

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	4/17/2023	June 29, 2023

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 \$119,930. This is a \$1,525 increase from the 2022-23 budget. However, Inflation has increased the cost of living and hourly wages of staff, therefore reducing the number of hours staff is scheduled to meet the needs 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 \$XXX from the Annual Fund.

In addition, the number of students qualifying for free and reduced lunch continues to increase every year. Research studies have demonstrated that students with low socio economic status have less resources and are often impacted by factors that affect their ability to focus on school (hunger, extra home responsibilities, chronic stress from living in poverty, less support with school work, etc.). The need to provide students with early intervention programs and additional resources is critical to help close the literacy gap that exist between students of different socio-economic backgrounds.

Percentage of Socioeconomically Disadvantaged Students by Year:

2022-23	57.8%
2021-22	52.7%
2020-21	53.5%
2019-20	50.0% (Year of the Pandemic)
2018-19	40.6%

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 2023-20234 school year. The current enrollment for 2021-22 is approximately 395 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 57% of our student population and 8.0% of our population are English Learners. Our school population comprises of 49% Hispanic, 9% Asian & Filipino, 6% African American, 27% 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) and Annual Fund, which funds the many programs on campus such as Scholastics News, field trips, classroom resources, assemblies and campus beautification. The Annual Fund also holds an annual Read-A-Thon, Jog-A-Thon and, Bobcat Bash Auction that currently raises funds for a library coordinator, 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 Fall Fest, Special Friends Day, movie nights and many other activities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	11.5%	8.79%	6.22%	54	34	24
Asian	5.7%	4.65%	5.7%	27	18	22
Filipino	3.4%	2.84%	2.85%	16	11	11
Hispanic/Latino	43.3%	46.77%	48.7%	204	181	188
Pacific Islander	%	%	0%			0
White	27.8%	28.94%	27.72%	131	112	107
Multiple/No Response	7.0%	6.46%	7.25%	33	25	28
	Total Enrollment			471	387	386

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	48	71
Grade 1	73	69	55
Grade 2	83	61	69
Grade 3	72	69	68
Grade 4	87	70	68
Grade 5	78	70	64
Total Enrollment	471	387	395

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	38	36	36	8.10%	9.3%	9.3%
Fluent English Proficient (FEP)	28	29	31	5.90%	7.5%	8.0%
Reclassified Fluent English Proficient (RFEP)	2			5.3%		

Conclusions based on this data:

1. Our EL enrollment is a small percentage of our student population, There are 17 ELs receiving special education services in 2022-23.
2. Our EL enrollment has declined over the reporting period.
3. Our EL reclassification improved from 2021-22 to 2022-23 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	70		0	70		0	70		0.0	100.0	
Grade 4	85	65		0	63		0	63		0.0	96.9	
Grade 5	77	68		0	68		0	68		0.0	100.0	
All Grades	232	203		0	201		0	201		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2420.			25.71			17.14			25.71			31.43	
Grade 4		2463.			25.40			22.22			19.05			33.33	
Grade 5		2513.			33.82			19.12			19.12			27.94	
All Grades	N/A	N/A	N/A		28.36			19.40			21.39			30.85	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		24.29			52.86			22.86		
Grade 4		14.29			61.90			23.81		
Grade 5		23.53			63.24			13.24		
All Grades		20.90			59.20			19.90		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43			50.00			28.57	
Grade 4		17.46			61.90			20.63	
Grade 5		26.47			51.47			22.06	
All Grades		21.89			54.23			23.88	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.57			61.43			20.00	
Grade 4		14.29			69.84			15.87	
Grade 5		13.24			72.06			14.71	
All Grades		15.42			67.66			16.92	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.14			64.29			18.57	
Grade 4		12.70			77.78			9.52	
Grade 5		25.00			52.94			22.06	
All Grades		18.41			64.68			16.92	

Conclusions based on this data:

1. Overall 76% of students are achieving at nearly met standard or above. Overall 24% of students are achieving below standard in ELA.
2. Based on 21-22 data 30% of students are below standard in reading. Based on 21-22 data 23% of students are below standard in writing.
3. Based on 21-22 data 17% of students are below standard in listening.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	70		0	70		0	70		0.0	100.0	
Grade 4	85	65		0	63		0	63		0.0	96.9	
Grade 5	77	68		0	68		0	68		0.0	100.0	
All Grades	232	203		0	201		0	201		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.			24.29			25.71			18.57			31.43	
Grade 4		2467.			15.87			30.16			25.40			28.57	
Grade 5		2486.			23.53			13.24			25.00			38.24	
All Grades	N/A	N/A	N/A		21.39			22.89			22.89			32.84	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.14			37.14			35.71	
Grade 4		22.22			46.03			31.75	
Grade 5		23.53			33.82			42.65	
All Grades		24.38			38.81			36.82	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			44.29			27.14	
Grade 4		22.22			46.03			31.75	
Grade 5		23.53			48.53			27.94	
All Grades		24.88			46.27			28.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.29			51.43			24.29	
Grade 4		20.63			49.21			30.16	
Grade 5		20.59			48.53			30.88	
All Grades		21.89			49.75			28.36	

Conclusions based on this data:

1. Overall 68% of students are achieving at nearly met standard or above. Overall 32% of students are achieving below standard.
2. Based on 21-22 data 36% of students are performing below standard on Concepts and Procedures. Based on 21-22 data 28% of students are performing below standard on Problem Solving and Modeling/Data Analysis.
3. 21-22 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		4	*	
2	*	*		*	*		*	*		8	5	
3	1506.4	*		1500.6	*		1511.5	*		11	9	
4	*	*		*	*		*	*		6	9	
5	*	*		*	*		*	*		7	5	
All Grades										38	33	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	18.18	*		45.45	*		36.36	*		0.00	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	7.89	18.18		42.11	42.42		26.32	21.21		23.68	18.18		38	33	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	36.36	*		36.36	*		18.18	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	26.32	42.42		42.11	33.33		13.16	12.12		18.42	12.12		38	33	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	18.18	*		9.09	*		54.55	*		18.18	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	7.89	3.03		23.68	27.27		23.68	42.42		44.74	27.27		38	33	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	18.18	*		54.55	*		27.27	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	21.05	30.30		57.89	42.42		21.05	27.27		38	33	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	63.64	*		36.36	*		0.00	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	36.84	63.64		50.00	27.27		13.16	9.09		38	33	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	27.27	*		36.36	*		36.36	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	18.42	3.03		34.21	54.55		47.37	42.42		38	33	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	18.18	*		72.73	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	7.89	12.12		55.26	72.73		36.84	15.15		38	33	

Conclusions based on this data:

1. As of 22-23 we have 32 EL students. Three of these students are Kinder and three in TK. 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.
2. In the Oral Language 42% of our students are at Level 4 and 33% of our students are at Level 3. In the Written Language 27% of our students are at the Beginning Level and 70% of our students are at Moderate Level. In the Listening domain 30% are well developed and 42% are Somewhat developed. In the Speaking domain 64% are well developed and 27% are moderately developed. In the Reading domain 53% are somewhat developed and 42% are beginning. In the Writing domain 74% of our students are somewhat developed and 15% are beginning.
3. 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 RSP teacher.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	52.7	9.3	1.3
Total Number of Students enrolled in Don Benito Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	9.3
Foster Youth	5	1.3
Homeless	9	2.3
Socioeconomically Disadvantaged	204	52.7
Students with Disabilities	75	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	8.8
American Indian		
Asian	18	4.7
Filipino	11	2.8
Hispanic	181	46.8
Two or More Races	25	6.5
Pacific Islander		
White	112	28.9

Conclusions based on this data:

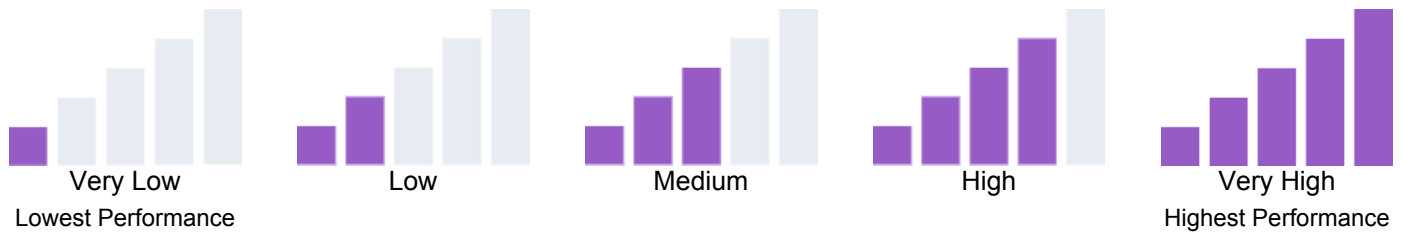
1. The % of Socioeconomically disadvantaged students continues to increase . It is 57/8% in 2022-23.
2. Students with disabilities represent 19% of our population. 9% of our students are English Learners. Both of these subgroups need targeted supports.
3. 47% of our students are Hispanic, 32% are White 27%, 6% are African American, and 7% of students are reported as 2 or more races.

School and Student Performance Data

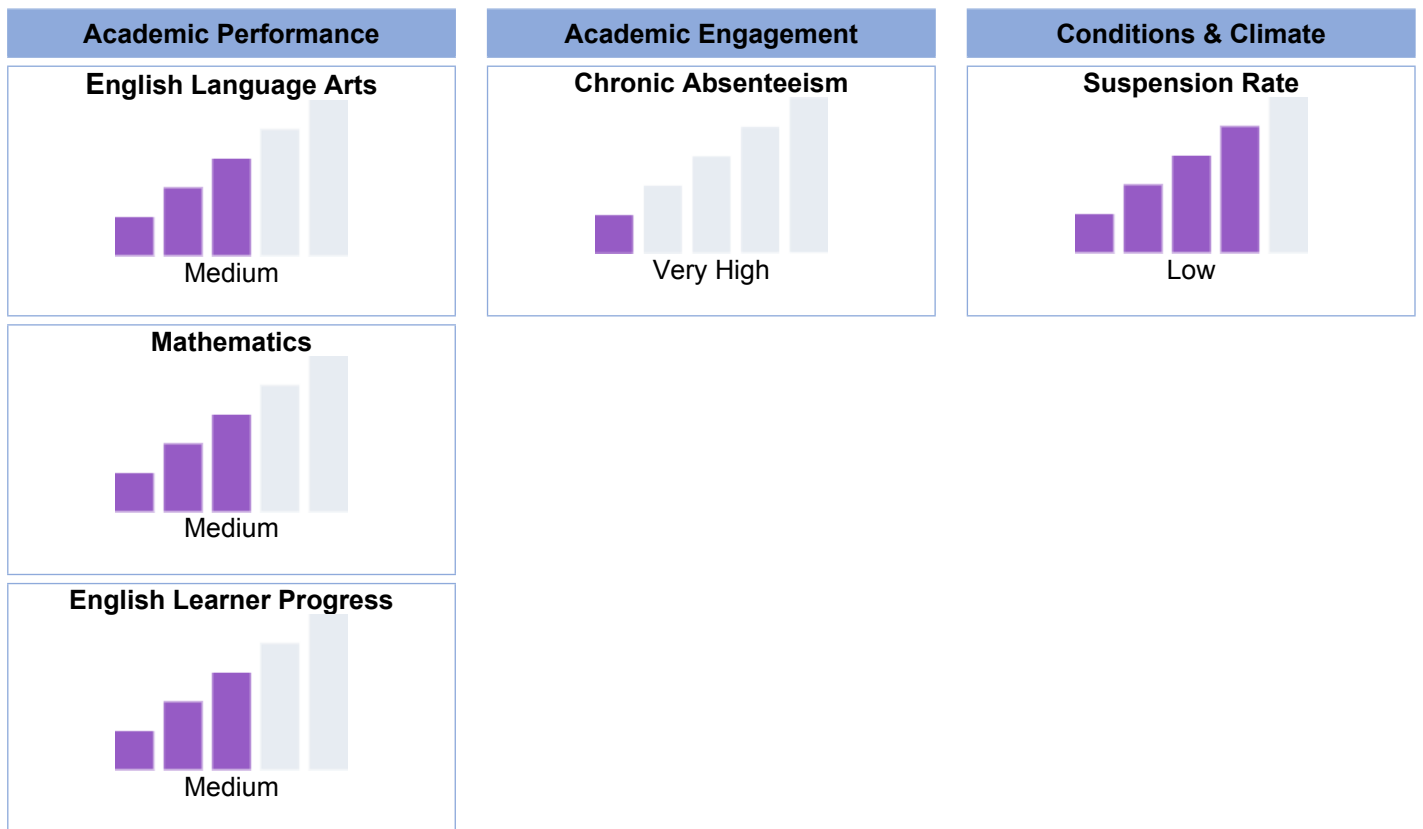
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our Academic performance in ELA and Math is in the medium range. Many students experienced interrupted learning due to the pandemic. Over 100 students were absent on most days during January 2022. This greatly impacted students outcomes.

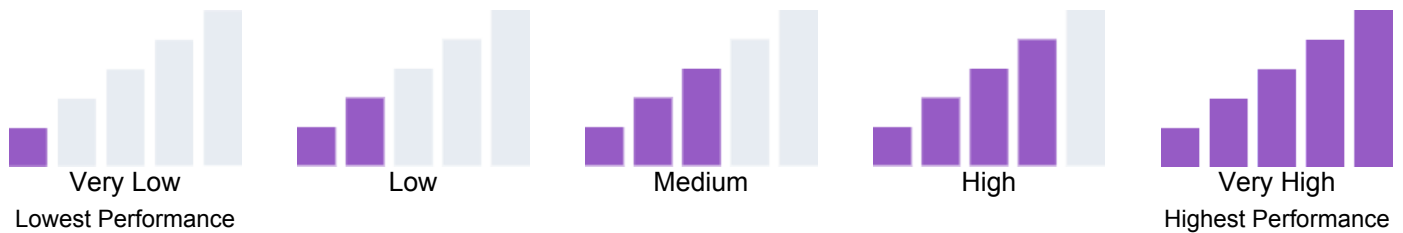
2. The suspension rate is low. Implementation of a school wide discipline plan will continue. This will include implementation MTSS, Rtl, Review 360 data, PBIS and Second Step, SEL were implemented during the 2022-2023 school year (April). One student was suspended.
3. Chronic absenteeism is in the very high range for 2022. To improve attendance we will implement Parent Forums 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 2022-23. 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

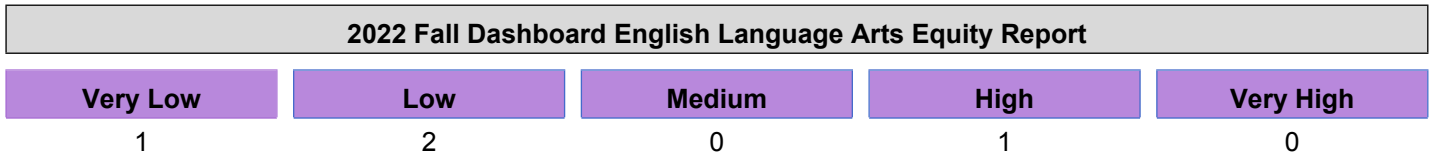
Academic Performance English Language Arts

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

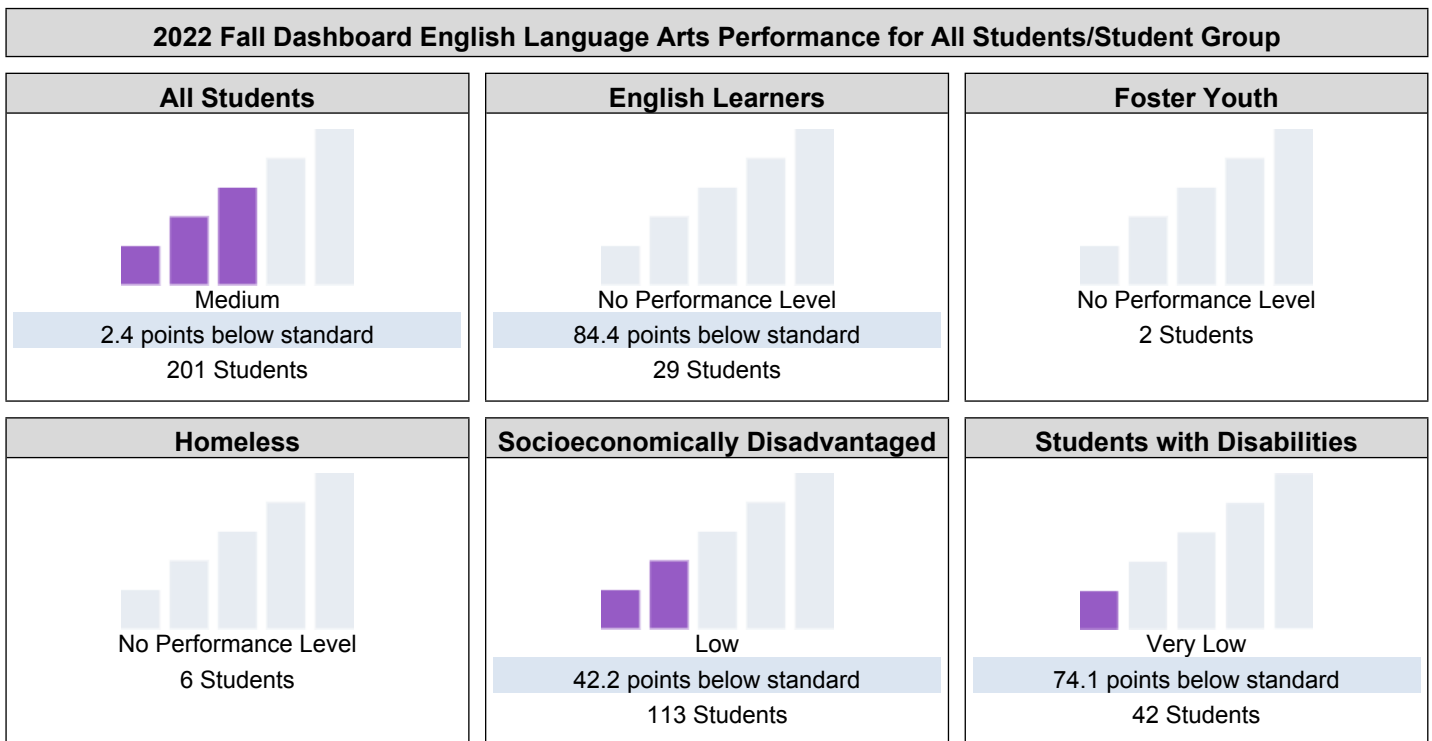
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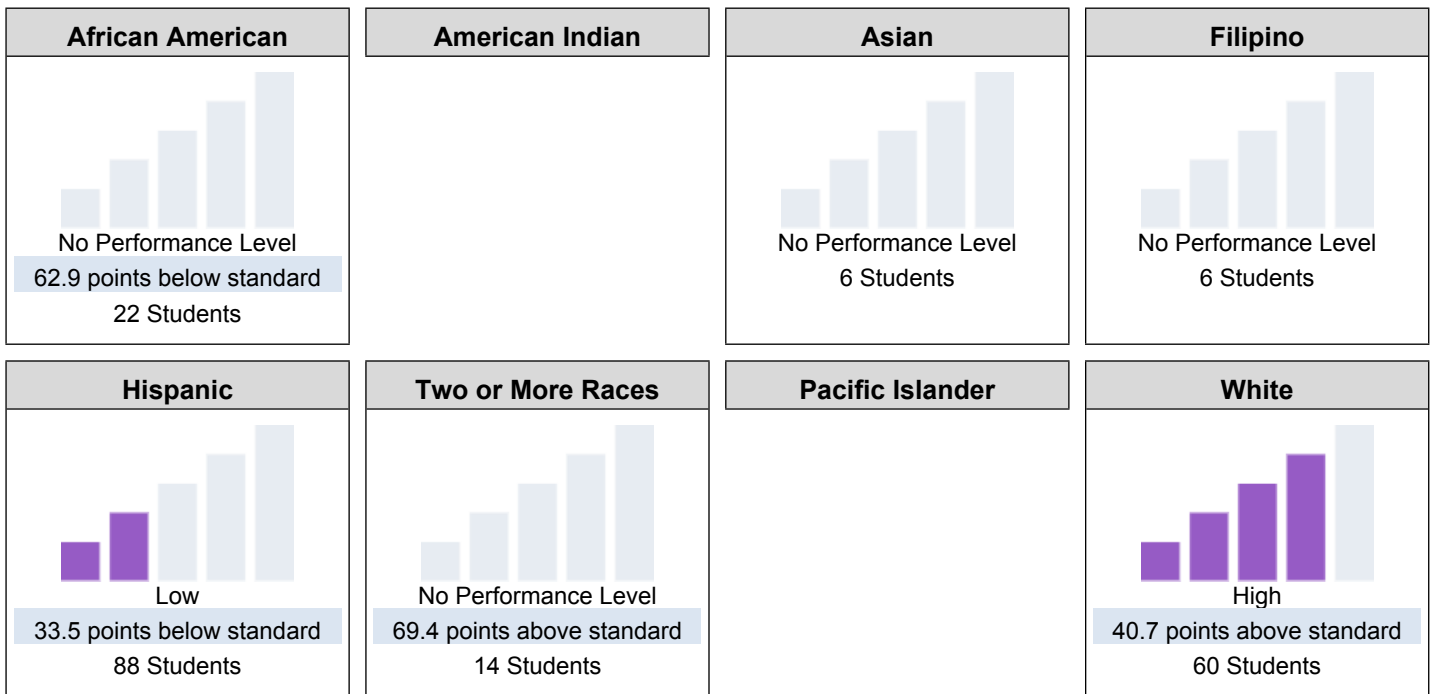
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.0 points below standard 23 Students	6 Students	11.0 points above standard 159 Students

Conclusions based on this data:

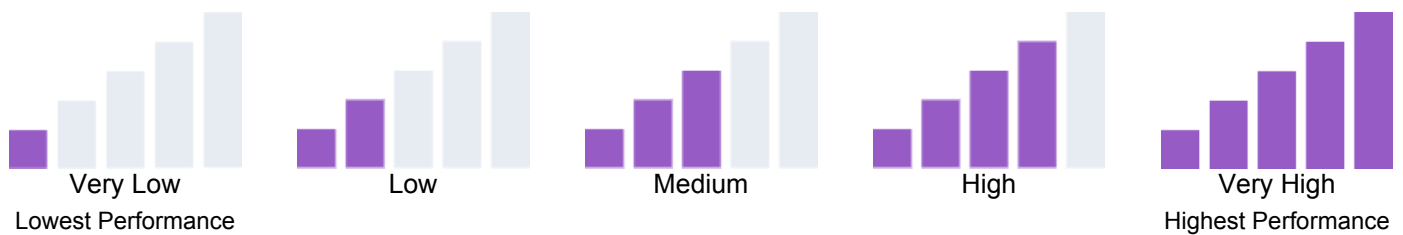
- Four sub groups performed below standards. We need to identify these students and determine instructional next steps. Continue to work with Instructional Coach and Intervention Teacher to provide support for classroom teachers and also individual students who are performing below grade level in Reading 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 scored 103 points below the standard indicating there is a need to support and track the progress of ELs and Reclassified English Learners.
- African American students scored 62.9 % below the standard. Progress monitoring and differentiated instruction needs to take place every 6-8 weeks. Review the curriculum for culturally relevant instruction, and to ensure the is equity and access.

School and Student Performance Data

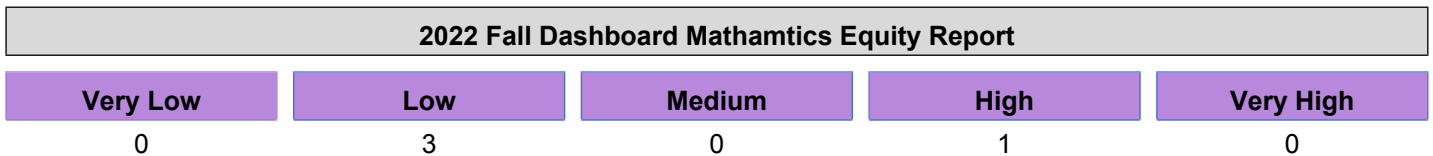
Academic Performance Mathematics

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

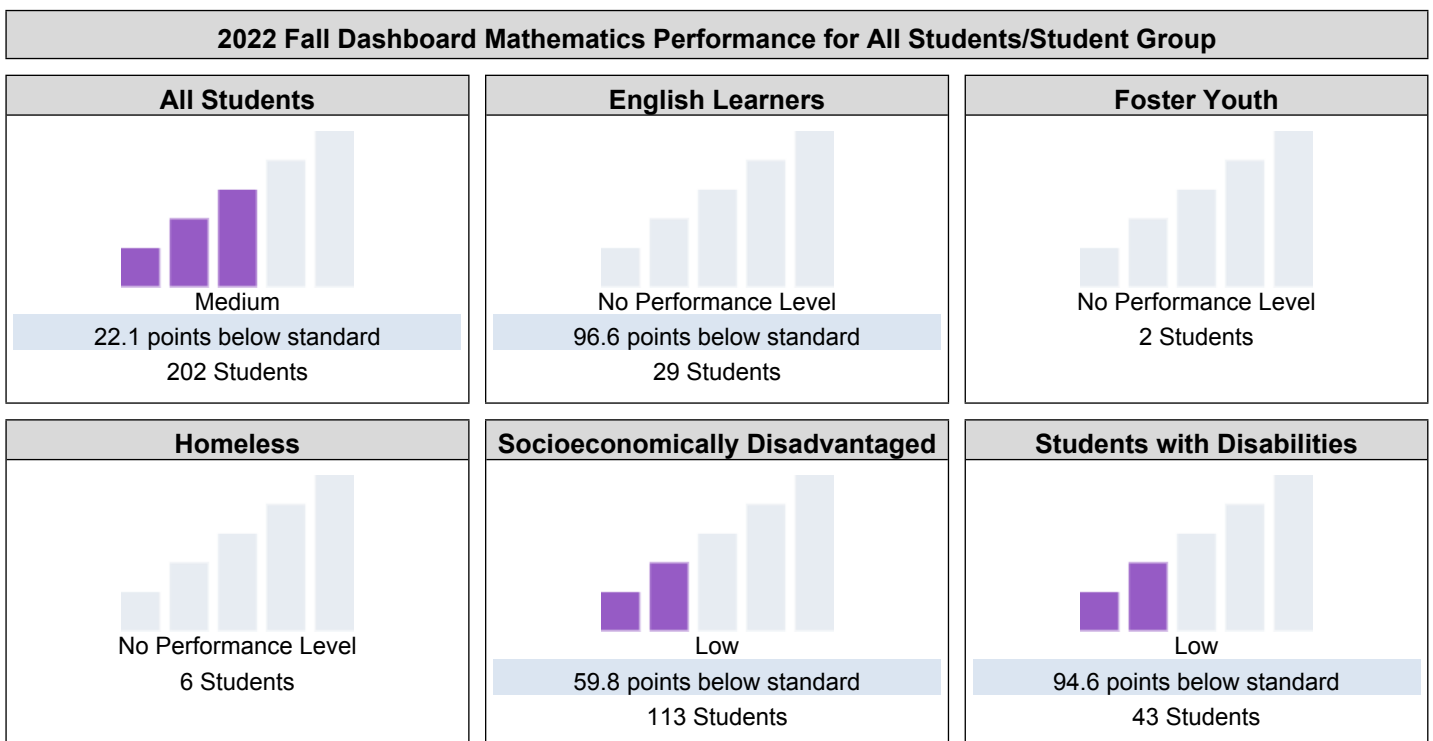
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



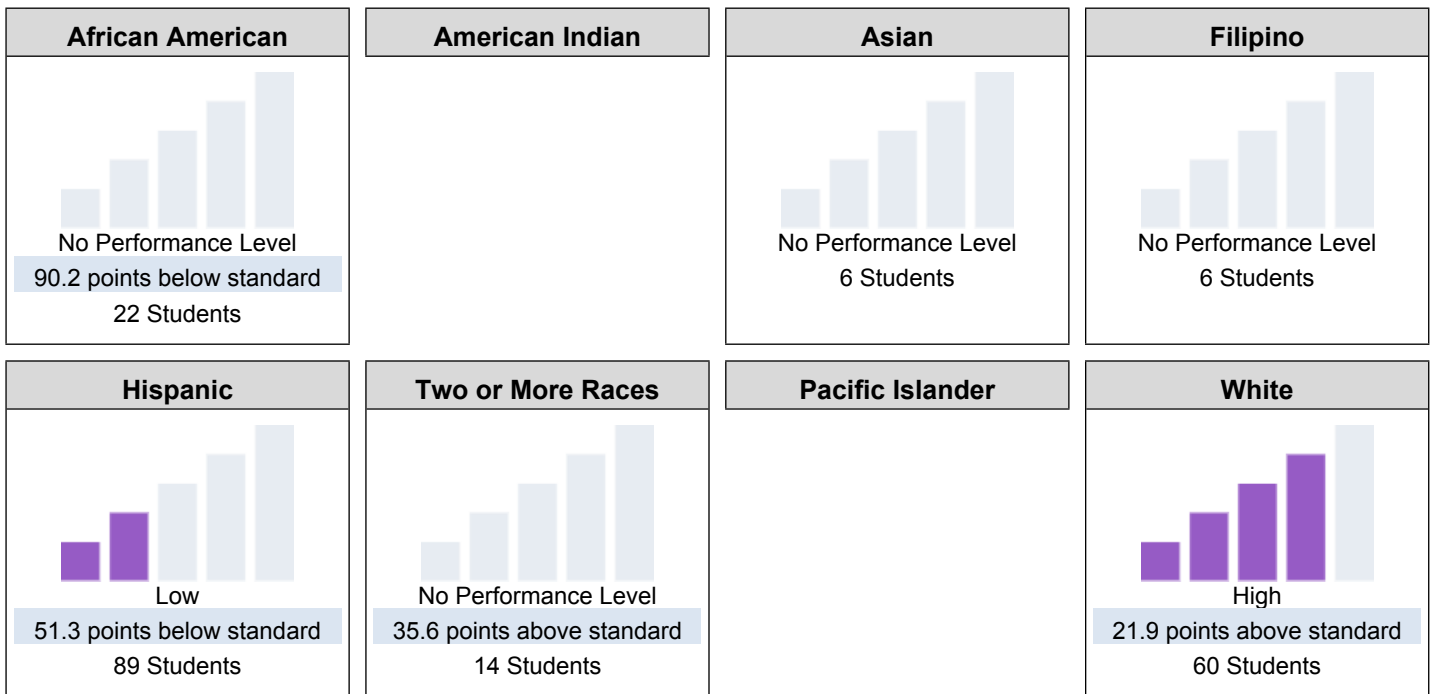
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>101.0 points below standard 23 Students</p>	<p>6 Students</p>	<p>10.2 points below standard 160 Students</p>

Conclusions based on this data:

1. The school scored overall in the medium range. 22 points below the standard.
2. Our African American students in the low range. 90 points below the standard. 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. Outcomes will be improved Math scores for targeted group.
3. Target 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.

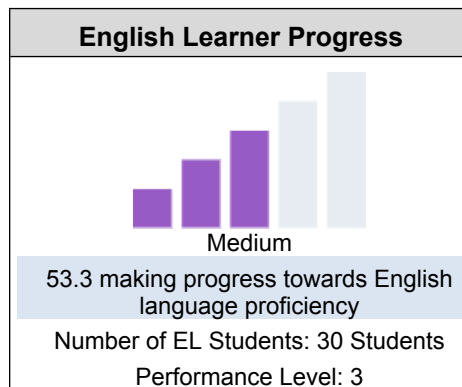
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.0%	36.7%	0.0%	53.3%

Conclusions based on this data:

- To improve performance for EL students there is a need to implement designated and integrated ELD instruction, on a daily basis 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 foundational literacy skills The instructional coach will provide coaching for the intervention teacher and classroom teachers.
- Based on 2022 Dashboard data our English Learners, 53.3% are making progress towards language proficiency with 36.7% of maintaining at their level. There is a need to monitor and provide support for EL students. EL 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 Report

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

Conclusions based on this data:

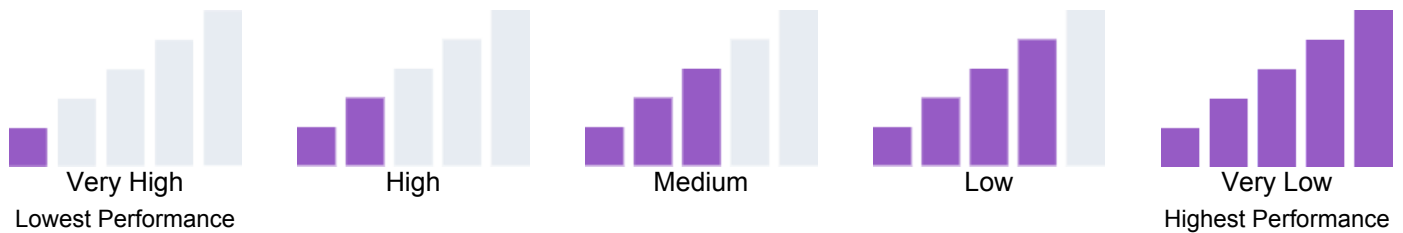
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School and Student Performance Data

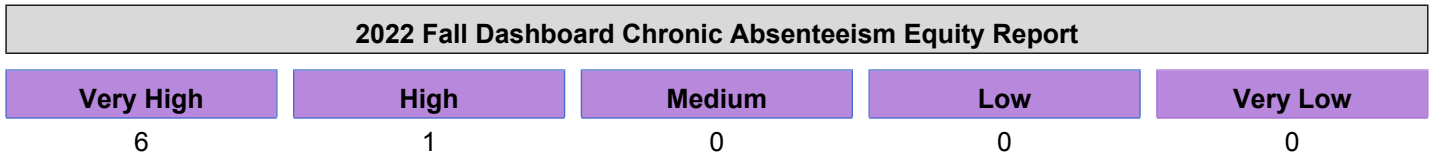
Academic Engagement Chronic Absenteeism

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

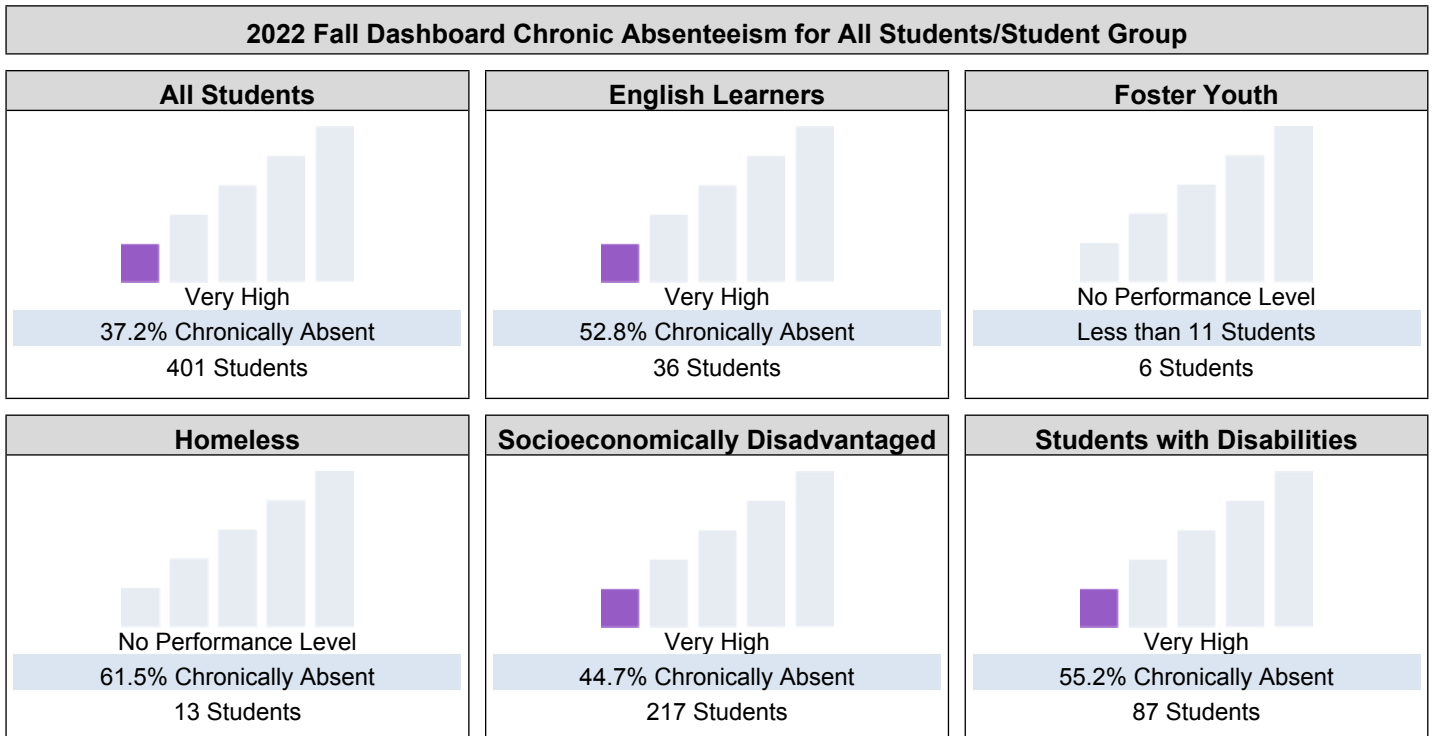
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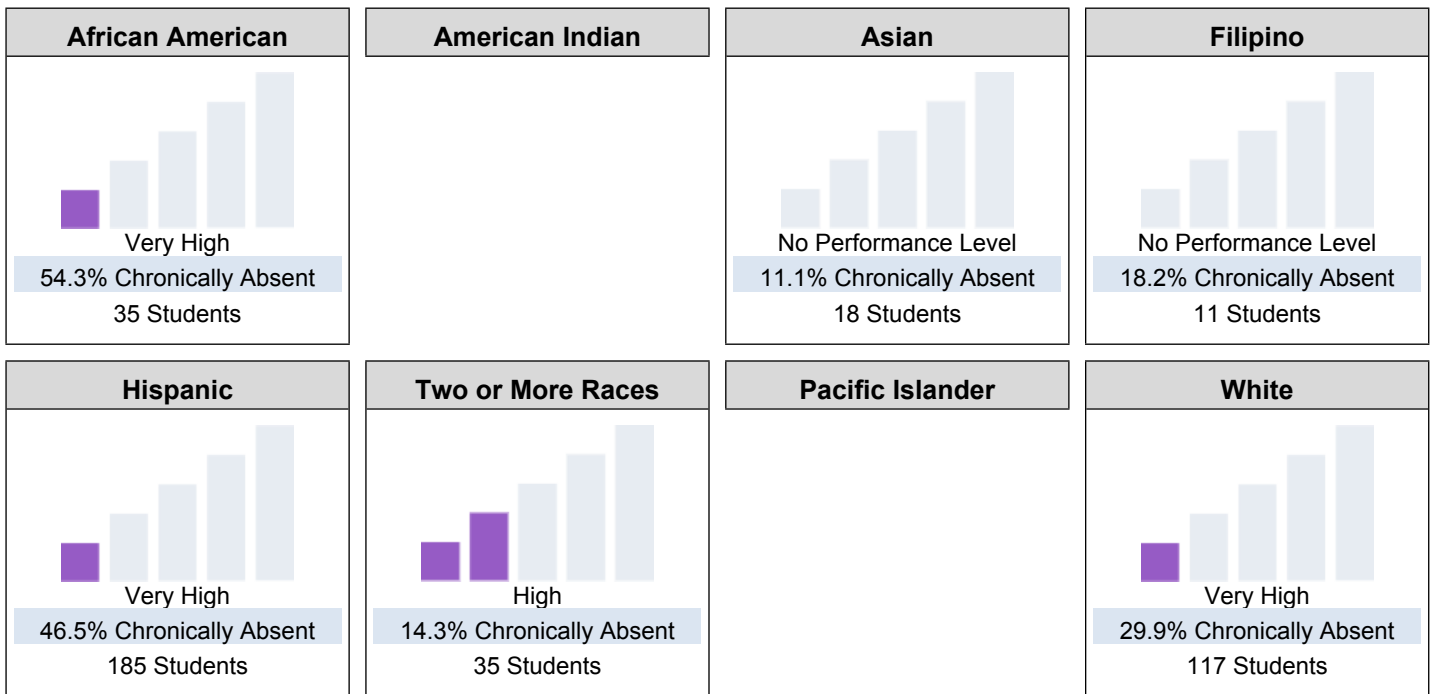
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

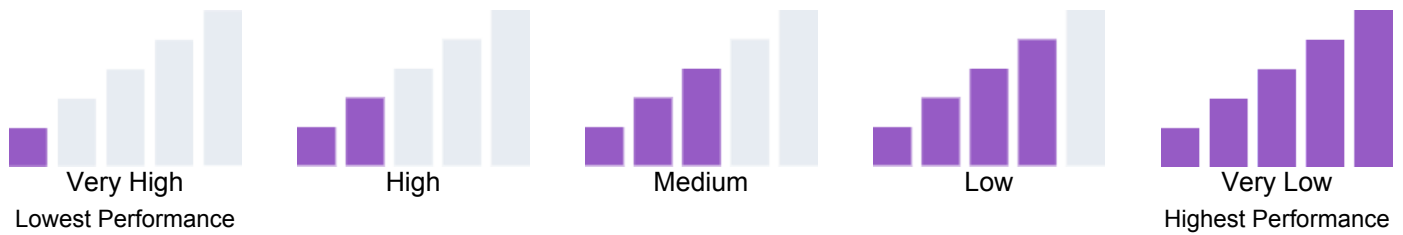
1. MTSS monthly committee meetings to identify students who are chronically absent. Track the data for families using independent study as it relates to their turning in assigned class work during the absence to identify how independent study may be having a negative impact on our chronic absenteeism 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 student 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 supports.

School and Student Performance Data

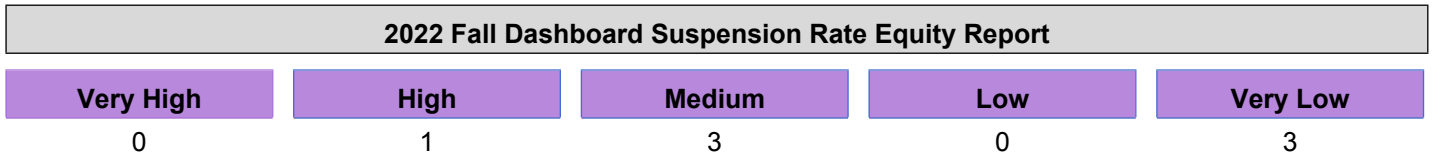
Conditions & Climate Suspension Rate

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

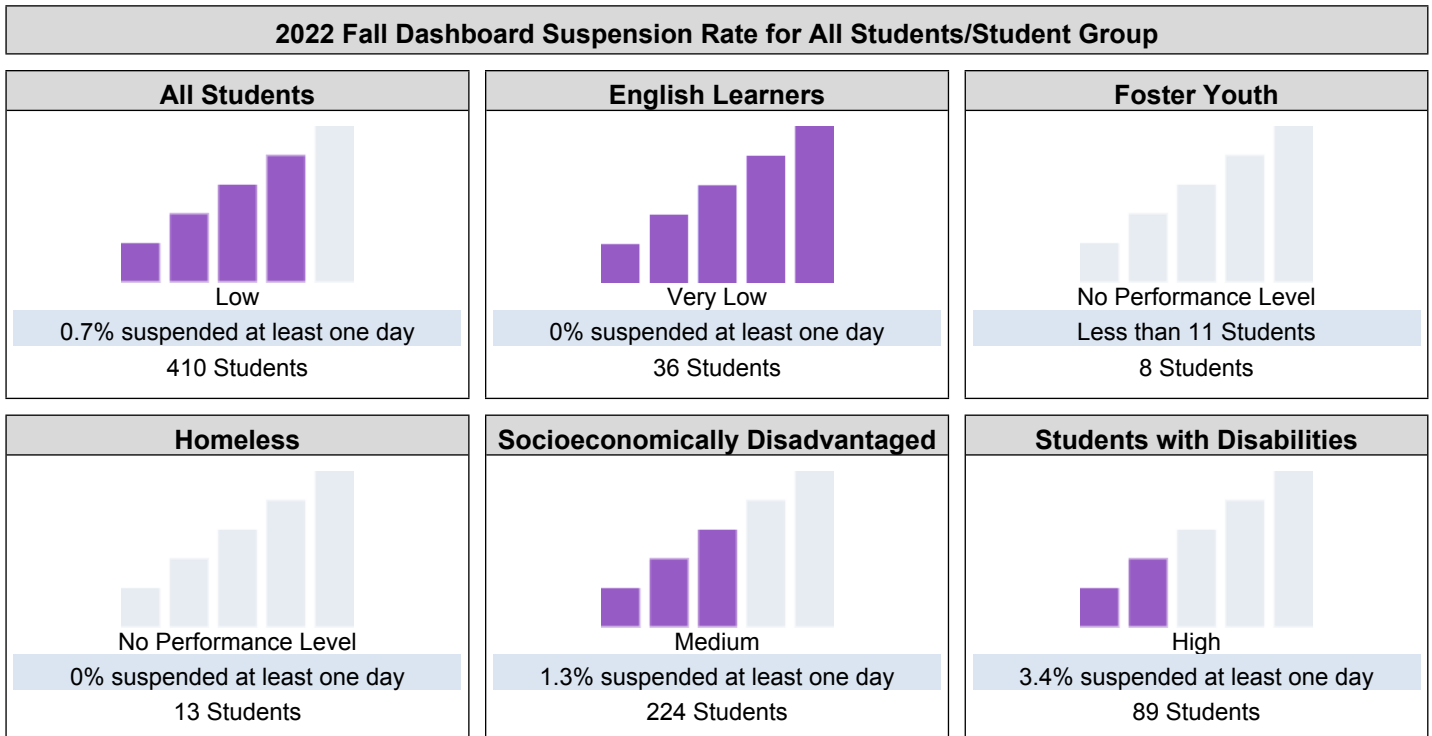
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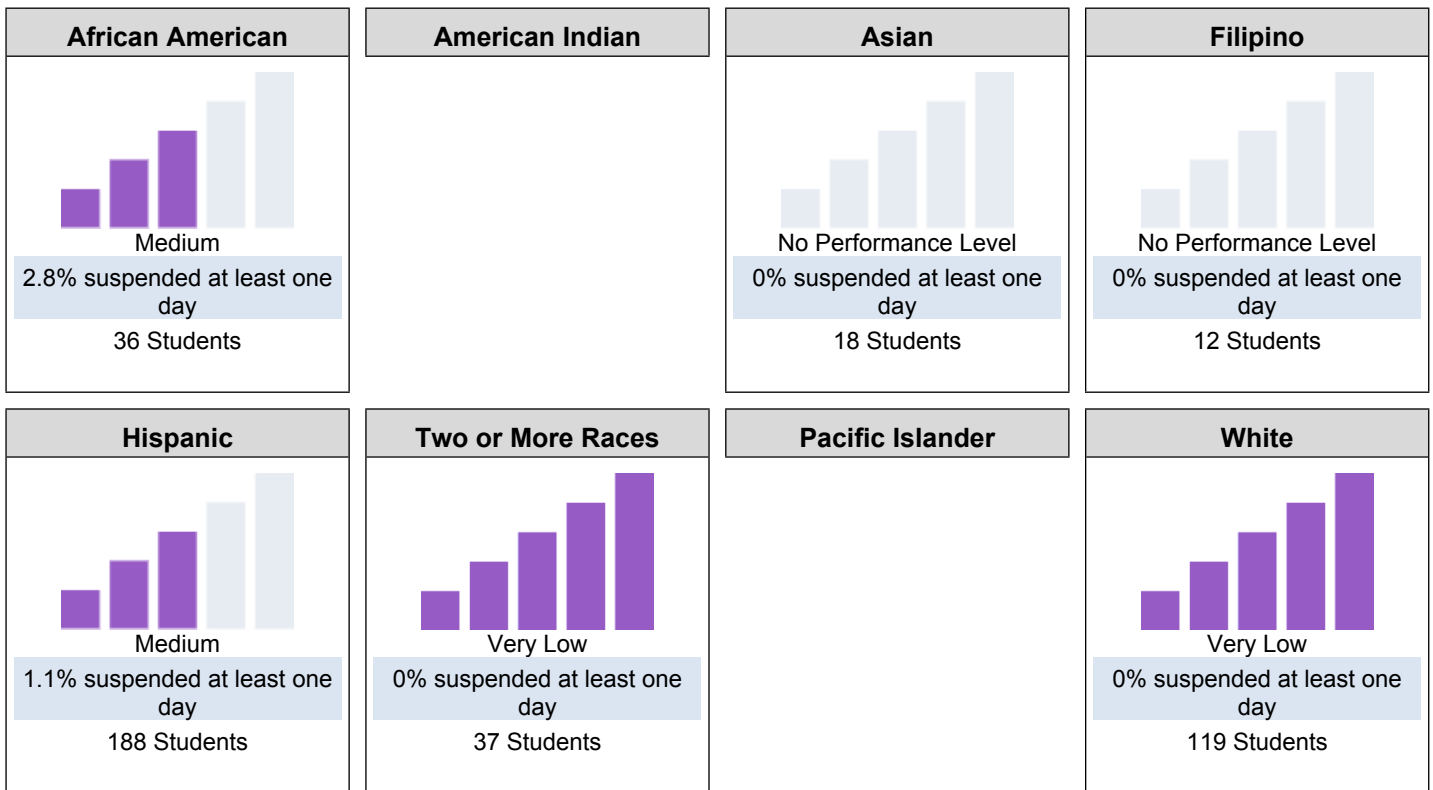
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our current suspension rate is low and improvements were maintained.
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 Behavior. RTi teacher positively impacts behavior. The position was filled for 5 weeks in the 2022-23 school year.
3. The suspension rate declined for all subgroups. MTSS monthly committee meetings to identify students who have behavior referrals. 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 2024, 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 2022-23 indicate that 52% of students achieved proficiency and 30% are approaching. (Mid-year diagnostic assessment in 2021-22 indicate that 44% of students achieved proficiency and 37% are approaching, showing growth of 5% in 2022-23)

Identified Need

FRL subgroup accounts for 57% (up from 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 strengthened 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	52% MOY	57% MOY
Reading Diagnostic Assessments BLACK	38% MOY	50% MOY
Reading Diagnostic Assessments WHITE	50% MOY	60% MOY
Reading Diagnostic Assessments ASIAN	85% MOY	90% MOY

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 ELA adopted curriculum and implementing a workshop model to differentiate instruction.

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 AA/Black 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, 3 times a week to develop foundational literacy skills for at-risk students. Teachers will have access to poster maker to create instructional charts for intervention

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 ELA program using the ELA Framework with required instructional blocks and minutes, create classroom charts with instructional strategies, anchor charts, etc.

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.

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. Monitor student growth for AA and ELs not approaching proficiency,

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.

Purchase supplemental materials and resources to support integrated literacy instruction

Staff attends workshops/conference for PD.

(Note: \$45.733 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)
45,733	Title I Part A: Allocation
24202	LCFF Supplemental and Concentration (S/C)
	Other
	Title I
	Title I
	Title I
	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 Reading and Writing with Fidelity Schoolwide Using the Scope and Sequence and Priority Standards.

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 and Getting Reading Right 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 reading and writing skills in August/September and plan instruction accordingly, develop assessment rubric.

Use standards as the main resource for writing, provide direct writing instruction.

Review that all teachers have technology tools to supplement the implementation of programs. 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)

Title I Part A: Allocation

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 every trimester

Strategy/Activity

Information will be shared at various parent meetings and workshops. Staff includes teachers, instructional coach, administrator and district office support team.

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)

911

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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.

The original goal was to provide continued professional development for teachers on Writing Units of Study. The program is no longer the focus of the district. Instead PD focused on Phonemic Awareness and on the Getting Reading Right initiative. We experienced significant gains in reading from diagnostic 1 to diagnostic 2.

The PD plan was developed, though finding more time for professional development remains a challenge. Mandated topics from central office impacted time for PD.

Site administrator planned and facilitated 85-90% of PD for A-Mondays. The goal is to have the instructional coach and teachers have a more active role in planning and facilitating PD centered around curriculum at A-meetings.

PD to incorporate training in the use of technology to support instruction was limited this year due to mandated initiatives such as All It Takes.

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 still need adequate time to plan, review, and refine 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.
4. Student attendance impacts student progress.

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 2024, 100% of students will demonstrate grade level proficiency or higher in grade level performance in the Mathematics Diagnostics as measured by MOY 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	MOY 43% (From 22% BOY)	MOY 60%
Math Diagnostic Assessments Black/AA Students	MOY 28% (from 8% BOY)	MOY 45%
Math Diagnostic Assessments White Students	MOY 38% (from 20% BOY)	MOY 50%
Math Diagnostic Assessments Asian Students	MOY 80% (49% BOY)	MOY 85%
Math Diagnostic Assessments 2 or More Races Students (7 students)	MOY 57% (14%)	MOY 60%
Math Diagnostic Assessments Hispanic Students	MOY 26% (12% BOY)	MOY 45%

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 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 and PLCs

Provide professional development in Ready, I Ready, and workshop model. Provide sub release days (PLCs) or collaboration time 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 and teacher, will sign the student goal sheet. Parents will receive copy of the goals.

Differentiated small group instruction provided by the classroom teacher and intervention teacher. Classroom teachers provide interventions for students who not reaching standards in number sense and operations during small group instruction. Intervention teacher to develop number sense skills for at-risk students.

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 AA and Hispanic 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

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.

(Note: \$45.733 in Title I shared with Goal 1 Activity 2 and Goal 2 Activity 1 and 24, 202 in LCAP)

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)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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 2024, Smart Goal(s)--Reduce Chronic Absenteeism

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
Chronic Absenteeism Rate	7.8% Overall 2020-21 (virtual learning) 37.2% Overall 2021-22; 52.8% African American/Black 29.3% Overall 2022-23, 39.6% African American/Black	Decrease % of students school wide who are chronically absent by 15%

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 (focus on ATSI subgroup)

- 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 attendance every trimester (October, Jan, end of March)

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.

(\$1368 from goal 1 will be shared with goal 3, student incentives)

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)

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.

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

Provide student incentives for regular attendance and positive behavior

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)

[Empty input field for Amount(s)]

Title I

Strategy/Activity 3

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)

1,363

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23. 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. Resignation of Behavior RTi Teacher impacted the implementation of schoolwide structures such as support in the classrooms. 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 and restorative practices

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 2023-24 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 of restorative practices

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Alternatives to Suspension Log		100% of Students will receive Alternatives to Suspension prior to suspension based on violation and ed code

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 are provided with a positive and safe learning climate

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 , Behavior RTi Teacher, 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 restorative practices
 Student incentives/treasure box/ student store

Provide adequate supervision and support through the use of recreational and behavior project aides

(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)

Source(s)

104,475

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 Restorative Practices and MTSS was limited in 2022-23 due to other priorities that surfaced during the pandemic and consistent staffing issues. RTi coach position was not filled due to lack of applicants.

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.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Portal Participation Report	94% of Don Benito families have access to Parent Portal	95%-100% of families have access
School Weekly Communication Folder	current baseline 0 - data was not collected due to	100% of Blue folders are sent home every Wednesday
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)

904

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 Groups to meet with administration on a quarterly basis.

III. Increase community outreach, and publicize our student's accomplishments.

Administration provided weekly communication/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: 2022-23

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: 2022-23

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: 2022-23

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
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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: 2022-23

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
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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: 2022-23

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	\$48007
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	\$48007
Other State/Local Funds provided to the school	\$129581

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	\$47096
Title I Part A: Parent Involvement	\$911

Subtotal of additional federal funds included for this school: \$48,007

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)	\$129581

Subtotal of state or local funds included for this school: \$129,581

Total of federal, state, and/or local funds available for this school: \$177,588

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	47096	0.00
Title I Part A: Parent Involvement	911	0.00
LCFF Supplemental and Concentration (S/C)	129581	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	129,581.00
Title I Part A: Allocation	47,096.00
Title I Part A: Parent Involvement	911.00

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
Patricia Escorza Jaime	Other School Staff
Christine Sandoval	Classroom Teacher
John Van Laar	Classroom Teacher
Marcia Workman	Classroom Teacher
Michelle Chaldu	Parent or Community Member
Karen Rubio	Parent or Community Member
Eric Martin	Parent or Community Member
Jorge Fimbres	Parent or Community Member
Meghan Wahlstrom	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 05/08/23.

Attested:

Principal, Merle Bugarin on 5/08/2023

SSC Chairperson, Meghan Wahlstrom on 05/082023

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.

[Educational Partner 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.

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

Authority Cited: 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 (Educational Partner 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 (Educational Partner 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

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 *MARA REYES*

English Learner Advisory Committee
Mara Reyes

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 5/08/23.

Attested:

Principal, Merle Bugarin on 5/08/2023 *M Bugarin*

SSC Chairperson, Meghan Wahlstrom on 05/08/2023 *M Wahlstrom*



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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,795,513.00:

- 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 3 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 2023-24 is as below:

School: Don Benito Fundamental

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	\$1,795,513.00	9,623	\$186.59	217	\$40,489.07