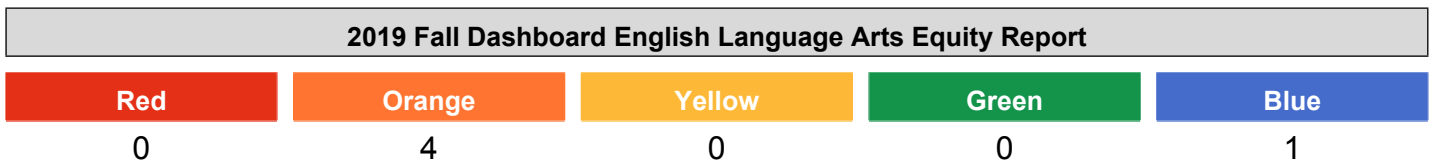
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>10.8 points above standard Maintained ++0.4 points</p> <p>258</p>	<p>English Learners</p> <p>No Performance Color</p> <p>71.1 points below standard Declined Significantly -42 points</p> <p>25</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>29.5 points below standard Maintained ++1.4 points</p> <p>115</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>53 points below standard Maintained -1 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 30.2 points below standard Maintained -0.8 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.5 points below standard Maintained -1.5 points 116	 No Performance Color 47.9 points above standard Declined Significantly -18.1 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 48.9 points above standard Increased Significantly ++22.4 points 72

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard Declined Significantly -45.1 points 13	45.7 points below standard Declined Significantly -30.1 points 12	18.4 points above standard Increased ++3.2 points 221

Conclusions based on this data:

- Four sub groups performed in the Orange area. We need to identify these students and determine instructional next steps. Continue to work with Instructional Coach and Intervention Teacher to provide support for classroom teachers and also individual students who are performing below grade level in Reading and Math based on grades SBAC data, IRI data, and I Ready Data. Provide professional development to support student learning for all student groups. Outcomes will be increased achievement for the 4 groups performing below grade level.
- Our current English Learner's decreased by 42 points, and our Reclassified English Learners declined by 30.1 points indicating there is a need to support and track the progress of ELs and Reclassified English Learners.
- The English Learner Only group scored very low as well as declined 42 points. Continue to work with EL Coach/Instructional Coach and Intervention Teacher to provide targeted instruction for EL students and provide professional development for teachers, including modeled lessons. Outcome will be more effective teachers and improved academic performance for our EL Only group.

School and Student Performance Data

Academic Performance Mathematics

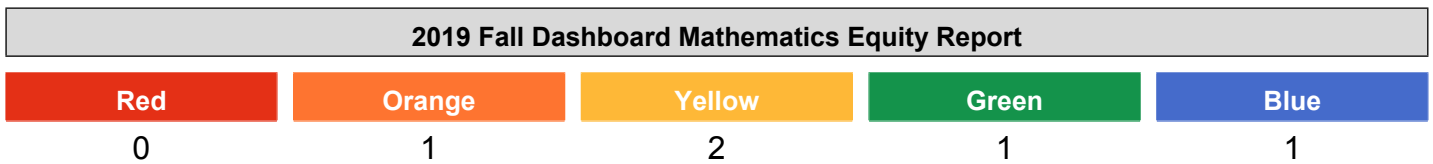
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>6 points below standard</p> <p>Increased ++7.3 points</p> <p>257</p>	<p>English Learners</p> <p>No Performance Color</p> <p>84.8 points below standard</p> <p>Declined Significantly -33.3 points</p> <p>25</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>43.6 points below standard</p> <p>Increased ++3.2 points</p> <p>115</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>57.1 points below standard</p> <p>Increased ++8.9 points</p> <p>48</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 51.3 points below standard Maintained ++2 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 21.7 points below standard Increased ++7.3 points 116	 No Performance Color 32.6 points above standard Declined -3.3 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 26.1 points above standard Increased Significantly ++22.1 points 71

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105 points below standard Declined Significantly -29.2 points 13	63.6 points below standard Declined Significantly -28.2 points 12	1.9 points above standard Increased ++10.1 points 220

Conclusions based on this data:

1. The school scored an overall Green. We are 6 points below the standard in Math. This is an improvement of 7.3 points.
2. Our African American students, and the EL group scored in the Orange area. Student with disabilities, low SES, Hispanics and White students all showed increases. Continue to work with Instructional Coach/EL Coach and Intervention teacher to provide targeted instruction for indicated student groups and provide professional development for teachers. Use student data to target students who need support. Use SBAC data, grade level data in Math based on grades, and I Ready Data. Outcome will be improved Math scores for targeted groups.
3. Target our Reclassified and our English Learner Only group by supporting Math instruction through professional development and continue to work with Instructional Coach/EL Coach and Intervention teacher to provide targeted instruction for indicated student groups. The language demands in mathematics have increased on standards based assessment. Outcomes will be academic improvement in Math for targeted groups.

School and Student Performance Data

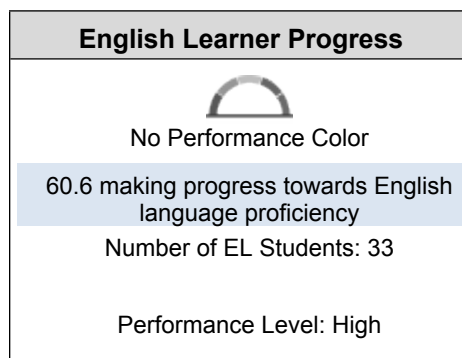
Academic Performance English Learner Progress

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

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

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

2019 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.0	36.3	3.0	57.5

Conclusions based on this data:

- To improve performance for EL students there is a need to implement designated and integrated ELD instruction with fidelity.
- There is a need for teachers to collaborate with instructional coach to develop and implement a daily EL instruction schedule for EL students. Instructional coach to create a master schedule with daily ELD instruction (integrated and designated). The instructional coach will provide professional development to teachers with EL students. Professional development will be provided during A Monday professional development early release days. An intervention teacher will support classroom teachers with the implementation of the program. The instructional coach will provide coaching for the intervention teacher and classroom teachers.
- Based on 2019 Dashboard data our English Learners, 60.6% are making progress towards language proficiency with 19/33 students progressing at least one level. There is a need to monitor and provide support for our Reclassified students. Reclassified students will be provided interventions as needed in ELA and Math based on current IRI and I Ready data as well as teacher input. The instructional coach will develop a schedule to monitor progress and work with classroom teachers and the intervention teacher to track the ELA and Math needs for our Reclassified students.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

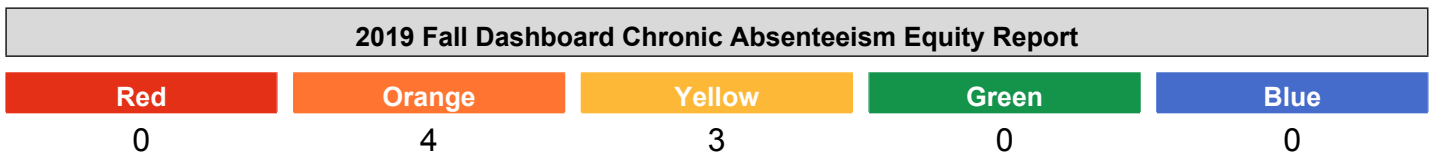
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 6.9 Increased +1 563	<p>English Learners</p>  Yellow 6.8 Maintained 0 44	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 8.3 12	<p>Socioeconomically Disadvantaged</p>  Orange 9.9 Increased +1.8 243	<p>Students with Disabilities</p>  Orange 12.1 Increased +2.3 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 13.2 Declined -1.3 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 5.6 Increased +5.6 18	 No Performance Color 0 Maintained 0 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.3 Maintained -0.1 237	 Orange 7 Increased +4.5 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.7 Increased +1.2 176

Conclusions based on this data:

1. MTSS monthly committee meetings to identify students who are chronically absent. Track the data for families using independent study as it relates to their turning in assigned class work during the absence to identify how independent study may be having a negative impact on our chronic absenteeism data. Focus on improving school culture and climate, which has a positive impact school attendance. Continue the positive referral process, in which the principal meets with students to share the positive impact the student has on his/her class and the school community as well as praising the students academic and attendance performance and suggesting ways to improve if needed. Families are notified by the principal of the great impact their child is having on the school.
2. Meet with parents to sign attendance contract and determine ways to work with and support the family to improve attendance.
3. Work with CWAS to implement positive reinforcement of improved attendance for chronically absent students. SARB families who do not respond to site based interventions and support.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

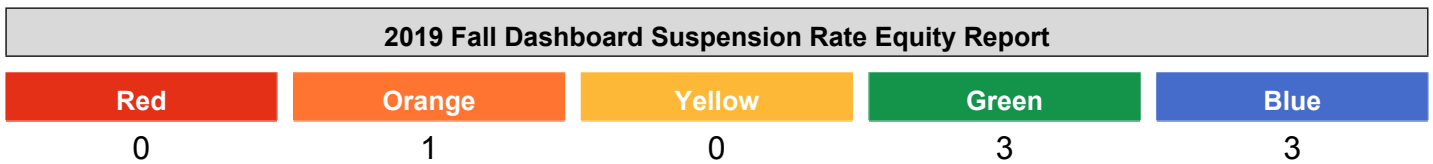
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.1</p> <p>Maintained -0.1</p> <p>568</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>44</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2</p> <p>Declined -0.8</p> <p>244</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined -4.3</p> <p>100</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.4 Declined -4.2 69	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 18	 No Performance Color 0 Maintained 0 18
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7 Increased +0.9 238	 Blue 0 Maintained 0 43	 No Performance Color Less than 11 Students - Data 1	 Green 0.6 Maintained +0.1 179

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	1.1

Conclusions based on this data:

1. Our current suspension rate is Yellow and improvements were maintained. Red. SES decreased suspension rate by 0.2%--Students with disabilities suspension rate decreased by 4.3%, African American student suspension rate declined by 4.2%.
2. Implement MTSS and continue RtI Implementation, as well as implementation of the Social Emotional Learning (SEL) Curriculum and the school wide Pillars of Character.
3. The suspension rate declined for all subgroups except for the Hispanic group with increased .9%. MTSS monthly committee meetings to identify students who have been suspended. Choose school wide strategies to improve school culture and climate, which has a positive impact school suspensions. Continue the positive referral process, in which the principal meets with students to share the positive impact the student has on his/her class and the school community as well as praising the students academic and attendance performance and suggesting ways to improve if needed. Families are notified by the principal of the great impact their child is having on the school.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

By May 2023, 100% of students will show one year's growth or more in reading levels as measured by district diagnostic assessments and CAASSP. Mid-year diagnostic assessment in 2021-22 indicate that 44% of students achieved proficiency and 37% are approaching

Identified Need

FRL subgroup accounts for 53% of the student population and have an average scale score of 485 MOY. The performance is below the school and district average scale score of 500. White subgroup average scale score MOY is 520.

Foundational Reading Skills need to be strengthen for students not meeting grade level proficiency. Targeted subgroup to monitor: Students on Free and Reduced Lunch (FRL) Decrease the distance from standard by 5 points or more to close the Achievement Gap

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Diagnostic Assessments All Students	500 Scaled Score MOY	505 Scaled Score
Reading Diagnostic Assessments FRL	485 Scaled Score MOY	500 Scaled Score
Reading Diagnostic Assessments WHITE	520 Scaled Score MOY	520 Scale Score

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Focus on developing Foundational Literacy Skills to improve the performance of students in higher order skills.

Strategy/Activity

Grade level teachers to implement the standards aligned curriculum. Teachers will provide differentiated instruction through Balanced Literacy and the Workshop Model.

All students will be assessed at the beginning of the year to identify if there is a need to strengthen their foundational literacy skills.

Monitor FRL students every 6-8 weeks. Use Data to identify students in Tier 2 and Tier 3 for intervention. Develop an action plan.

Teacher supplemental hourly pay will be available for PLCs, data analysis and planning

Roving subs will be needed to monitor progress of students receiving special education services.

Intervention teacher to tutor small groups of students in grades 1-5, 2-3 times a week to develop foundational literacy skills for at-risk students.

Early intervention and support is provided in kindergarten by adding instructional aides.

100% Instructional Coach to support ELA instruction by providing PD and modeling lessons for teachers using research based practices.

Continue implementation of Balanced Literacy- using the district's Balance Literacy Frameworks with required instructional blocks and minutes

Implement Data chats to monitor progress and determine next steps following BOY, MOY, and EOY diagnostic administration and on A Monday professional development. Assessment data will be used to identify and target students for in class interventions provided by classroom teacher.

Create data charts and anchor charts to supplement instruction.

Conduct student data chats (grades K-5) in which the student will identify their learning goal and what they need to do to reach their goal. This goal will be supported by the teacher as well as by parents. Student, parents, teacher, and the principal/designee will sign the student goal sheet.

All teachers will provide Designated ELD instruction in the classroom daily using SDAIE strategies with support from our Instructional Coach.

Implement master scheduling to align instruction and increase teacher collaborative planning time.

Library Coordinator will provide services for literacy development.

Foster a culture of collaboration and innovation.

(Note: \$22,246 in Title I shared with Goal 1 Activity 2 and Goal 2 Activity 1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,236	Title I
7,118	Annual Fund
2,694	Other
8,010	Title I
2066	Title I
6500	Title I
3215	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Implement Writing Units of Study with Fidelity Schoolwide

Strategy/Activity

There will be a shift to increase writing proficiency through the Writer's Workshop model, which will be supported by A Monday PD, Units of Study PD, and PLCs

Writer's Workshop/ Writing Units of Study will continue be implemented. A Monday professional development will be offered to refine instruction and implementation.

Instructional Coach will work with teachers to provide support for IRI data chats as well as Writers Workshop.

Grade Level Teams will pre-assess writing skills in August and plan instruction accordingly, develop assessment rubric.

Use Writing Units of Study as the main resource for writing, provide direct writing instruction.

Review that all teachers have technology tools to supplement the implementation of the writing program. All classes require a projector, printer, screen, document camera and any additional instructional tools to facilitate student learning. Teachers require in-depth, hands-on PD on using technology and building teachers capacity to provide digital learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents will receive information about students' academic progress, literacy development

Strategy/Activity

Information will be shared at various parent meetings, workshops and coffee with the Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

275

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Students were provided with consistent access and use of standards aligned materials and resources.

Provided continued professional development for teachers on Writing Units of Study.

The PD plan was developed, though finding more time for professional development remains a challenge. MOU for CANVAS planning time reduced time for PD in other areas,

On-site Coach coordinated with administration to provide A Monday PD, coaches need to be on campus 90% of time.

PD Plan continued to incorporate training in the use of technology to support instruction.

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

Grade level teams need adequate time to plan, review, and refine instruction.

We were in a pandemic, which affected our ability to provide in-person PD and collaboration time. Quarantine impacted student attendance and consistent access to classroom instruction.

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.

1. More A Monday PD time will be devoted to teacher collaboration and data analysis
2. Teachers will continue to model writing strategies.- Giving students the opportunities to write and experience the writing process.
3. Teachers will meet with students individually to create student goals, these will be reviewed by the principal; goal sheets will go home for parent signature and be discussed at teacher/parent conferences.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

Closing the Achievement Gap

By May 2023, 100% of students will demonstrate grade level proficiency or higher in grade level performance in the Mathematics Diagnostics as measured by EOY diagnostic assessment and CAASPP.

Increase percentage of students working at grade level as measured by the I-Ready diagnostic, Assessment 2, MOY by 5 points.

Identified Need

To close the achievement gap we need focused professional development in data analysis and differentiated small group instruction. We need to work with our instructional coach to create a master schedule that will provide more time on task for students in iReady Math. We need release time for teachers to meet with the principal and instructional coach to analyze data and identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide instruction and next steps. FRL subgroup accounts for 53% of our student population are performing below grade level expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math Diagnostic Assessments All Students	432 Scaled Score EOY	437 Scaled Score EOY
Math Diagnostic Assessments FRL Students	423 Scaled Score EOY	430 Scaled Score EOY
Math Diagnostic Assessments White Students	443 Scaled Score EOY	443 Scaled Score EOY

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

FRL Students will develop number fluency and number sense using a balance approach of discovering patterns and relationships among numbers. Regular practice builds accuracy, and

efficient methods to solve problems. Students learn a variety of strategies to acquire number sense.

Strategy/Activity

Math Teachers to implement standards aligned units and workshop model during math.

PD Plan to provide for regular collaboration between Grade Level teams and District Coaches during "A" Meetings.

Provide professional development in Ready, I Ready, and Daily 3 workshop model. Provide sub release days for grade level teams to meet and identify Tier 2 and Tier 3 students for interventions. The system will include interventions and progress monitoring for targeted students.

Student data chats in which the student will identify their learning goal and what they need to learn to reach their goal. This goal will be supported by the teacher as well as by parents. Student, parents, teacher, and the principal will sign the student goal sheet.

Differentiated small group instruction provided by Intervention teacher. Provide interventions for students who are not reaching standards in number sense and operations.

Implementation of Rtl under the MTSS umbrella is beginning this year with the focus on academics, social/emotional learning, and parent involvement.

Instructional Coach to support Math instruction by providing PD and modeling lessons for teachers using research based practices. Lead Math teachers provide support to the team.

Assessment data will be used to identify and target students for in class interventions provided by classroom teacher.

Create data charts and anchor charts to provide visuals and supplement instruction.

Implement data chats following BOY, MOY, EOY diagnostics. Monitor FRL students and students at risk every 6-8 weeks. Use iReady grouping data to identify students in Tier 2 and Tier 3 for intervention. Develop an action plan.

Conduct student data chats (grades 2-5) in which the student will identify their learning goal and what they need to do to reach their goal. This goal will be supported by the teacher as well as by parents. Student, parents, teacher, and the principal/designee will sign the student goal sheet. i-Ready 2nd diagnostic analysis. Compare BOY and MID-Year diagnostic results. Utilize Ready Curriculum and I Ready for independent at their level work

Intervention teacher to develop number sense skills for at-risk students.

All teachers will provide Designated ELD instruction in the classroom daily using SDAIE strategies with support from our Instructional Coach. Target math language

Master schedule will allow for teacher common planning time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

I. Standards aligned curriculum will be implemented in all classrooms, to include differentiated strategies to meet the needs of students

- -Math team reviewed diagnostic assessment data with an emphasis on numbers and operations.
- -Math Teachers implemented standards aligned units.
- -The School Schedule is limited in providing time for our Math team to observe best practices from other teachers within the grade level.
- -PD Plan needs to provide time for collaboration between teachers, iReady trainers and district math coaches.
- -Students were provided with materials and use of standards aligned materials. This includes technology tools and resources to provide better access to instruction.

II. Students will demonstrate numerical fluency, conceptual and procedural competency with mathematics.

- -Grade level teams did implement the iReady curriculum with fidelity
- -Some teachers have after school tutoring for their students.
- -Need more support to be provided through training for Ready

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

Grade level teams did not have adequate time to plan, review, and refine.

Work with iReady trainer to facilitate our need for additional professional development and instructional support.

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.

Teachers will:

1. Use of Ready performance tasks at the end of each unit;
2. Teachers will create class goals and conduct data chats with students.
3. Teachers will meet with students individually to create student goals, these will be reviewed by the principal; goal sheets will go home for parent signature and be discussed at teacher/parent conferences.
4. Use of prerequisite Ready pages for low performing students and provide intervention on foundational math skills;
5. Use of workshop model;

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 3

By May 2023, Smart Goal(s)--Increase regular school attendance from 90% in 2021-2022 to 95%.

Identified Need

Increased supports or/and interventions for students who are chronically absent in collaboration with CWA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	2018-19 Month 1: 97.78% Month 2: 96.11% Month 3: 96.48% Month 4: 96.00% Month 5: 94.81% Month 6: 94.97% Month 7: 94.36% 2019-20 Month 1: 97.14% Month 2: 96.64% Month 3: 96.62% Month 4: 96.75% Month 5: 96.85% Month 6: 94.95% Month 7: 97.07% 2020-21 Month 1: 97.14% Month 2: 96.64% Month 3: 96.62% Month 4: 96.75% Month 5: 96.85% Month 6: 96.95% Month 7: 97.07% Month 8: 97.07% 2021-22	Increase average daily attendance rate by 1 percentage points school wide and by 3 percentage points for academically at-risk students until 96% or better is achieved.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Month 1: 92.01% Month 2: 94.36% Month 3: 91.56% Month 4: 92.90% Month 5: 91.66% Month 6: 74.85% omicron variant impacted Pasadena Month 7: 92.41% Month 8: 93.08% Month 9: 93.71% Overall YTD attendance 90%	
Chronic Absenteeism Rate	7.8% Overall 2020-21	Decrease % of students school wide who are chronically absent to 6.0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

- Strategies for providing supports to students who are chronically absent (Students who are absent more than 10%)

Strategy/Activity

Under the umbrella of MTSS:

Schedule SART meetings to review data every 6-8 weeks.

Identify students by class who are chronically absent or require Tier 2 support.

Design Tier 2 supports that provide interventions for students who have not responded to school wide procedures.

Track attendance weekly for students identified to be chronically absent. Follow up with student/parents to communicate progress.

Teachers will accurately take attendance daily and weekly report completed on time.

At the BOY identify students who were chronically absent the previous year.

Provide Rtl Tier II Intervention matching to promote participation.

Provide CWA Intern support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

- Strategies to Increase student attendance and reduce chronic absenteeism:

Strategy/Activity

Throughout the school year, communicate to students and parents the District's and Don Benito's attendance policies. Share school master calendar so parents can plan family events and vacations during non-instructional time.

Maintain a positive school climate and welcoming environment for students.

Maintain a culturally responsive school environment.

Educate parents about the risk factors for youth absenteeism and truancy.

Closely monitor attendance and inform parents about the importance of attendance when their children begin to show absenteeism patterns

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

9,088

Source(s)

Parent-Teacher Association (PTA)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to build a positive school climate and implement TIC practices.
Provide adequate supervision to ensure student safety and implement PBIS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

32535

LCFF - Supplemental and Concentration (S/C)

16267

General Fund

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

I. Expand social and emotional curriculum through a variety of programs and activities. Second Steps curriculum training was provided. Additional kits were secure for 2021-22. School wide Kindness Challenge was implemented schoolwide.

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

Some progress towards expanding our social and emotional curriculum.....Second Step Student participation rate in virtual learning consisted of regular attendance. Parents of chronically absent students were hard to reach, even though multiple outreach methods were use (email, text messages, phone calls, home visits)

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.

Continue to provide training on Trauma Informed Care practices. A team of teachers and staff will receive training during the summer of 2021.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.

Goal 4

For the 2022-23 school year, alternatives to suspension, gradual discipline and intervention will be provided for behavior concerns/referrals as documented in behavioral management system (Aeries).

Identified Need

Trauma Informed Care practices, alternatives to suspension to include counseling services, reteach behavior, implementation if restorative practices

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Alternatives to Suspension Log	Overall, 0.0%	100% of Students will receive Alternatives to Suspension

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implementation of 16 Proactive Classroom Strategies
 Implementation of Rtl under the MTSS umbrella
 Formation of MTSS committee and monthly meetings to discuss supporting students to reduce office referrals and suspensions.
 Continued implementation of positive behavior referrals.
 Culturally Responsive approaches to engagement and behavior expectations of the staff, voice and choice
 Support from Instructional Coach and CWA
 Behavior aide to work with identified students to help implement Rtl, Check/In, Check/Out, classwork checks
 Training and PD to implement Trauma Informed Care practices
 Student incentives/treasure box/ student store

(Note: expenditure for goal 4 are shared with goal 5 to improve school climate and attendance)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,032

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Continue to train and develop teachers, behavior aide and noon aides on schoolwide management system.

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

Teacher and staff training on Trauma Informed Care Practices and MTSS did not take fully place in 2021-22 due to other priorities that surfaced during the pandemic.

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.

Continue to implement culturally responsive strategies to engage students. Teacher expectations consider student's backgrounds and needs.

Disciplinary action may result in suspension/expulsion after other alternatives have been explored or for incidents that are deemed severe.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

Goal 5

100% of teachers will communicate with parents at least once a month.

Increased kinder enrollment for 2023-24 school year to from 2 classes to 3 classes.

Identified Need

Communication levels vary among classroom teachers. Parents gave input that communication needs to be more consistent.

Increase kindergarten enrollment from two classrooms to three classrooms for the 2023-24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Portal Participation Report	94% of Don Benito families have access to Parent Portal	99%-100% of families have access
Schedule of Tours that include local targeted local pre-schools	current baseline 0 - data was not collected due to changes in tours due to the pandemic.	2022-23 Master Calendar will show Monthly tours and target 3-4 local pre-schools in the area.
Teacher monthly newsletter	current baseline is 0 - data not collected.	100% monthly communication with parents

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served

Strategies for increasing parent/teacher use of the Aeries Parent Portal, increasing enrollment and providing weekly and monthly communication with families.

Strategy/Activity

At Back to School Night, Open House, and other school wide events, invite parents to sign-up for access to Parent Portal.

Compile list of families who do not have access to the Parent Portal and personally extend an invitation to sign-up.

Use variety of opportunities to publish the existence and benefits of Parent Portal, including Principal's weekly Sunday Night Call/Email /Text announcements, PTA E-blast, and Don Benito web page.

Add hyperlink on Don Benito web page to link parents to Parent Portal

Wednesday folders and SMOREs will be used as tools to increase communication with parents and the community at large.

In collaboration with the PTA, Annual fund and district office, Don Benito will develop a marketing plan to increase enrollment. Don Benito will invest in marketing materials to help promote the school.

Don Benito staff and stakeholders will develop a plan to rebrand the school focus and academic excellence.

District Office will fund a part-time Community Assistant to increase two-way parent communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1695	Title I
1000	LCFF - Supplemental and Concentration (S/C)
650	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

I. Foster collaboration between parents, teachers & students
Room parent worked with teachers in identifying specific classroom needs and volunteer opportunities
Teacher Rep attended PTA meetings meetings.
Parent Leadership Group to meet with administration on a quarterly basis.
Regular training for teachers was provided through ITS and on-site Tech Coach

III. Increase community outreach, and publicize our student's accomplishments.
Administration provided weekly Sunday Night Message/Email /Text announcements.
PTA's weekly E-blast provided detail information regarding school events and activities.
Conducted regular School Tours, with updated school folder & information

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

Continue outreach to parents who have not accessed Parent Portal. Continue community outreach at local Pre-Schools to increase kinder enrollment. PTA is composing brochures for neighbors and prospective families.

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.

Continue to foster collaboration through virtual settings.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Review was not conducted due to the COVID-19 school closure.

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

All strategies/activities were not implemented due to the COVID-19 school closure.

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.

Strategies will be adjusted to reflect to changes to Distance Learning.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$52552
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52552
Other State/Local Funds provided to the school	\$36750

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
Title I	\$51627
Title I Part A: Parent Involvement	\$925

Subtotal of additional federal funds included for this school: \$52,552

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$36,750
Annual Fund	\$68,700
Parent-Teacher Association (PTA)	\$0

Subtotal of state or local funds included for this school: \$105,450

Total of federal, state, and/or local funds available for this school: \$89,302

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	51627	0.00
Title I Part A: Parent Involvement	925	0.00
LCFF - Supplemental and Concentration (S/C)	36750	0.00

Expenditures by Funding Source

Funding Source	Amount
Annual Fund	7,118.00
General Fund	16,267.00
LCFF - Supplemental and Concentration (S/C)	36,750.00
Other	2,694.00
Parent-Teacher Association (PTA)	1,500.00
Title I	51,627.00
Title I Part A: Parent Involvement	925.00

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
- 0 Secondary Students

Name of Members	Role
Merle Bugarin	Principal
Chirsty Merino	Other School Staff
Heather Huevo	Classroom Teacher
Sandra Watson	Classroom Teacher
Nancy Hernandez	Classroom Teacher
Michelle Chaldu	Parent or Community Member
Ricardo Cortez	Parent or Community Member
Kalea Dunkleman	Parent or Community Member
Amanda Fenwick	Parent or Community Member
Ashley Hollandsworth	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/26/2021.

Attested:

Principal, Merle Bugarin on 5/16/2022

SSC Chairperson, Kalea Dunkleman on 05/16/2022

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Del Street

Don Benito Fundamental School EVACUATION MAP



Valley View Avenue

Kindergarten
Playground

Room 30A Room 30B

Room 29
2nd Floor

Copy Room Front Office

GATE

Rms 12A/12B Rms 11A/11B Library Teacher's Lounge Restrooms Nurse's Office

Room 2 Room 4 Room 6 Room 8 Room 10

GATE

Room 16 Room 18

Custodian Room 1 Room 3 Room 5

Restrooms Room 7 Room 9

GATE

Room 13 Room 14

Room 15 Room 17

GATE

Room 32

Room 33

Restrooms
Playground Equipment

Room 20 Room 22 Room 24 Guidance

Music Room PTA Restrooms Speech/Instructional Aide Resource Auditorium

Room 25

Room 34

Room 19 Room 21 Room 23 Restrooms

T-Shirt Room Cafeteria

Room 26

Room 35

Room 27

Room 28

Pergola
Parking Lot

Hasting Ranch Drive

GATE

Disaster Assembly Area



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: Don Benito

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	159	\$35,296.41

Recommendations and Assurances

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

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

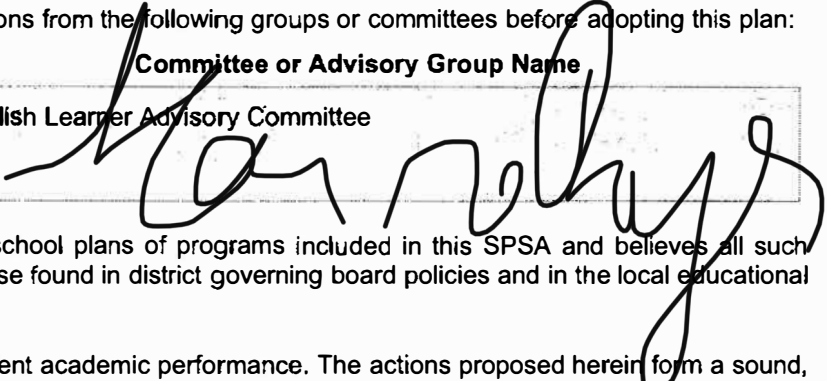
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

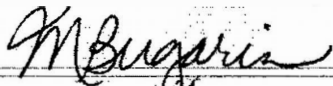



The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2022.

Attested:

Principal, Merle Bugarin on 5/16/2022	
SSC Chairperson, Kalea Dunkleman on 05/16/2022	



Don Benito Elementary
 School Site Council Meeting Agenda
 May 16, 2022

Start Time: 3:30pm Location: Don Benito Science Room

For virtual connection, [join us on Google Meet](#)

AGENDA ITEM	Topic	Person Responsible	Action Required by SSC Members
1. Call to order & welcome (1 minute)	Meeting Link	Chairperson Principal	Informational
2. Roll call (1 minute)	Attendance	Secretary	Informational
3. Reading and approval of minutes and agenda (2 minutes)	Approval of minutes from May 9 meeting	Secretary	Approval
4. Committee Reports(3-4 min each)	ELAC, PTA, Annual Fund, DAC	ELAC, PTA, AF, DAC	Informational
5. SSC New Business (20-30 minutes) 6. SSC Unfinished Business	- Revisit priorities for SPSA and finalize language and plan - Discuss potential options for sixth goal - <u>Election update</u> Update on classified position	Principal, Members Principal	Informational Informational

7.Public Comments (5 minutes)	Open Forum	Vice-Chairperson	Informational
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Adjourn at _____ pm.

The general Function of SSC is to serve as the school community’s representative body for determining the focus of the school’s academic instructional program and all related categorical resources. The composition of the SSC requires a minimum of 5 parents and 5 staff members.



Don Benito Elementary
School Site Council Meeting Agenda
March 28, 2022

Start Time: 3:30pm Location: <https://meet.google.com/beh-mpjk-kvj>

Or dial: (US) +1 503-673-9175 PIN: 339 415 714#

SSC Members present:

AGENDA ITEM	Topic	Person Responsible	Action Required by SSC Members
1. Call to order & welcome (1 minute)	Meeting Link	Chairperson Principal	Informational
2. Roll call (1 minute)	Attendance	Secretary	Informational
3. Reading and approval of minutes and agenda (2 minutes)	Approval of minutes from February	Secretary	Approval
4. Committee Reports(3-4 min each)	ELAC, PTA, Annual Fund, DAC	ELAC, PTA, AF, DAC	Informational
5. SSC New Business (20-30 minutes)	- Develop priorities for SPSA - Nominations for vacancies in 2022-2023; election in April	Principal, Members	Informational
	- Update on ILT work re: focus/rebrand of school - Discuss meeting in-person in April for longer strategy session	Chairperson	Informational
6. Public Comments (5 minutes)	Open Forum	Vice-Chairperson	Informational

Adjourn at ____ pm.

Next SSC Meeting Date: Monday, 4/25/2022 Time: 3:30pm [SSC Meetings Schedule 2021-22](#)

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Don Benito Elementary
 School Site Council Meeting Agenda
 May 9, 2022

Start Time: 3:30pm Location: <https://meet.google.com/beh-mpjk-kvj>

Or dial: (US) +1 503-673-9175 PIN: 339 415 714#

SSC Members present:

AGENDA ITEM	Topic	Person Responsible	Action Required by SSC Members
1. Call to order & welcome (1 minute)	Meeting Link	Chairperson Principal	Informational
2. Roll call (1 minute)	Attendance	Secretary	Informational
3. Reading and approval of minutes and agenda (2 minutes)	Approval of minutes from March	Secretary	Approval
4. SSC New Business (20-30 minutes)	Develop priorities for SPSA and discuss drafting	Principal, Members	Informational
5. Public Comments (5 minutes)	Open Forum	Vice-Chairperson	Informational

Adjourn at ____ pm.

Next SSC Meeting Date: Monday, 5/16/2022 Time: 3:30pm [SSC Meetings Schedule 2021-22](#)

The general Function of SSC is to serve as the school community’s representative body for determining the focus of the school’s academic instructional program and all related categorical resources. The composition of the SSC requires a minimum of 5 parents and 5 staff members.



SSC May 9th Meeting

(rescheduled from April 29th)

Attendees: Dr. Bugarin, Kalea Dunkleman, Sandy Yamanewatson, Amanda Fenwick, Michelle Chaldu, Heather Huezo, Ashley Hollandsworth, Nancy Hernandez

Absent: Ricardo Cortez, Christy Merino

Call to order: 3:35pm

SSC New positions open:

Discussion of vacant parent positions for SSC
Send note out in Wednesday folders

SPSA Discussion of Goals:

Goal 1 (1 years growth in literacy)

- Change indicator and put current numbers
- Come back in August and adjust due to testing results coming in July
- Questions: Why do we have to put 100% growth in the plan?
 - To make sure we are working towards an ongoing goal
- Phonics unit of study has been added to the curriculum. We are already seeing some growth.

Goal 2: (1 year growth in number fluency and operations)

- Closing the achievement gap
- Elaborate more on goal

Goal 3: Attendance Goal

- By May 22nd to have 7.8 down to 4.4% students missing school

- With covid our numbers have been high (absentees)
- Goals to keep kids at school? Maybe make a big deal and have an assembly to honor kids/prizes?
- Not sure what current numbers are- we can pull the attendance report

Goal 4: Suspension goal of 0%

- Keep but maybe change wording?
- There have been a couple suspensions this year.
- So many things lead up to a suspension and they are sometimes necessary for school/staff/student safety.
- Could we phrase in a different way?

Goal 5: Parents and guardians feel welcome at school

- Keep measurable outcomes
- Questions:
 - Is there are training we can do for parents to become more familiar with aeries?
 - On aeries is there anything that can be checked besides report cards?
 - Yes, attendance
 - Do we have to use different apps for communication every year when we change teachers?
 - The teachers use whatever they feel works best for them.
- Suggestion to keep communication in forefront
- Teachers can update families as much as they'd like, but going forward the committee would like to request a baseline of one time per month. Ex: some teachers communicate through email or apps multiple times per week and some hear only every few months from their teacher.
- Can we keep our goal to focus on Kindergarten recruitment?
 - Yes. The group agrees

Ending Questions/Thoughts:

- Think about our goals and if you'd like any changes/updates.
- The budget is really tight. Minimum wage is going up \$1+ per hour and will cause a budget deficit for our classified staff unless we find money elsewhere.
- Just informed there is to be not reduction in the classified positions

- Why was our decision to take a classified position from 30 to 20 hours not honored?
- We are wanting to move Don Benito forward
- Many group members felt as if our decisions are being overturned over the money we've raised on site (over last 2 years)
- What are we asking our our next librarian position?
- It was suggested to add a 6th goal of focusing a library position on 21st century technology and a) how we can be innovative and b) how we can get our students ready for the next school (Middle).
- It was also brought up that there is an awesome new upgraded smartboard type technology for us to come and look at in the lab.
- It was also discussed about the time spent in the library. It goes by very fast and is shortened due to lunches, walking in halls, dropping off lunchboxes etc. Even with dropping books at the library before the allotted time the thirty minutes is short. How can we maximize our time?

Ending:

Poll about our next meeting (Monday 16th) will arrive later to decide in person/online meeting

4:42 Adjourn

School Site 3.28.22

Dr. Bugarin, Kalea Dunkleman, Sandy Yamanewatson, Amanda Fenwick, Michelle Chaldu, Heather Huezo, Ashley Hollandsworth

Absent: Nancy Hernandez, Ricardo Cortez, Christy Merino (out)

3:33pm Call to Order

3:35 Voting on Notes

*change on date 3.29 to 3.28 for Read Across America

Annual Fund Update: (Tarah and Anna L.)

- We spent
- Net \$36,000 for Read-A-Thon
- Started out with \$10,000 from beginning of the year and it makes our total this year so far \$45,000
- proposal of another event? Our goal is to bring in another \$10,000
 - *maybe Jog-a-thon
 - Working on Dodger Day with community
 - Tarah K. is the new chair - goal is community outreach (with Michelle Chaldu)

Budget Questions:

- Do we get money back from former teacher? We do get a credit, but we are already using that money based on new staff.
- Dr. Bugarin commented- Mid June meet with PTA and Annual Fund to come up with a master calendar and coordinate with the Academic Calendar.

PTA Update: (Mimi C.)

- Book Fair was a success (\$12,000)
- Book marks were a huge hit in community! Congrats!
- Member mentioned the annual fund event and scholastic book fair went well together
- Had elections - mix of new and returning members
- Restaurant Nights coming up - Numero Uno (past) was a success

- Handel's Ice cream in May
- Outdoor Movie Night April 29th
- Steve & Kate's camp
 - Gave a voucher for free week of camp
 - Give away to a student at DB - more to come

Dr. Bugarin - I-Ready Information/Data

**Best to access presentation notes for specific percentages and domains*

- Kinder - no beginning of year Data
- 1st - 5th Grades
 - All grades had reduction in At Risk Numbers (Note; Almost have of our school was below grade level at beginning of year)
 - IReady data was reported in January for National purposes (30-40 kids out per day due to Covid in our school)
 - Mid Year test may not be as reliable due to absences
 - Notes examples: 1st Grade is at 44% - if we grow another 20% we will be in our 64/65% percentile
 - A question was asked as to what percentage (of students) are we supposed to have at grade level/proficiency?
 - Surrounding schools had high 60s to low 70 percentages
 - I Ready is a snapshot of goals to work toward not previous year information.
 - I Ready is what the district uses to see gains and insight
 - Our intervention teacher is using Title budget
- Staff putting place for next year (spoken about at staff meeting)
 - Everyone has worked really hard! Way to go teachers
 - Can we work more efficiently?
 - Have a master schedule and common planning time.
 - Allow teachers to use creativity
 - Add elective for students
 - Esser Funds will be available next year?
- A question was asked about reading inventories. It was used in the past to help, but this year the district didn't require it and doesn't weigh it for the full picture of student progress.
- Working on Pacing Guide for instruction - by teachers

SPSA discussion

- Look at it for now and digest
- How are the teachers feeling about the Data?
 - A member spoke up and said they feel the growth is great.
 - Many were pleased to see the data was better!
- By our next meeting we will have additional information we need to make plans for the SPSA.

Nominations for Vacancies:

- All teachers currently in place 4 teachers (can run in for 2nd term)
- 2 parent spots (also available for 2nd term)
- Get a blurb out about

Advance Studies Programs to visit:

- Wonderland Elementary and Mount Washington

Next Meeting - In Person April (3:30-4:45)

Adjourn at 4:43 pm