School Year: **2023-24**

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
San Rafael Elementary School	19-64881-6021729	April 25, 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)

- Targeted Support and Improvement
- Additional Targeted Support and Improvement

San Rafael will receive Title I monies for the 2023-2024 school year; ATSI for English Learners and Students with Disabilities for Chronic Absenteeism

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.

San Rafael's Staff, School Site Council, and varied stakeholders have analyzed key student achievement data to develop academic goals designed to increase student performance at the school-wide level as well as in identified student subgroups

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

San Rafael has worked with our Staff, School Site Council, English Learner Advisory Council, and African American Parent Council to identify the academic needs of our diverse student population and to look at creative ways to leverage our extremely limited fiscal resources to meet these diverse needs. Student achievement and student attendance data have been shared in multiple ELAC, PTA, AAPC, and SSC meetings by the Principal throughout the 2022-2023 school year documenting specific feedback and ideas from all stakeholders.

Resource Inequities

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

San Rafael's Staff and our Parent community have made it a goal to meet the academic needs of our diverse student population in spite of receiving extremely minimal State and Federal funding. For the 2023-2024 school year, San Rafael's School Site Council will be charged with investing $90,019 in LCFF monies and $32,299 in Title I monies. The funding for the 2023-2024 school year will allow us to better meet the academic and social needs of our diverse student community.

School Vision and Mission

San Rafael's Vision Statement
San Rafael Elementary School is a dual immersion Spanish and English language program that develops bi-cognitive students who meet high academic standards and are models for positive cross-cultural attitudes and behavior. Working together with a highly-engaged community of students, staff, and family, San Rafael creates lifelong learners who possess an expanded worldview and are prepared to be successful in a global society.

San Rafael's Mission Statement
The mission of San Rafael San Rafael Elementary School is to provide a child-centered academic program that meets the diverse needs of our community in an additive bilingual setting.

School Profile

San Rafael Elementary School is located on the west side of the Pasadena Unified School District in a quiet residential neighborhood. The school serves students from Preschool through Fifth grade. The continuous improvement of San Rafael's Dual Language Immersion program in Spanish has sparked an increase in student enrollment from families in the residential area that are now starting to view San Rafael Elementary School as a viable public school option for them. San Rafael staff and community members continue to develop working partnerships with the Pasadena Educational Foundation, the West Pasadena Residents Association, and members of the San Rafael Neighborhood Association in order to secure additional resources for our school, enrichment opportunities for our students, and mutually beneficial volunteer opportunities.

San Rafael currently has 390 students in our Kindergarten through Fifth grade plus an additional 40 students in our Preschool program. This enrollment data has been adversely affected by recent COVID-19 restrictions and guidelines as San Rafael is usually enrolled at full-capacity across all grade levels. As San Rafael works on strengthening our Dual Language Immersion Program, the 2023-2024 school year will mark the fourteenth year of our Dual Language Immersion Program in Spanish. The goal of our Preschool program is to better prepare our incoming Kindergarten students for the academic and linguistic rigor of the DLIP program at San Rafael.

The student body at San Rafael is currently comprised of 65% Hispanic, 23% White, 6% African American, 3% Asian, 1% Filipino, and 2% Other. 39% of the students at San Rafael are identified as economically disadvantaged. At San Rafael, 12% of our students are identified as English Learners, 11% of our students are identified as Students with Disabilities, and 12% of our students have qualified for the Gifted and Talented Education Program.

San Rafael has seen a significant increase in student enrollment largely attributed to the success and popularity of our Dual Language Immersion Program. One of the challenges and obstacles that our DLIP still faces is the recruitment and retention of native Spanish-speaking students which are critical to the success of our Dual Language Immersion program. As our staff and community members try and develop creative recruitment and retention strategies for our native Spanish-speaking families, limited transportation options, distance, location of our school, and an ever-decreasing school budget are real concerns for us to contend with.

Currently, the school has 16 general education classroom teachers, 1 Teacher on Special Assignment - Instructional Coach, 1 Teacher on Special Assignment - Intervention Teacher, 50% Resource Specialist Teacher, 1 Speech Pathologist, and 1 Preschool Teacher. In addition to the Certificated staff, the school is also served by a Principal, 1

Office Manager, 1 Clerk Typist, 2 custodians, a part-time School Nurse, a Health Clerk, and 6 Classroom/Project Aides. Hillsides Agency provides school-based mental health services to students who qualify. Special education students receive services according to their Individualized Education Programs (IEP) which include, but are not limited to, speech and language therapy, occupational therapy, behavioral services, and adapted physical education. San Rafael also has a special education instructional assistant that helps support the educational program of students within the general education setting.

San Rafael School is a gorgeous facility nestled in a highly desirable section of Pasadena. San Rafael's grounds include 17 permanent classrooms, 5 temporary classrooms (bungalows), cafeteria, auditorium, health office, and various small office spaces to accommodate administrative, resource, and itinerant staff. A Pasadena City library is located down the block from the school and provides additional library services and story-time for our classes.

San Rafael Elementary School has the distinguished privilege of having a highly active and involved African American Parent Council (AAPC), Annual Fund (AF), English Learner Advisory Council (ELAC), Parent Teacher Association (PTA), and highly-effective School Site Council (SSC). San Rafael Elementary School provides its parent community with constant updates and information in both English and Spanish through the use of classroom newsletters, Classroom Dojo, and regular messages through the use of our Blackboard Connect service, notices and messages on our school Instagram site, and through PTA e-blasts (e-mails sent to each family that has signed up for this service). Report cards, updates on Performance Tasks and Trimester Assessments, and teacher-generated reports are provided in English and Spanish. Parent conferences and meetings are done annually as well as on an as-needed basis. Conferences include information on student academic performance and needs. All parent meetings and conferences are conducted in English and Spanish.

San Rafael Elementary School's ability to build and sustain working relationships with varied community groups has allowed us to implement our "HeART & Sol Cultural Art Center." This is made possible through a very generous donation from a neighbor to our school. HeART & Sol focuses on integrating language, culture, and history through the arts and bringing classroom learning to life for our students and staff. San Rafael will continue to develop partnerships in the Pasadena community so that the HeART & Sol Cultural Art Center can be fiscally sustainable.

The goal for the 2023-2024 school year will be to enhance our instructional delivery through a series of professional development opportunities and staff collaboration to constantly use student achievement data to drive our instructional goals and objectives. San Rafael is committed to constantly communicating with our students and parents so that together, we can strengthen our partnership focused on student achievement and hence, meet all of our targets and goals for the 2023-2024 school year and continue to be a shining star in the Pasadena Unified School District !

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	0.3%	0.26%	0.26%	1	1	1
African American	4.3%	4.40%	3.64%	17	17	14
Asian	3.5%	2.33%	2.08%	14	9	8
Filipino	0.8%	0.52%	0%	3	2	0
Hispanic/Latino	73.3%	74.35%	72.73%	293	287	280
Pacific Islander	%	%	0%			0
White	15.0%	13.99%	15.06%	60	54	58
Multiple/No Response	2.8%	3.63%	4.94%	11	14	19
			Total Enrollment	400	386	385

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	69	70
Grade 1	69	59	70
Grade 2	69	64	62
Grade3	69	62	66
Grade 4	75	63	62
Grade 5	57	69	58
Total Enrollment	400	386	385

Conclusions based on this data:

1. San Rafael will need to hire one classroom teacher for the 2023-2024 school year.
2. San Rafael must maintain a limit of only three classes enrolling in Kindergarten to keep within school-wide capacity limits long-term.
3. Classrooms in Kindergarten through Third grade are maintained below the 24:1 ratio that is required by the most recent Collective Bargaining Agreement.

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	32	39	33	8.00%	10.1%	8.3%
Fluent English Proficient (FEP)	110	109	115	27.50%	28.2%	29.9%
Reclassified Fluent English Proficient (RFEP)	1		35	3.1%		

Conclusions based on this data:

1. San Rafael is noticing a slight increase in English Language Learner (ELL) students enrolling in our Dual Language Immersion Program for the 2023-2024 school year.
2. English Language Learner (ELL) families have indicated that the location (distance) of our school and the lack lack of transportation (buses eliminated years ago), they were mainly interested in enrolling their students in English-only academic programs.
3. The loss of transportation services has adversely affected San Rafael's ability to recruit English Language Learner (ELL) families that reside predominantly in the Northwest area Pasadena.

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	69	63	66	0	62	66	0	62	-	0.0	98.4	-
Grade 4	74	64	62	0	62	62	0	62	-	0.0	96.9	-
Grade 5	55	67	58	0	66	58	0	66	-	0.0	98.5	-
All Grades	198	194	186	0	190	186	0	190		0.0	97.9	

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		2421.			20.97			25.81			29.03			24.19	
Grade 4		2477.			25.81			32.26			11.29			30.65	
Grade 5		2535.			33.33			28.79			21.21			16.67	
All Grades	N/A	N/A	N/A		26.84			28.95			20.53			23.68	

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		27.42			54.84			17.74	
Grade 4		25.81			59.68			14.52	
Grade 5		31.82			59.09			9.09	
All Grades		28.42			57.89			13.68	

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		16.39			57.38			26.23	
Grade 4		24.19			50.00			25.81	
Grade 5		21.21			59.09			19.70	
All Grades		20.63			55.56			23.81	

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		11.29			74.19			14.52	
Grade 4		17.74			72.58			9.68	
Grade 5		12.12			84.85			3.03	
All Grades		13.68			77.37			8.95	

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		20.97			64.52			14.52	
Grade 4		14.52			72.58			12.90	
Grade 5		31.82			59.09			9.09	
All Grades		22.63			65.26			12.11	

Conclusions based on this data:

1. Dual Language Immersion research states that students will demonstrate higher rates of achievement over time which is what San Rafael's student performance documents in the areas of English Language Arts.
2. In the area of Writing, students in Third through Fifth grade matches research on Dual Language Immersion Programs indicating that students will gain mastery in the partner language (English) if taught with fidelity.
3. Over 85% of San Rafael's students in Third through Fifth grade are reading Near, At, or Above grade level expectations in English which is remarkable because English is not the primary language of instruction for Language Arts in our Dual Immersion Program.

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	69	63	66	0	61		0	61		0.0	96.8	
Grade 4	74	64	62	0	62		0	62		0.0	96.9	
Grade 5	55	67	58	0	66		0	66		0.0	98.5	
All Grades	198	194		0	189		0	189		0.0	97.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2410.			13.11			24.59			31.15			31.15	
Grade 4		2467.			16.13			30.65			20.97			32.26	
Grade 5		2497.			19.70			16.67			25.76			37.88	
All Grades	N/A	N/A	N/A		16.40			23.81			25.93			33.86	

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		14.75			44.26			40.98	
Grade 4		19.35			46.77			33.87	
Grade 5		24.24			39.39			36.36	
All Grades		19.58			43.39			37.04	

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		22.95			49.18			27.87	
Grade 4		16.13			56.45			27.42	
Grade 5		22.73			45.45			31.82	
All Grades		20.63			50.26			29.10	

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		22.95			55.74			21.31	
Grade 4		17.74			54.84			27.42	
Grade 5		18.18			59.09			22.73	
All Grades		19.58			56.61			23.81	

Conclusions based on this data:

1. Dual Language Immersion research states that students will demonstrate higher rates of achievement over time which is what San Rafael's student performance documents in the area of Math.
2. San Rafael students in Third through Fifth grade performed best in the area of Communicating Reasoning with almost 80% of our students scoring at the Near, Met, or Above Standard.
3. San Rafael's instruction in the area of Math has shown significant improvement over time as evident by the percent of 5th grade students scoring at the Above Standard range compared to Fourth and Third grade.

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	*	*		*	*		*	*		8	5	
1	1451.4	*		1489.2	*		1412.9	*		17	6	
2	*	1510.8		*	1553.2		*	1468.0		6	13	
3	*	*		*	*		*	*		*	6	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades										39	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	17.65	*		41.18	*		17.65	*		23.53	*		17	*	
2	*	30.77		*	46.15		*	15.38		*	7.69		*	13	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	17.95	33.33		46.15	30.30		20.51	27.27		15.38	9.09		39	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	58.82	*		23.53	*		17.65	*		0.00	*		17	*	
2	*	84.62		*	15.38		*	0.00		*	0.00		*	13	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	56.41	66.67		28.21	24.24		10.26	6.06		5.13	3.03		39	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	0.00	*		29.41	*		29.41	*		41.18	*		17	*	
2	*	7.69		*	46.15		*	15.38		*	30.77		*	13	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	5.13	18.18		17.95	24.24		43.59	15.15		33.33	42.42		39	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	35.29	*		58.82	*		5.88	*		17	*	
2	*	46.15		*	53.85		*	0.00		*	13	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	25.64	39.39		66.67	51.52		7.69	9.09		39	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	64.71	*		35.29	*		0.00	*		17	*	
2	*	84.62		*	15.38		*	0.00		*	13	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	76.92	81.82		17.95	15.15		5.13	3.03		39	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	11.76	*		47.06	*		41.18	*		17	*	
2	*	15.38		*	46.15		*	38.46		*	13	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	10.26	24.24		53.85	30.30		35.90	45.45		39	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	0.00	*		70.59	*		29.41	*		17	*	
2	*	15.38		*	61.54		*	23.08		*	13	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	5.13	21.21		56.41	48.48		38.46	30.30		39	33	

Conclusions based on this data:

1. 41% of the English Language Learner (ELL) students at San Rafael scored at the Well Developed category on the ELPAC.
2. 74% of the English Language Learner (ELL) students at San Rafael scored at the Level 4 category on the ELPAC test in the area of Oral Language.
3. 87% of the English Language Learner (ELL) students at San Rafael scored at the Level 4 category on the ELPAC test in the area of Speaking Domain.

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**
386	**41.5**	**10.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in San Rafael 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	39	10.1
Foster Youth	*	
Homeless	3	0.8
Socioeconomically Disadvantaged	160	41.5
Students with Disabilities	42	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	4.4
American Indian	1	0.3
Asian	9	2.3
Filipino	2	0.5
Hispanic	287	74.4
Two or More Races	14	3.6
Pacific Islander	*	*
White	54	14.0

Conclusions based on this data:

1. San Rafael Elementary School will qualify to receive Title I monies for the 2023-2024 school year because the percentage of students that qualify for free or reduced lunch has increased from less than 35% to 39%
2. As a Dual Language Immersion school, San Rafael must look for creative ways in which to attract more English Learner families to enroll in our school to meet our program goal of having 50% of our students be "Native" Spanish-speakers.
3. The largest ethnicity at San Rafael is the Hispanic community representing 71.5% of our student population.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** N/A	**Suspension Rate** Very Low
Mathematics Medium	**Chronic Absenteeism** High	
English Learner Progress No Performance Level		
College/Career N/A		

Conclusions based on this data:

1. San Rafael needs to continue to support students through the employment Classroom/Project/Instructional Aides and our school-wide Behavior Plan to ensure that we minimize suspensions.
2. San Rafael staff will focus on improved classroom instruction in the area of English Language Arts paying close attention to the academic achievement of English Learners.
3. San Rafael staff will focus on improved classroom instruction in the area of Math paying close attention to the academic achievement of English Learners.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	0	0

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

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

All Students	English Learners	Foster Youth
High	No Performance Level AVailable	No Performance Level Available
10.8 points above standard	88.0 points below standard	No Performance Level Available
185 Students	22 Students	No Performance Level Available

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level Available	Low	No Performance Level Available
No Performance Level Available	29.6 points below standard	14.8 points above standard
2 Students	81 Students	25 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Available	No Performance Level Available	No Performance Level Available	No Performance Level Available
No Performance Level Available	No Performance Level Available	No Performance Level Available	No Performance Level Available
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level Available	No Performance Level Available	No Performance Level Available
1.5 points above standard	No Performance Level Available	No Performance Level Available	40.3 points above standard
135 Students		No Performance Level Available	28 Students

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**
No Performance Level Available	69.6 points below standard	24.5 points above standard
8 Students	15 Students	109 Students

Conclusions based on this data:

1. English Learner students at San Rafael need to be provided with explicit differentiated instruction/intervention to facilitate academic achievement in the area of English Language Arts.
2. Students identified as Socioeconomically Disadvantaged need to be provided with explicit differentiated instruction/intervention to facilitate academic achievement in the area of English Language Arts.
3. Students identified as Hispanic need to be provided with explicit differentiated instruction to facilitate academic achievement/success in the area of English Language Arts.

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).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

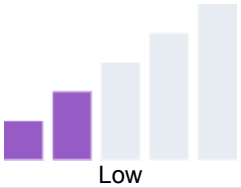
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level Available
24.2 points below standard	63.2 points below standard	No Performance Level Available
184 Students	22 Students	No Performance Level Available

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
No Performance Level Available	61.6 points below standard	31.6 points below standard
2 Students	80 Students	25 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
No Performance Level Available	No Performance Level Available	No Performance Level Available	No Performance Level Available
10 Students	1 Student	3 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low	No Performance Level	No Performance Level Available	No Performance Level
36.8 points below standard	No Performance Level Available	No Performance Level Available	16.4 points above standard
134 Students	6 Students	No Performance Level Available	28 Students

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**
No Performance Level Available	51.9 points below standard	14.4 points below standard
8 Students	15 Students	109 Students

Conclusions based on this data:

1. San Rafael's overall academic achievement in the area of Math is lower than their academic achievement in the area of English Language Arts.
2. As a strategy to close the achievement gap for all students, students identified as English Learners, Hispanic, and Socioeconomically Disadvantaged need to be provided with explicit differentiated instruction to facilitate academic achievement in the area of Math.
3. San Rafael's Staff will focus on developing language goals for students in the area of Math as new Math State Standards are rich in academic language.

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

English Learner Progress

No Performance Level

46.4 making progress towards English language proficiency

Number of EL Students: 28 Students

Performance Level: No Performance Level

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

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
32.1%	21.4%	0.0%	46.4%

Conclusions based on this data:

1. As a strategy to close the achievement gap for English Language Learner (ELL) students, classroom teachers will provide Designated English Language Development (ELD) for 30-45 minutes a day depending on the grade level and each student's language proficiency level.
2. English Language Learner (ELL) students need to be provided with Integrated English Language Development (ELD) throughout all content areas to support the development of content and English vocabulary through specific language goals depending on the individual language level proficiency of each student.
3. Instruction in the area of English Language Arts and Math needs to have differentiated goals and support for English Learners.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1. Not Applicable
2. Not Applicable
3. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

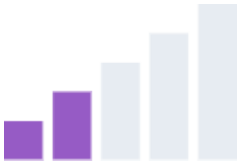
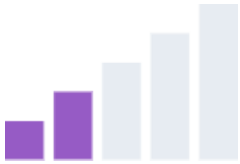
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	2	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Very High	No Performance Level
17.6% Chronically Absent	25.6% Chronically Absent	N/A
397 Students	39 Students	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	26.5% Chronically Absent	32.1% Chronically Absent
3 Students	170 Students	53 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
11.8% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
17 Students	1 Student	9 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		No Performance Level	
High	No Performance Level	N/A	High
20% Chronically Absent	11.8% Chronically Absent	N/A	10.7% Chronically Absent
295 Students	17 Students		56 Students

Conclusions based on this data:

1. After the COVID-19 pandemic, San Rafael's school-wide attendance rates have seen a significant increase in chronic absences. Parents have been explicitly taught to keep their students home for the slightest of symptoms where these same students would have been sent to school before the COVID-19 pandemic.
2. Chronically Absent students and their families must be met with to help the school identify strategies that will encourage an improvement in their student's attendance. Ideas need to be generated by the student and his/her family to make the strategies more authentic and realistic.
3. Staff must be provided with staff development opportunities focusing on enhancing the culture of every classroom in order to promote student attendance and to create learning environments where all students feel included.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
N/A	N/A	N/A	N/A	N/A

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Conclusions based on this data:

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

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.

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).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	5

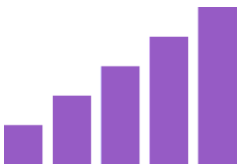
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low
0% suspended at least one day
404 Students

English Learners



Very Low
0% suspended at least one day
40 Students

Foster Youth

No Performance Level
N/A
N/A

Homeless

No Performance Level
Less than 11 Students
3 Students

Socioeconomically Disadvantaged

Very Low
0% suspended at least one day
172 Students

Students with Disabilities

Very Low
0% suspended at least one day
55 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
18 Students	1 Student	10 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	N/A	0% suspended at least one day
299 Students	17 Students	N/A	57 Students

Conclusions based on this data:

1. Staff and Classroom/Project/Instructional Aides are providing excellent behavior intervention and support so that students learn to take responsibility for their personal behavior.
2. School-wide Behavior Plan is serving as a reminder for students to Be Safe, Responsible, and Respectful.
3. Principal incorporation of Project Wisdom is assisting students in making responsible choices by providing students with real-world examples of how having good character can help individuals through difficult situations.

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 1

CAASPP ELA: Average Distance From Standard for All Students will increase from the baseline of 10.8 points above standard in 2022 by a total of 5 points or more to end at 15.8 points above standard or higher by the end of the 2023-2024 school year and 20.8 points above standard or higher by the end of the 2024-2025 school year.
iReady ELA Diagnostic: San Rafael's ELA scores in the iReady Diagnostic assessment will increase from 64% at the Early on Grade Level mark or Mid or Above Grade Level mark as identified in the 2022-2023 Diagnostic III assessment to 70% (testing still in progress) on the 2023-2024 DIagnostic III.

Identified Need

"Standard" identifies the "grade level expectation" for each student. Although San Rafael's performance data is positive, we still have students that need specific academic scaffolds and support in order for them to achieve grade level standards in the area of English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 California Assessment of Student Performance and Progress (CAASPP) results and 2022-2023 California Dashboard	25.3 Points Above Standard	40.3 Points Above Standard
iReady ELA DIagnostic III	64% of students scored at Early on Grade Level or Mid or Above Grade Level (TESTING STILL IN PROGRESS)	70% of students will score at Early on Grade Level or Mid or Above Grade Level by the end of the 2023-2024 school year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Conduct needs-assessment of Staff to identify areas/themes/topics for Professional Development for the 2023-2024 school year
- Design and implement a Professional Development calendar to provide instructional support by Principal, Instructional Coach, District Coaches, and outside Contractor/Consultant for staff meetings
- Secure "Sub Days" to be able to provide differentiated support to individual staff members
- Hire a 50% Intervention Teacher to help us develop and implement our RTI academic model (intervention)
- Hire Classroom/Instructional/Project Aides to provide 1:1 and small-group differentiated instruction for students identified through our RTI academic model (intervention)
- Classroom Staff to regularly conduct data analysis of student performance including summative assessments, formative assessments, and student observations every trimester
- Classroom/Instructional/Project Aides to regularly meet with Staff to review student academic progress and identify needs
- Classroom/Instructional/Project Aides and Staff to develop strategies to be employed with individual students based on data
- Staff to provide Classroom/Instructional/Project Aides with direction/guidance to pre-teach and reteach essential targets and goals for identified students in the target language (Spanish)
- Conduct data analysis by grade-level every trimester (Classroom Assessments, Diagnostic Assessments, District Trimester & Performance Tasks Assessments, etc)
- Purchase the necessary supplies and instructional materials to support student achievement in the area of English and Spanish Language Arts
- Provide the opportunity for staff to attend workshops, seminars, conferences, etc. to enhance their instructional delivery and student achievement in the area of English and Spanish Language Arts
- Intervention Teacher will provide staff development for Certificated staff, Classified staff, and Parents on the variety of ways in which students can be better supported to achieve grade-level standard

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)
30,000	LCFF - Supplemental and Concentration (S/C)
7,000	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.

iReady ELA Diagnostic Assessments demonstrated growth in the area of English Language Arts proficiency from the first to the second trimester in the 2022-2023 school year.

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

There were no major differences in relation to budget expenditures to address these strategies.

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.

English Language Arts baselines were established in our iReady ELA Diagnostic and DRA Diagnostic assessments at the beginning of the 2022-2023 school year. This information has been used to inform staff as to real-time proficiency levels for each student. Strategies to improve this goal will springboard as we build self-efficacy and capacity in our staff through a combination of staff development trainings, opportunities to attend varied instructional conferences, and through collaborative conversations with colleagues using our PE planning time.

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

CAASPP Math average distance from standard for All Students will increase from the baseline of 24.2 points below standard in 2022 by a total of 8 points or more to end at 16.2 points below standard or higher by the end of the 2023 school year.
iReady Math Diagnostic: San Rafael's Math scores on the iReady Math Diagnostic assessment will increase from 55% (NOT FINISHED) at the Early on Grade Level or Mid to Above Grade Level mark to 60% on the 2023-2024 iReady Math Diagnostic III assessment.

Identified Need

Distance From Met identifies the "average" performance of the school. San Rafael's performance data indicates that we have a significant percentage of students that need specific academic support and intervention in order to achieve grade level standards in the area of Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 California Assessment of Student Performance and Progress (CAASPP) results and 2022 California Dashboard	24.2 Points Below Standard	19.2 Points Below Standard or higher
2021-2022 iReady Math Diagnostic	55% of San Rafael students scored at the Early on Grade Level mark or Mid or Above Grade Level mark as identified in the 2022-2023 Diagnostic II assessment	60% of San Rafael students will score at the Early on Grade Level mark or Mid or Above Grade Level on the 2023-2024 iReady Math Diagnostic assessment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Fully implement all components of iReady Math.
- Conduct needs-assessment of Staff to identify areas of need for Professional Development
- Design and implement a Professional Development calendar to provide instructional support by Principal, Instructional Coach, District Coaches, and outside Consultants
- Hire a 50% Intervention Teacher to help us develop and implement our RTI academic model (intervention)
- Secure "Sub Days" to be able to provide differentiated support to individual staff members
- Hire Classroom/Instructional/Project Aides to provide 1:1 and small-group differentiated instruction for students identified through our RTI academic model (intervention/enrichment)
- Classroom Staff to regularly conduct data analysis of student performance including summative assessments, formative assessments, and student observations every trimester
- Classroom/Instructional/Project Aides to regularly meet with Staff to review student academic progress and identify needs
- Classroom/Instructional/Project Aides and Staff to develop strategies to be employed with individual students based on data
- Staff to provide Classroom/Instructional/Project Aides with direction/guidance to pre-teach and reteach essential targets and goals for identified students in the target language (Spanish)
- Conduct data analysis by grade-level every trimester (Classroom Assessments, Diagnostic Assessments, District Trimester & Performance Tasks Assessments, etc)
- Purchase the necessary supplies and instructional materials to support student achievement in the area of Math
- Provide the opportunity for staff to attend workshops, seminars, conferences, etc. to enhance their instructional delivery and student achievement in the area of Math
- Intervention Teacher will provide staff development for Certificated staff, Classified staff, and Parents on the variety of ways in which students can be better supported to achieve grade-level standard

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)
25,000	LCFF - Supplemental and Concentration (S/C)
5,000	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.

iReady Math Diagnostic assessment and iReady Pass Data demonstrated growth in the area of Math proficiency from first trimester to the second trimester in the 2022-2023 school year

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

There were no major differences in relation to budget expenditures to address these strategies.

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.

Math baselines have been established by employing both the iReady Diagnostic assessments and iReady Pass Data at the beginning of the 2022-2023 school year to inform staff as to real-time proficiency levels for each student. Strategies to improve this goal will springboard as we build self-efficacy and capacity in our staff through a combination of staff development trainings, opportunities to attend varied instructional conferences, and through collaborative conversations with colleagues using our PE planning time.

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 3

By the end of the 2023-2024 school year, all San Rafael student subgroups identified below will reach their identified target/goal as we work to close the achievement gap.
i. Increase the % of English Learner students improving at least one level or achieving proficiency by 5% points across three years (2023-2024, 2024-2025, and 2025-2026) as measured by the ELPAC.
ii. For 15% of English Learner students to meet all of the necessary criteria to be able to reclassify during the 2023-2024 school year.
iii. CAASPP ELA Average Distance From Standard for English Learners will decrease from the baseline of -88 points distance from standard by a total of 20 points or more to -68 distance from standard or higher
by the end of the 2023-2024 school year.
iv. To increase the scale score for English Learners on the iReady Reading Diagnostic from an average of 450 to 460 for the 2023-2024 school year.
v. CAASPP ELA Average Distance From Standard for Hispanic students will increase from the baseline of 1.5 points above standard by a total of 5 or more points to reach 6.5 points above standard.
vi. To increase the scale score for Hispanic students on the iReady Reading Diagnostic from an average of 525 to 535 for the 2023-2024 school year.
vii. CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged students will decrease from the baseline of -29.6 points below standard by a total of 10 or more points to reach -19.6 points
below standard or better by the end of the 2023-2024 school year.
viii. To increase the scale score for Socioeconomically Disadvantaged students on the iReady Reading Diagnostic from an average of 510 to 520 for the 2023-2024 school year.
ix. CAASPP Math Average Distance From Standard for English Learner students will decrease from the baseline of -63.2 points below standard by a total of 20 points or more to end at -43.2 points below standard
or better by the end of the 2023-2024 school year.
x. To increase the scale score for English Learner students on the iReady Math Diagnostic from an average of 405 to 415 for the 2023-2024 school year.
xi. CAASPP Math Average Distance From Standard for Hispanic students will decrease from the baseline of -36.8 points below standard by a total of 10 points or more to end at -26.8 points below standard or better
by the end of the 2023-2024 school year.
xii. To increase the scale score for Hispanic students on the iReady Math Diagnostic from an average of 435 to 445 for the 2023-2024 school year.
xiii. CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged students will decrease from the baseline of -61.6 points distance from standard by a total of 20 or more to end at -41.6
points below standard or better by the end of the 2023-2024 school year.

xiv. To increase the scale score for Socioeconomically Disadvantaged students on the iReady Math Diagnostic from an average of 425 to 435 for the 2023-2024 school year.

Identified Need

Explicit intervention and support needs to be provided to individual students in the above mentioned student subgroups to close the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 ELPAC Assessment	56.52% of English Learner students scored Moderately/Well Developed	Increase % of EL students scoring Moderately/Well Developed to 61.52% or better
2021-2022 California Assessment of Student Performance and Progress (CAASPP) in the area of English Language Arts and 2021-2022 California Dashboard	-10.8 Distance From Met in the area of English Language Arts	Increase All Student performance from -10.8 Distance From Met to 0.0 Distance From Met or better on the 2023-2024 CAASPP
2021-2022 California Assessment of Student Performance and Progress (CAASPP) in the area of English Language Arts and 2021-2022 California Dashboard	English Learners performing at the baseline of -88 Distance From Standard on the 2021-2022 California Dashboard in the area of English Language Arts	English Learners will decrease from the baseline of -88 Distance From Standard by a total of 20 points or more to -68 distance from standard or higher by the end of the 2023-2024 school year.
2021-2022 California Assessment of Student Performance and Progress (CAASPP) in the area of English Language Arts and 2021-2022 California Dashboard	Hispanic students performed at the baseline of 1.5 points above Distance From Standard in the area of English Language Arts	Increase by 5 or more points for Hispanic students to reach 6.5 points above Distance From Standard or higher by the end of the 2023-2024 school year.
2021-2022 California Assessment of Student Performance and Progress (CAASPP) in the area of English Language Arts and 2021-2022 California Dashboard	Socioeconomically Disadvantaged students performed at the baseline of -29.6 points below Distance From Standard in the area of English Language Arts	Increase by 10 points or more for Socioeconomically Disadvantaged students to reach -19.6 points below Distance From Standard or better by the end of the 2023-2024 school year.
2021-2022 California Assessment of Student Performance and Progress (CAASPP) in the area of Math and 2021-2022 California Dashboard	Distance From Standard for English Learner students was a baseline of -63.2 points in the area of Math	Increase by 20 points or more for English Learner students to end at -43.2 points Distance From Standard or better by the end of the 2023-2024 school year in the area of Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 California Assessment of Student Performance and Progress (CAASPP) in the area of Math and 2021-2022 California Dashboard	Distance From Met for Hispanic students at a baseline of -36.8 points below standard in the area of Math	Increase by 10 points or more to end at -26.8 DIstance From Standard or better by the end of the 2023-2024 school year in the area of Math.
2021-2022 California Assessment of Student Performance and Progress (CAASPP) in the area of Math and 2021-2022 California Dashboard	Distance From Met for Socioeconomically Disadvantaged students baseline of -61.6 points below standard in the area of Math	Increase by 20 or more to end at -41.6 points from standard or better by the end of the 2023-2024 school year in the area of Math.

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)

English Learners, Hispanic, Socioeconomically Disadvantaged

Strategy/Activity

- English Language Development Training for all teachers
- Re-teach key standards in "Partner" language to reinforce deeper conceptual understanding
- Provide explicit instruction during Balanced Literacy rotations to address learning targets
- Fully implement all components of iReady Math.
- Conduct needs-assessment of Staff to identify areas of need for Professional Development
- Design and implement a Professional Development calendar to provide instructional support by Principal, Instructional Coach, District Coaches, and

Outside Contractors for all staff (A Mondays)

- Coordinate with Instructional Coach and District Coaches to provide differentiated support to individual staff members (Sub Days to Plan)
- Provide differentiated instruction for all students (intervention/enrichment)
- Classroom Staff to personalize learning for all students through engagement, getting to know students, and social-emotional learning
- Instructional Aides to provide 1:1 support and small-group instruction to support learning
- Classroom Aides to meet with Staff once a week to review student needs
- Staff to provide Classroom Aides with direction/guidance to pre-teach and reteach essential targets and goals for identified students
- Data analysis will be conducted in grade-level meetings every trimester (Classroom Assessments, Diagnostic Assessments, District Trimester &

Performance Tasks Assessments, etc).

- Hire a 50% Intervention Teacher for the 2023-2024 school year to design, implement, and execute our RTI academic model (intervention)

- Intervention Teacher will provide staff development for Certificated staff, Classified staff, and Parents on the variety of ways in which students can be better supported to achieve grade-level standard

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)
30,000	LCFF - Supplemental and Concentration (S/C)
12,000	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-Ready Reading Diagnostic assessments, iReady Math Diagnostic assessment, and iReady Pass Data demonstrated student academic growth in the areas of English Language Arts and Math proficiency from the first trimester to the third trimester in the 2022-2023 school year

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

There were no major differences in relation to budget expenditures to address these strategies

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.

English Language Arts, Math, and ELD baselines were re-established using formative assessments such as i-Ready Reading Diagnostic and i-Ready Math Diagnostic at the beginning of the 2022-2023 school year to inform staff as to real time proficiency levels for each student. Strategies to improve this goal will springboard as we build self-efficacy and capacity in our staff through a combination of staff development trainings, opportunities to attend varied instructional conferences, and through collaborative conversations with colleagues using our PE planning time.

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 4

San Rafael's Suspension Rate for all students will be maintained at the 0% rate in the 2022-2023 school year to 0% rate in the 2023-2024 school year. San Rafael will implement prevention strategies to support social-emotional wellness and mental health by securing mental health professionals such as a Wellness Teacher to provide professional development and curricular support for staff. Students will receive consistent and regular instruction to facilitate the development of tools necessary to identify emotions to enhance student well-being and overall wellness.

Identified Need

San Rafael's goal is to focus fiscal and human resources on further developing our school-wide PBIS system of behavior support and intervention to maximize student well-being and minimize student suspensions. Need to secure resources and staff to support SEL instruction and playground management at San Rafael such as a 50% Wellness Teacher fully funded by the DIstrict.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 California Dashboard	0.0% Suspension Rate	0.0% Suspension Rate as measured by the 2022-2023 California Dashboard
Review 360 Universal Screener Report	15% of our students scored at the At-Risk level on 2023 Spring Universal Screener	To decrease the percentage of students scoring at the At-Risk level by 10% as documented in the Spring 2024 Universal Screener
Second Steps/PBIS Survey (Student/Staff)	2022-2023 Results	To decrease the percentage of students scoring at the At-Risk level by 10% as documented in the Spring 2024 Universal Screener
Analysis of School Climate Survey (Parents/Students)	Waiting on results	Waiting on results

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Create alternatives such as check-ins and check-outs for students scoring At-Risk on our Universal Screener
- Have students scoring At-Risk on the Universal Screener to serve as classroom "helpers" with partner teachers as positive reinforcement when they are meeting desired behavior expectations
- Contract with outside mental health professionals to provide regular and consistent in-class, small group, and one-on-one instruction and support for students to develop tools in which to

identify and process emotions to enhance student well-being

- Hiring of 50% Wellness Teacher to assist with student supervision and behavioral intervention
- Hiring of Classroom/Instructional/Project Aides to assist with student supervision and behavioral intervention
- Provide Staff Development in the area of effective Second Steps/PBIS strategies to build capacity, proficiency, consistency, and fluency focused on mental health and student well-being
- Collaborate with student representatives to ensure San Rafael's Behavior Plan is clear, comprehensible, and relevant
- Conduct Review 360 student surveys two times a year (Fall and Spring)
- Create and implement a school climate survey for both parents and students to create a baseline for evaluating San Rafael's current state of mental health and well-being
- Analyze school climate survey results to identify trends and proactively address emerging social-emotional needs of students

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)
5,019.09	LCFF - Supplemental and Concentration (S/C)
2,314	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.

Review 360 data indicates that San Rafael identified 15% of our students at the At-Risk level in the Spring of 2023

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

Review 360 is fiscally supported by PUSD so it will be a very reliable source of information to assist staff in supporting identified students

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

San Rafael will complete the Review 360 External and Internal student screeners early in the 2023 Fall semester and again in the Spring semester to identify growth and needs that have developed. The percentage of students identified at the "At Risk" level is expected to decrease the further we get from the emotional and social consequences of the COVID-19 school closures

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 5

Chronic Absenteeism for All Students will decrease from the baseline of 17.6% in 2022 by a total of -7.0% or more to end at 10.6% or lower by the end of the 2023-2024 school year

Identified Need

San Rafael needs to decrease the amount of students that are chronically absent by -7.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 California Dashboard	Chronically Absent Rate at 17.6%	Chronically Absent Rate to decrease to 10.6% as measured by the 2023-2024 California Dashboard
2022-2023 Monthly Attendance Reports	Chronically Absent Rate at 17.6%	Chronically Absent Rate to decrease by 10.0% as measured by PUSD monthly Attendance Reports for the 2023-2024 school year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Staff to make personal contact with families of students that are Chronically Absent
- Staff to design personal plans for each student that is Chronically Absent to assist them in being more engaged in school
- Staff to conduct weekly check-ins with students to monitor their attendance
- Design school-wide Perfect Attendance Assemblies instead of only at the grade level
- Partner with different community businesses to provide incentives for students that improve daily school attendance

- Work with families and teachers of students that are chronically absent to develop individual plans/strategies to encourage daily 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)
0	LCFF - Supplemental and Concentration (S/C)
3,000	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.

San Rafael's school-wide student attendance rate demonstrated a steady number at just under 97%

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

Will need to allocate Categorical monies to purchase incentives for students to be recognized at our Monthly Perfect Attendance Awards Assemblies for "Most Improved Attendance" which has never been done before

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.

Staff members will be assigned to make personal contact with the families of students that are chronically absent to develop a personalized support plan for each student to be more engaged in 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 # 4

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

Goal 6

By the end of the 2023-2024 school year, San Rafael will experience an increase in the % of parents agreeing that school/district encourages parent involvement by 5% as identified in the California Healthy Kids Survey.

Identified Need

Hispanic and African American parents have raised concerns that parental involvement at San Rafael is very "cliquish" and not inclusive of all voices. Administration will need to work with parent leadership to ensure that all voices are being heard at San Rafael as all people are capable of bringing a wealth of cultural capital to the table.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student California Healthy Kids Survey	Waiting on results	Results to be shared in the 2023-2024 school year.
Parent California Healthy Kid Survey	Waiting on results	To increase parental satisfaction by 5% in the 2023-2024 school year as compared to the results of the 2022-2023 school year.

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)

African American and Hispanic Parents

Strategy/Activity

- Make personal contact with parents inviting them to different meetings
- Send out information, newsletters, e-blasts, and phone calls in both English and Spanish
- Design events that are culturally relevant and celebrate the cultural diversity of the San Rafael community
- Continue to work with San Rafael's AAPC and ELAC to ensure that they are an integral part of San Rafael's planning process

- Provide opportunities for San Rafael parents to attend workshops, seminars, conferences, etc. to enhance their understanding as to how to better support their students
- Allow for the purchasing of instructional materials, supplies, food, snacks, and incentives to encourage parent participation at all events

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

Amount(s)	Source(s)
0	LCFF - Supplemental and Concentration (S/C)
2,372	Title I
613	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.

San Rafael's parent community created varied opportunities for our parent community to come together and rally for our students, staff, and school.

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

San Rafael will work to secure a part-time Community Assistant to make personal contact with varied members of our parent community in order to better engage them in our school activities and procedures in both Spanish and English.

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.

San Rafael will be provided with a centrally-funded 6-hour a day Community Assistant for the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # N/A

Not Applicable

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 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 # N/A

Not Applicable

Goal 8

Not Applicable

Identified Need

Not Applicable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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 # N/A

Not Applicable

Goal 9

Not Applicable

Identified Need

Not Applicable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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 # N/A

Not Applicable

Goal 10

Not Applicable

Identified Need

Not Applicable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	$32299
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	$32299
Other State/Local Funds provided to the school	$90019.09

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	$31686
Title I Part A: Parent Involvement	$613

Subtotal of additional federal funds included for this school: $32,299

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)	$90019.09

Subtotal of state or local funds included for this school: $90,019.09

Total of federal, state, and/or local funds available for this school: $122,318.09

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	90019.09	0.00
Title I	31686	0.00
Title I Part A: Parent Involvement	613	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	90,019.09
Title I	31,686.00
Title I Part A: Parent Involvement	613.00

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

N/A Secondary Students

Name of Members	Role
Rudy Ramirez	Principal
Lizet Rodriguez	Classroom Teacher
Veronica Martinez	Classroom Teacher
Silvia Torres	Classroom Teacher
Jennifer Delgadillo	Other School Staff
Andrea Torosian	Parent or Community Member
Craig Sindici	Parent or Community Member
Lindsay Amstutz	Parent or Community Member
Orlando Gutierrez	Parent or Community Member
Natalie Williams	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 May 23, 2023.

Attested:

Principal, Rudy Ramirez on May 23, 2023

SSC Chairperson, Andrea Torosian on May 23 2023

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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.

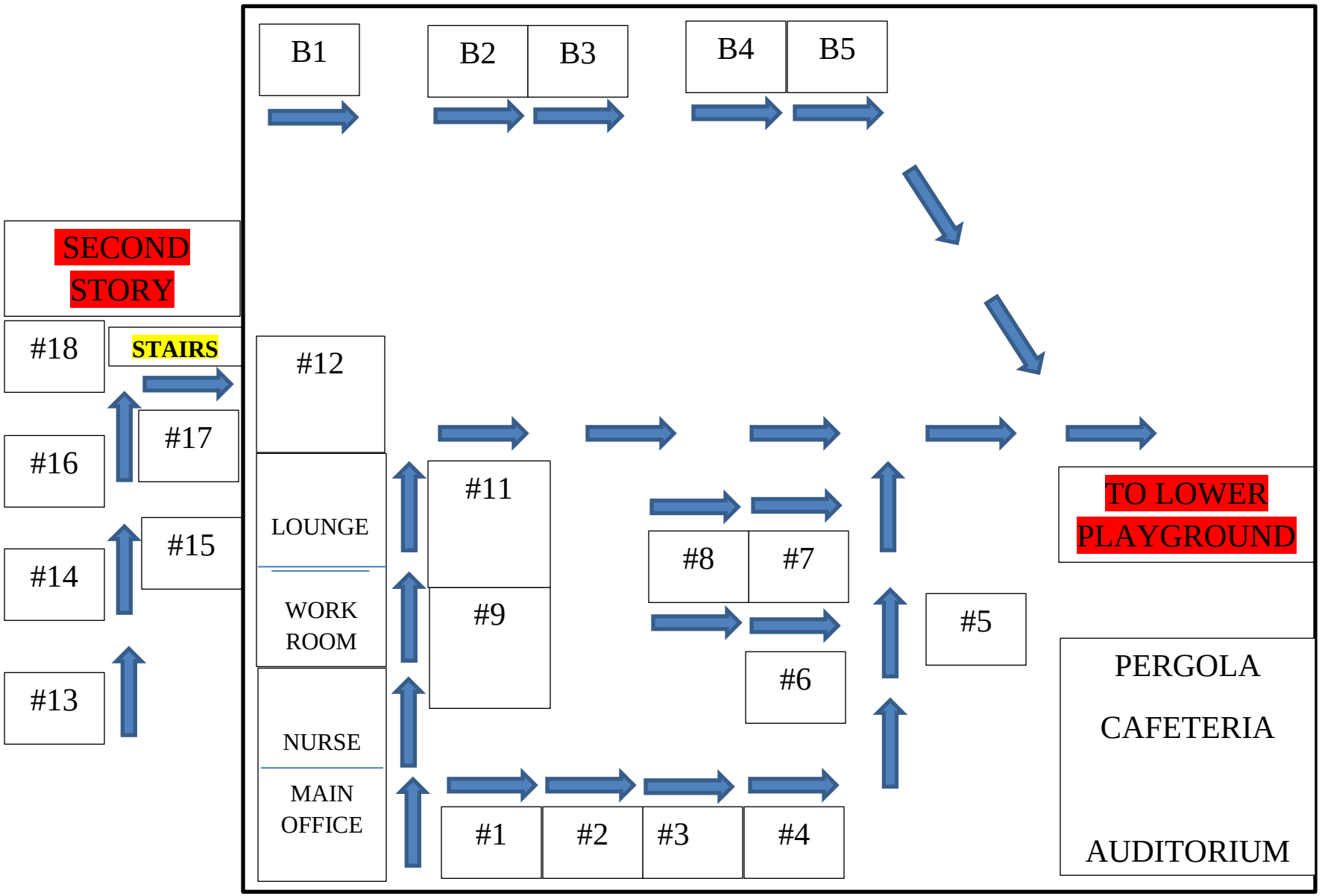
Appendix C: Select State and Federal Programs

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

SAN RAFAEL ELEMENTARY SCHOOL

EVACUATION MAP



School Site Council Minutes
February 21, 2023

I. Meeting called to order at 2:42 pm
   A. Present: Andrea Torosian, Lindsay Amstutz, Orlando Gutierrez, Veronica Martinez, Lizet Rodrigues, Sylvia Tores, Rudy Ramirez

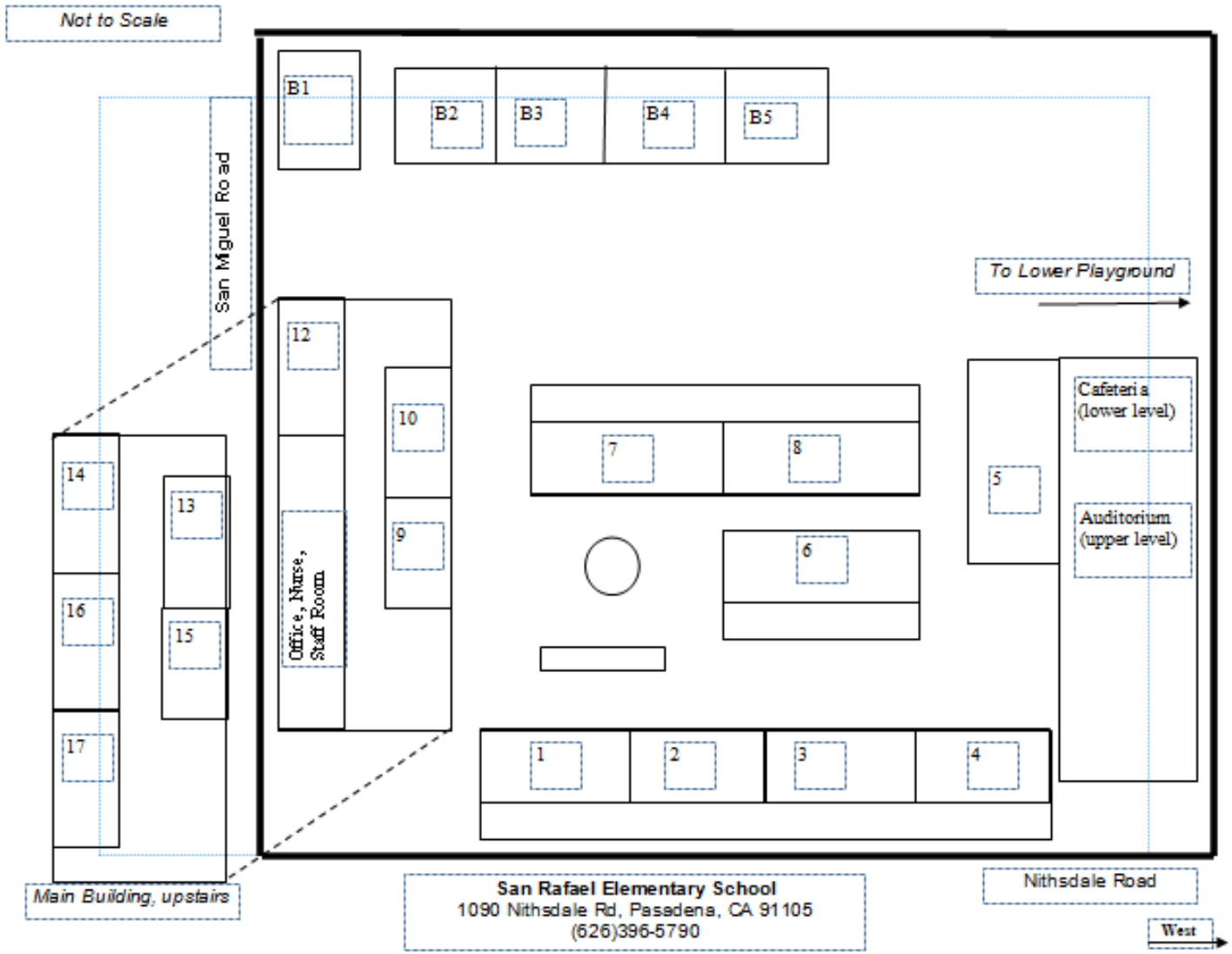
II. Approval of Minutes / Aprobar los Minutos
   a. Minutes were not presented as Secretary was absent

III. Principal Report / Reporte Del Director
   a. Review of iReady Assessment Data for Trimester II
      i. Principal shared data results in both English Language Arts and Math. Discussion was held about the growth from Trimester I to Trimester II. Individual student scores were discussed while names were redacted. A robust conversation was held to address the need for improvement in Math scores. The Principal and Instructional Coach will meet with the District Math Coach to develop a professional development calendar to better support San Rafael's staff.
   b. Approve Safety Plan
      i. Principal shared the work that was done by the Safety Plan Subcommittee. Principal went over every detail of the plan with specific attention paid to facilities improvement and items to make the school emotionally safer for students and staff.
         1. Motion to approve the safety Plan was made by Ms. Andrea Torosian at 3:46
         2. Second was made by Ms. Lizet Rodriguez
         3. President Torosian called for Discussion and no discussion
         4. President Torosian called the vote which was a unanimous vote to approve the Safety Plan.

IV. Public Comments
   No Public Comments

V. Meeting adjourned @ 3:48

Campus Map

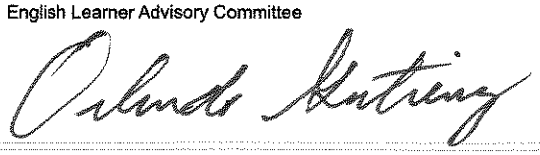

Not to Scale
B1
B2
B3
B4
B5
San Miguel Road
To Lower Playground
12
10
9
Office, Nurse, Staff Room
7
8
6
5
Cafeteria (lower level)
Auditorium (upper level)
14
13
16
15
17
1
2
3
4
Main Building, upstairs
San Rafael Elementary School
1090 Nithsdale Rd, Pasadena, CA 91105
(626)396-5790
Nithsdale Road
West

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 Achievemen SPSA) requiring board approval.

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

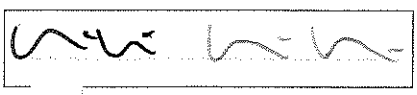
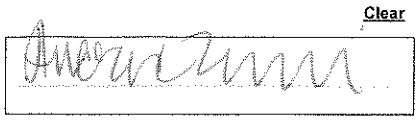
Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee 
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 distric 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 May 23, 2023

Attested:

Clear 	Principal, Rudy Ramirez on May 23, 2023
Clear 	SSC Chairperson, Andrea Torosian on May 23 2023

School Site Council Meeting

February 21, 2023

Agenda

I. Call to Order / *Llamar a Orden*

II. Approval of Minutes / *Aprobar los Minutos*

III. Principal's Report / Reporte del Director
   a. Review of iReady Assessments for Trimester II / *Repaso de Datos de Exámenes del Segundo Trimestre de iReady*
      i. English Language Arts / *Artes de Lenguaje en Ingles*
      ii. Math / *Matemáticas*
   b. Approve Safety Plan / *Aprobar Plan de Seguridad*

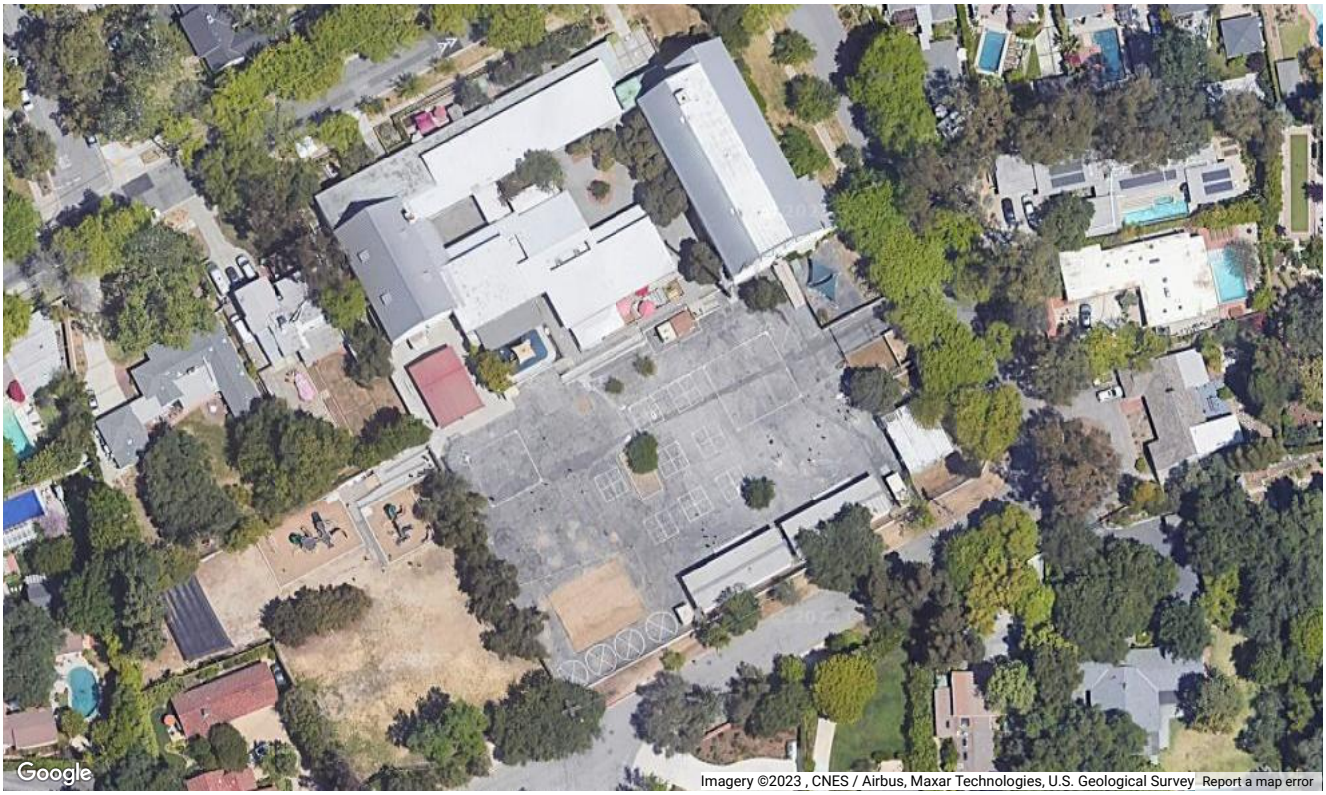
IV. Public Comments / *Comentario del Publico*

V. Adjournment / *Aplazamiento*

VI. Next Meeting / *Próxima Junta*
   a. March 28, 2023 at 2:30 pm / *28 de marzo, 2023 a las 2:30 pm*

San Rafael Elementary

Dashboard | Map



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English

Revised 10.21.22

PASADENA
Unified School District

COVID-19 SAFETY PLAN

Version 8

October 21, 2022

This COVID-19 Safety Plan/Version 8 replaces the Version 7 dated March 31, 2022 and includes revisions from City of Pasadena Public Health Department orders dated September 21, 2022 and Los Angeles Department of Public Health dated October 4, 2022. It is a fluid working document that may be adjusted as conditions and/or guidance change. To receive this plan in an accessible format, please call (626)396-3680

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Message from the Superintendent

Dear PUSD Community,

The safety and well-being of our students and staff have always been our top priorities. As described in this eighth edition of our COVID-19 Safety Plan, we have made some critical updates to adapt to changing and improving conditions. As COVID-19 transmission and hospitalization rates fluctuate, we will continue to revise our Safety Plan and adjust the guidance for students and staff.

We are also providing weekly updates on student and staff cases on our COVID-19 Dashboard.

If you need this document in an accessible format, have questions or suggestions for additional resources, please email the PUSD COVID-19 Compliance Team at HealthPrograms@pusd.us or call the **PUSD Hotline at (626) 396-3680.** Questions and concerns regarding C-19 safety plans can also be submitted to the City of Pasadena Public Health Department online at cityofpasadena.net/CSC or by phone at (626) 744-7311.Thank you for your continued cooperation.

Sincerely,

Brian O. McDonald, Ed.D.
Superintendent

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Health and Safety Practices

Guidance from multiple resources emphasizes the importance of offering in-person learning. In-person instruction can occur safely when prevention strategies are implemented. PUSD has a robust set of safety measures already in place and will comply with the State's public health requirements for schools. We continue to work closely with the Pasadena Public Health Department (PPHD). The PUSD is regularly updating its COVID Safety Plan to present information for students, parents and community members

Los Angeles County (LAC) will now be using the COVID-19 Community Level Matrix from the Centers for Disease Control and Prevention (CDC) to assess the level of risk across the county and adopt corresponding prevention strategies. The CDC COVID-19 community level is determined by the combination of three metrics as shown in Table 1 below. Community levels are classified as low, medium, or high. The community level may drop after qualifying for the lower level for seven consecutive days.

TABLE 1: CDC COVID-19 Community Levels

New Cases (per 100,000 population in the last 7 days)	Level of Risk Indicators	Low	Medium	High	LA County's Current Values New Cases: 216.5/100,000 (as of 2/24/2022)
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0	NA
	Proportion of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%	NA
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0	10.6
	Proportion of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%	7.7%
The COVID-19 community level is determined by the higher of the inpatient beds and new admissions indicators, based on the current level of new cases per 100,000 population in the past 7 days.					

LAC has transitioned to a Low Community level. Due to the change in CDC guidance, PUSD will now refer to Community Levels, along with Public Health protocols, to guide changes in our COVID Safety Plan in the areas of testing, contact tracing, and masking. We are now going to rely on **Community Level** metrics instead of **Transmission** metrics. Transmission refers to measures of the presence and spread of COVID-19. Community Level refers to the measures of the impact of COVID-19 in terms of hospitalizations and healthcare system strain, while accounting for transmission in the community. PUSD responses to these changes are:

- When LAC is in **HIGH** Community Level based on CDC measures, PUSD may implement restrictions on in-person events or activities that involve parents/guardians, community members, staff, and students. Such restrictions could include postponing Beautification Days, PTA meetings and special events, and staff training OR moving these activities to a virtual format.
- When LAC is in **MEDIUM or LOW** Community Level based on CDC measures, PUSD may reduce restrictions in place regarding events and activities that involve parents/guardians, community members, staff, and students. PUSD may continue to implement risk-reducing measures for events while still allowing them to be held in-person.

Staying Home When Sick

Students, teachers, and staff who have symptoms of infectious illness, should stay home and be referred to their healthcare provider for testing and care. Staying home when sick is essential to keep COVID-19 and other infections out of schools and prevent spread to others. **Before leaving home all students, employees and parents must conduct a self-check.** Ask these questions:

1. Do I have a fever?
2. Do I have a cough?
3. Am I experiencing shortness of breath or difficulty breathing?
4. Am I experiencing any other symptoms?
5. Have I been in contact with someone who has tested positive for COVID-19 in the last 14 days?
6. In the last ten days, have I been directed to isolate and have not yet met the criteria to leave isolation?

If you respond "yes" to any of the questions, you must stay home and it is recommended that you contact your primary care physician for further medical advice. If you have a fever with cough or shortness of breath, you are urged to contact your primary care physician as these symptoms may be attributed to COVID-19. To protect others, stay home, wear a face mask and get tested. For a more detailed symptom self-checker, visit the Los Angeles County Public Health Department's COVID-19 Symptom page.

Updated Isolation, Quarantine and Testing Guidance

PUSD is adapting to new public health guidance and has revised the following protocols for isolation and quarantine:

PUSD Student Isolation Protocol

Students, regardless of vaccination status, who test positive for COVID-19 are required to isolate for 10 days, however, isolation can end on Day 6 ONLY if all of the following criteria are met:

(1) A COVID-19 FDA authorized rapid antigen test collected at home on Day 5 or later is negative; Day 5 **negative** test results should be reported here: AT-HOME RAPID TEST SURVEY

AND

(2) No fever for at least 24 hours without the use of fever-reducing medicine; AND

(3) Other symptoms are significantly improved and resolving

(4) Wear a highly protective mask, when around others both indoors and outdoors for 10 full days after exposure. The mask should be a well-fitting medical mask or respirator or a well-fitting high filtration reusable mask* with a nose-wire.

OR-- Isolation can end on Day 11 if both these criteria are met:

(1) No fever for at least 24 hours without the use of fever reducing medicine;

AND (2) Other symptoms are not present or are significantly improved and resolving.

Isolation is required when a student tests positive regardless of vaccination status. An antigen test is preferred for testing out of isolation.

PUSD Student Quarantine Protocol

The shorter incubation period and increased transmissibility of recent COVID-19 variants suggest that a quicker and broader response to contact tracing for cases identified in school settings is warranted. The CDPH and PPHD are therefore encouraging schools to move away from the Individual Contact Tracing approach. PUSD will continue to follow the Group Contact Tracing protocol which will allow schools to provide safe in-person instruction without the intense demand of individual contact tracing.

As per Pasadena Public Health Department Exposure Management Plan dated August 15, 2022, a student who shared the same indoor airspace with someone who was diagnosed with COVID-19 (based on a positive viral COVID-19 test result or clinician diagnosis) while that person was infectious with COVID-19, for 15 minutes or more over a 24-hour period is considered a potential close contact. Asymptomatic potential close contacts may remain at school if they follow these requirements:

(1) monitor for symptoms;

(2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days after the last date of exposure;

(3) test with an FDAauthorized viral COVID-19 test (e.g., PCR or Antigen test, including at-home tests) within 3-5 days after the last date of exposure.

Rapid antigen tests will be given to potential close contacts.

If your child is a **close contact** and has recovered from COVID-19 in the last 90 days, they are required to wear a highly protective mask, when around others indoors for 10 full days after exposure; monitor for symptoms for 10 days past the date of exposure.

On April 8, PUSD transitioned to the Group Tracing approach:

- School team will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness. The students are considered to be possibly exposed and identified as potential close contacts.
- Potential close contacts (possibly exposed students), regardless of COVID-19 vaccination status, must test for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure, unless they had COVID-19 within the last 90 days.
- Potential close contacts may continue to take part in all aspects of TK-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.
- Potential close contacts are required to wear a highly protective mask around others while indoors except when eating or drinking for 10 days after the last date of exposure.

Testing results will then be reported as follows:

- At least one at home rapid antigen test for identified or potential close contacts, regardless of vaccination status, to be conducted at home 3 to 5 days after the exposure.
- Using the Testing Submission Survey, parent or guardian must confirm that the student is not experiencing any symptoms.
- Using the Testing Submission Survey, upload a digital image displaying the negative test results.
- Using the Testing Submission Survey, parent must confirm that the student will wear an upgraded mask indoors AND outdoors when around others
- Parent must monitor for symptoms for 10 days from the date of last exposure to ensure that student remains asymptomatic

**Parents/guardians are encouraged to stay up to date on COVID-19 vaccines and boosters which remain the best way to prevent severe illness, hospitalization and death.*
Who is eligible? At this time, everyone 6 months and older is eligible to get the COVID-19 vaccine and the updated fall booster has been approved for children as young as 5 years old. The new boosters protect against the Omicron variant and are recommended for those 5

years of age and older if it has been at least two months since their last dose (primary series or booster).

PUSD Employee Protocols

If an Employee Tests Positive:

Employees who test positive for COVID-19 regardless of vaccination status or lack of symptoms, must stay in isolation until:

- At least 5 days have passed since symptoms began or the date of the positive test
- AND no fever for at least 24 hours (without the use of medicine that reduces fevers)
- AND currently have no symptoms or symptoms are significantly improved and resolving
- AND A viral diagnostic specimen collected no sooner than Day 5 is negative.

Employees meeting ALL of the above criteria may exit isolation Day 6

- If on Day 5, symptoms have not improved, employee continues to isolate until symptoms have improved
- No test necessary to return after completing 10 full days of isolation **if no longer experiencing symptoms**
- PUSD employees must continue to wear recommended face masks indoors and social distance until 10 days have passed since the positive test result.

If an Employee is Exposed:

If an employee is exposed to COVID-19, the employee may be allowed to continue to work on the following conditions:

1. Must remain asymptomatic (have no symptoms); and
2. Must receive a negative COVID-19 viral test result obtained 3-5 days after last exposure to the close contact case;
3. Must monitor symptoms for 10 days
4. Wear a well-fitting mask, surgical mask (3-ply) with a nosewire, KN95 or N95 respirator indoors and outdoors, and no eating/drinking around others, for a total of 10 full days; and
5. Must observe home-quarantine when not at work.

If an employee has fully recovered from COVID-19 in the 90 days prior to the date of exposure and has **NO symptoms,** the employee and can continue to work as long as they remain asymptomatic, wear a well-fitting mask, surgical mask (3-ply) with a nosewire, KN95 or N95 respirator indoors for 10 days after exposure.

Employees Returning to Work After Isolation or Quarantine

An employee who has tested positive will be notified to follow these procedures:

1. Schedule an appointment for a rapid antigen test on Day 5*
2. If the employee tests negative, health programs verifies the negative test result, provides the employee the test result documentation, and a KN95 mask.
3. Employee reports the test result documentation form to Human Resources
4. Human Resources reviews the health protocols to return to work with employee.
5. Employee receives A Return to Work Checklist that verifies the employee is asymptomatic and understands the wearing of the KN95 mask for the following 5 days (for a total of 10 days) is a requirement to maintain their safety and the safety of others.

In the event an employee tests positive on Day 5, they will continue to isolate

*The employee will be cleared by Risk Management prior to being released and instructed to schedule an appointment with Health Programs for the appropriate test.

Use of Face Masks

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. SARS-CoV-2, the virus that causes COVID-19, is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing (CDPH). For more information, see Los Angeles County Office of Education (LACOE) Masking Updates for Students.

The District will supply staff and students with non-cloth, non-woven medical-grade surgical masks (with 3-layers of protection). Site administration will make these masks available and will notify staff and students on how to access the masks on site.

Starting November 1, 2022, masks will be recommended but not required for students, children, teachers, and staff regardless of vaccination status. PUSD will continue to require masking at testing and vaccination clinics, after exposure to COVID-19, and after an early leave from isolation as shown in chart below.

Who is required to wear a mask?	Where must they wear a mask?	When are they required to mask?

Students who have been exposed and who have met the criteria to leave isolation before 10 days.	Indoors and outdoors at school when they are around others and when not eating or drinking	For 10 days after the exposure or after the positive test result.
Students, staff and community members at a PUSD testing or vaccination clinic	In the parking lot or indoor facility of the PUSD testing or vaccination clinic	When individuals enter the parking lot or indoor facility where the testing or vaccination clinic is located
Students and staff Health Office	In the School Site Health Offices	Upon entering

Please note that it is strongly recommended for visitors and volunteers to wear masks when on school campuses.

When are masks required for EMPLOYEES?

All employees must wear a mask for 10 days after exposure when indoors around others and for 10 days if leaving isolation before the 10th day after the positive test result.

What are specific masking requirements for EMPLOYEES?

- All school employees, when required to mask (such as in a healthcare setting), must wear medical-grade surgical masks (also referred to as medical procedure masks and are three-ply) or higher level PPE (e.g., KN95 mask or N95 respirator). For those wearing surgical masks, double masking with a cloth face covering worn over the surgical mask is recommended for enhanced protection. Cloth face coverings alone are no longer recommended, as they do not provide the same level of source control or personal protection as a medical-grade surgical mask or higher level PPE (PPHD TK-12 Protocol, 3.15.22)
- Any employee who cares for sick children or who has close contact with a child with a medical condition that precludes the child's use of a facemask must wear a high-grade surgical mask (3-ply), KN95 mask or respirator, preferably N95.
- Cal-OSHA requires employers to provide, upon request, respirators to any unvaccinated employee along with instructions on how to ensure the mask fits appropriately

Additional recommendation:

- All employees are recommended to replace face masks daily if using a 3-ply surgical mask. Replacing KN95 masks after 2-3 days is suggested.

Exemptions and accommodations:

Public Health protocols allow individuals to be exempt from wearing a mask for the following reasons:

1. Persons younger than two years old.
2. Persons who are hearing impaired, or communication with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
3. Persons with a medical condition, mental health condition, or disability or whose medical provider has determined that it is unsafe for them to wear a mask, may file for an exemption with their school. A certification from a state licensed health care provider attesting that the student has a condition or disability that precludes them from wearing a mask safely will be accepted as a proof of exemption. The following licensed health care professionals may provide such attestations: Medical providers including physician (MD or DO), nurse practitioner (NP), or physician assistant (PA) practicing under the authority of a licensed physician; and licensed mental and behavioral health practitioners including Clinical Social Work (LCSW), clinical psychologist (PSy.D.) Professional clinical Counselor (LPCC), or Marriage and Family Therapist (LMFT).
4. For employees who are unable to wear a mask, refer to Cal/OSHA ETS for return-to-work requirements after an exposure event. Employees should also refer to Appendix B: Required Use of Face Masks.

At times when the Health Officer Orders may require universal indoor masking or may require masking for certain individuals, students who are exempt from wearing a mask should wear a face shield with a drape at the bottom, as long as their condition allows it.

Mask exemption for close contacts: Students who are identified as close contacts with valid mask exemption who wish to remain in school after an exposure must remain asymptomatic, monitor for symptoms for 10 days after the last date of exposure, and test negative for COVID-19 at least once 3-5 days after the exposure and once 6-9 days after exposure. Students who are not able to meet these requirements and cannot wear a mask after exposure will need to remain at home for ten days after last exposure.

Handwashing and Respiratory Etiquette

All employee and campus visitors are asked to follow these safety guidelines:

1. Wash hands frequently for 20 seconds with soap and water — especially before and after eating, after coughing or sneezing, after sharing items in class and before and after using the restroom.
2. Avoid touching your face.
3. Cover coughs and sneezes with a tissue or elbow.
4. Use tissues to wipe your nose.

For informational video on handwashing, please see How to Wash Your Hands

The District is committed to securing additional handwashing and sanitation stations and PPE to the extent possible.

1. School sites will have hand washing stations or hand sanitizer available at designated locations to allow for frequent hand washing.

2. Hand sanitizer effective against COVID-19 is available to all employees in or near the following locations:
    a. Central office
    b. Classrooms
    c. Faculty break room
    d. Faculty offices
3. Additional sinks and/or sanitation stations will be provided in high frequency areas for students

Using personal protective equipment (PPE)

1. We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by California Code of Regulations (CCR)Title 8, section 3380, and provide such PPE as needed.
2. PPE, cleaning and sanitizing supplies can be ordered through ***Current Solutions***
3. At school sites, Administrators and Health Clerks will monitor PPE supplies to ensure that schools maintain at least a 14-day supply.
4. Training on maintaining PPE (i.e. sanitization procedures) will be provided.

Health Monitoring and Containment Plan

Vaccinations

Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination, throughout the community and for all who are eligible, can help schools safely return to in-person learning by reducing transmission risk.

As of September 13, 2022, the CDPH public health order of August 11, 2021, requiring all school staff to either show proof of full vaccination or be tested at least once per week for COVID-19 was rescinded.

PUSD Health Programs and the City of Pasadena offer opportunities for vaccination. Individuals ages 3 years and older are currently eligible to obtain a vaccine that protects against COVID-19. Individuals may sign up at **MyTurn.ca.gov**, call the CA COVID-19 information line at 833-422-4255, email: **healthprograms@pusd.us** or call the Pasadena Citizen Service Center at 626-744-7311 for assistance. Links to vaccine appointments at pharmacies and other federal, state, and county sites are available at the PPHD website.

Screening & Diagnostic Testing

PUSD will provide opportunities for COVID-19 testing to reduce the risk of transmission and to prevent outbreaks. We will continue to provide access to testing for all individuals who are exposed to a COVID-19 case and/or when a major outbreak or multiple infections are reported within a school.

At-home rapid antigen tests are available for identified or potential close contacts, regardless of vaccination status, at each school health office and the PUSD Health Programs office at 351 S. Hudson Ave.

How and Where PUSD Students and Staff Can Get Tested

1. PUSD offers rapid antigen nasal swab tests at the District's Primary Clinic, M-F 1:00pm - 4:00pm.

Exposure Management and Temporary Class or School Closure

The information in this Covid Safety Plan is not meant to replace the Exposure Management Plans for TK-12 students and Early Childhood Education which are required by the Pasadena

Public Health Department and were recently updated. Please see excerpt below and refer to Appendix C: PUSD Exposure Management and Temporary Class or School Closure Plan.

The criteria for moving from in-person learning back to remote learning would be determined based on the number of cases and groups impacted, and could be necessary if active in-class or in-school transmission is occurring. Closure would be done in consultation with the Pasadena Public Health Department (PPHD), which is our local health department (LHD).

Operations Plan for Mitigation Measures

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented, consistent with public health guidance. The following measures will still be in place:

Buses and Transportation

1. **It is recommended that students, adults, and drivers wear face masks.**
2. Students will fill the vehicle from back to front. The front seat behind the driver will be empty.
3. The students will sit one to a seat unless they are family members from the same house.
4. Students will practice physical distancing to the best extent possible.
5. Parents will be asked to screen their own children (students), so that they can call the transportation office to cancel transportation if the student has a fever. Students will be screened prior to getting on the bus. Screening is conducted before students, visitors and employees may enter the bus similarly to entering the school. Screening includes a check-in concerning fever, cough, shortness of breath and any other symptoms of illness. If a student reports a symptom or does not pass the screening, they will not be allowed to enter the bus.
6. Should a student become ill while in transit, they will be seated in a dedicated seat directly behind the driver.
7. Vehicles will be cleaned and disinfected at the end of each route.

Cleaning and disinfecting

If an outbreak has been determined, the following measures intensified cleaning, sanitation and ventilation will be put into effect at all schools and work locations:

1. Cleaning and disinfecting of space, surfaces, and objects throughout the school.
2. Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are disinfected multiple times daily using appropriate products.
3. Restrooms, lobbies, break rooms, and lounges and other common areas are disinfected frequently.
4. Use of shared objects is eliminated wherever possible
5. Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are cleaned and disinfected between users.

6. Cleaning products that are effective against COVID-19 (these are listed on the Environmental Protection Agency (EPA)-approved list "N") are used according to product instructions.
7. Deeper cleaning is done when students are not at school with adequate time to let spaces air out before the start of the school day.
8. Custodial and other employees responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer's directions, Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
9. Custodial staff and other employees responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment as required.
10. Classroom carpet or rugs are cleaned.
11. Students are recommended to maintain physical distancing and to have assigned seating.
12. Teachers will not be responsible for cleaning, disinfecting or sanitizing student supplies

Field Trips

Field trips are permissible and schools may submit requests for instructional field trips and transportation. Safety measures such as social distancing and masks while in school-provided transportation are recommended. Assigning and maintaining a seating chart is recommended. The location needs to replicate the COVID-19 protocols in place at the school sites. Instructional trip liability form must be completed if the field trip includes possible hazards or unsafe conditions, such as in or near water, camping, mountain climbing, etc.

For overnight trips (if permitted):

1. Students need to have a negative COVID-19 PCR or rapid antigen test result or be fully vaccinated and boosted if eligible.
2. Masks are not required while sleeping.
3. Cohorting into consistent groups for indoor small group interactions particularly unmasked, such as sleeping in a cabin.
4. Test 3-5 days after trip

These guidelines are subject to change at any time, please confirm with our PUSD Health Programs if additional safety measures are needed prior to the instructional trip.

Personal protective equipment (PPE), tools and equipment

1. PPE, such as gloves and face shields, must not be shared
2. After using shared materials, students and employees should use hand sanitizer or wash hands

Plexiglass Barriers:

In the case of outbreaks or upon public health guidance, the following may remain in place:

1. Physical plexiglass barriers that were previously installed in front office areas where face-to-face interaction with the public occurs.
2. One plexiglass barrier unit for use for when working one-on-one with a student.

School Events and Meetings

1. Parent-Teacher and Faculty meetings can be conducted in person or virtually. Any individuals visiting "on site" for such meetings must follow the PUSD visitor protocols.
2. School events (such as Open House, student dances, proms, assemblies and performances) may be scheduled.
3. **For Student Dances, Proms:**
    - Indoor venues allowed
    - Rapid antigen testing for all students and staff is recommended within 48 hours prior to event.
    - Health Programs can support testing needs for student events.

    Assemblies and Performances:
    - Indoor performances and assemblies are allowable.
    - Outdoor performances and assemblies are recommended.
    - Masks are recommended to be worn by the audience members of indoor performances.
    - Visitor protocol required.
4. For additional guidance for planning events, see the California Department of Public Health's **Safe and SMART Events Playbook**: https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Events-Playbook.pdf

School Meals

Cafeterias at each site remain open to provide children a hot breakfast and lunch meal. Meals will be eaten outside as much as possible. All the serving lines have been equipped with plexiglass shields and required signage for social distancing. Staff will continue to wear masks and practice all safety standards in the preparation and serving of the meals.

Ventilation

1. HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate.

2. If HVAC systems are not functioning at maximum capacity, doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate.
3. Air filters have been upgraded from MERV 6 to hospital grade MERV 10 filters.
4. Each classroom and isolation room will have an air purifier.

Visitors and Volunteers

All visitors, volunteers and external groups or organizations are strongly encouraged to use a face mask and required to sign in before entry and screen for symptoms.

Water

Students will also be encouraged to bring their own water bottles to refill at water filling stations. (Please note: selected drinking water fountains will be closed to minimize COVID-19 exposure)

Supportive Services

The PUSD is committed to ensuring continuity of services when students and their families are impacted by exposure to COVID-19 and by other barriers to learning. Pasadena Unified aims to continue student and staff services related to academics as well as services connected to social, emotional, mental and physical well-being. Students with disabilities and English learners must also be taken into consideration when determining how to ensure continuity of services.

Reset. Re-Engage. Reignite. Returning safely to school this year meant that resources are aligned with trauma informed approaches to address students' academic, behavioral, and social-emotional needs. PUSD has streamlined resources, scope and sequence, and trainings that will offer the classroom teacher, administrator, students or staff to prepare for the return of our students. These will be housed in a "Wellness Hub," to be included in the PUSD Curriculum folder @ gopusd.com/curriculum.

Continuity of Services Plan

In cases where isolation, quarantine, classroom or school closures are required, the PUSD will provide for the continuity of learning, meals and other supportive services for students and families as follows.

For Individual Students in Quarantine or Self-Isolation

In cases where student, family member, school nurse, health clerk and/or School Covid-19 Compliance Team identifies need for an individual student to isolate or quarantine due to Covid-19 exposure or testing positive, the following steps are planned:

- The Canvas learning platform will remain in place for school year 2022-23, allowing students to access weekly assignments provided by teachers virtually if they are required to isolate or quarantine at home.
- Health Clerk, Community Assistant, or other designated staff will manage services for quarantined students and will provide information to student and family on quarantine or isolation procedures; access to food, health, mental health and social services; and instructions for accessing Canvas, Webex, chromebook or WiFi connectivity as needed.
- School Nurse will provide support as needed and will check in regarding the student's health.
- Student and family will be connected to mental health and social services if requested.
- *Considerations for English Learners:* If a student is required to quarantine, LADD office will collaborate with the teacher to tailor support based on the assignments. Students in quarantine will be invited to virtual tutoring and English Language Development sessions.

- *Considerations for Students with Disabilities:* in the event the student must be medically quarantined or isolated, case carriers will contact family to discuss virtual service delivery and coordinate with service providers.

Connections to Supportive Services

The following are just a few of the supportive services provided by PUSD and its community partners. Please note that the PUSD Office of Child Welfare, Attendance and Safety (CWAS) has been renamed Student Wellness and Support Services (SWSS).

Resources for Mental Health Services for Students

SWSS and Mental Health Services provide services for students under three scenarios as circumstances allow: remotely/telehealth; in-person/on-site utilizing safety measures to consider for clinicians and clients; and pending room availability for confidential and safe sessions; or hybrid combining both methods.

Additional mental health services, attendance and social emotional learning support is provided by Master of Social Work Interns from various Southern California universities who are placed at school sites. These Interns are able to service students who are uninsured or privately insured, providing individual, group, and family counseling while gaining field experience towards their master's degree. Please contact Lara Choulakian, Manager of Mental Health for further information, x 88233 or choulakian.lara@pusd.us

PUSD Crisis Hotline

Parents also have the option of calling the PUSD crisis line and will be linked to the SWSS Clinical Social Work team who can also help parents system-navigate and link to services at **(626) 396-3680**

Access to Resources and Support Services

The Office of Student Wellness and Support Services as well as programs and initiatives such as Families in Transition and Community Schools provide outreach to ensure students with unique needs, including foster youth and homeless students, have the necessary resources to access learning while following public health guidelines as well as supports to address academic and social-emotional needs. These resources include:

- **Student Wellness and Support Services:** Any PUSD school or district employee, a parent, or the neighbor of a child in need, can access a School Support Referral process form to help children get the support and services they need to be successful.

- **Community Schools:** Coordination of screening, services and referrals in partnership with community providers. This guide - Resources for Supporting Pasadena Unified Students and Families during Safe Return to School (Fall 2021/Spring 2022) (English/Espanol) - first developed by the Pasadena HS Community Schools Initiative will continue to be updated and distributed.

- **PUSD Center for Student & Family Services** located at 750 N. Robles Ave, Pasadena, CA 91104 (next to Madison Elementary School) is the home of **Families in Transition (FIT)** and other programs within the Office of Student Wellness & Support Services. FIT is PUSD's McKinney-Vento Homeless Assistance program for student and family support addressing socioeconomic barriers to student success like housing and food insecurities, lack of access to health and mental health care, recent immigration, and other educational challenges. For assistance or an appointment, please call 626.396.5782 or text the FIT cell at 626.720.2476.

- **Care Solace** Care Solace is a complimentary and confidential service provided to staff and their families by the Pasadena Unified School District. Care Solace can help with mental health or substance use and they can quickly and confidentially find providers matched to employees' needs. If you would like to use Care Solace to help you find a provider:
  Call 888-515-0595 available 24/7/365 in any language.
  Visit www.caresolace.com/pasadena and either search on your own
  OR click "Book Appointment" for assistance by video chat, email, or phone.

- The Employee Assistance Program provides PUSD employees with 24-hour access to advice for dealing with COVID-19 related stress and/or anxiety.

Considerations for Students with Disabilities

Safety Considerations for Students with Disabilities

1. Any alternatives to face masks should be discussed by the student's IEP team and documented in the IEP. For example, if a student has behavioral, sensory intolerance to the health mandated use of personal protective equipment (PPE), use a face shield or alternative covering to help assist in maintaining health safety.
2. Teachers of students who are deaf/hard of hearing will use a face shield and/or a clear mask for instruction. Contact the Special Education Office with requests.
3. School personnel will work closely with families of students who have health conditions that put their child at increased risk of severe illness from COVID-19. As appropriate, a health and safety plan may be developed.

Considerations for Employees Working with Students with Disabilities

Services will now be conducted in-person. If community transmission rates for COVID-19 are high, services for students with disabilities and their families may be conducted with staff remotely as per PPHD guidance.

1. Employees will use the type of face covering that is most conducive to addressing specific students' needs.
2. IEP services, to the extent possible, will be delivered with adherence to the wearing of facial coverings, and increased hand washing and sanitizing.
3. All employees who work with students who require more hands-on services such as diapering, catheterization, feeding, etc. will use face coverings and gloves. Employees who work with students who require modeling of oral tasks to complete work will be issued face shields with drapes so students are able to view their instructor.

ARTS Plan & Procedures

The PUSD Arts and Enrichment Department will follow the ARTS Reintegration Plan and Safety Procedures 2022-23 which are specific to arts education programming, including: all levels of instrumental and choral music, assemblies, performances, teaching artists, community and enrichment partners. This plan is currently under revision to accommodate recent changes to the PUSD COVID-19 Safety Plan.

Appendices

A. LAC DPH COVID-19 PPHD Health Protocols - (revised 10.04.22)

B. PPHD TK-12 SCHOOLS PROTOCOL (revised 9.21.22)

C. PPHD Exposure Management Plan (revised 8.15.22)

For Pasadena Unified School District updates: PUSD COVID-19 Updates

Please provide feedback by sending comments through the Feedback Form

To see summary of major changes from all Covid Safety Plans, click here.

COVID-19 Compliance Teams

The COVID-19 District and School Compliance Teams are responsible for establishing and enforcing all COVID-19 safety protocols, including this COVID Safety Plan.

District COVID-19 Leadership Team

Brian O. McDonald
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Elizabeth Blanco
Chief Academic Officer
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Leonard Hernandez, Jr.
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Facilities & Transportation
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Tendaji Jamal
Chief Technology Officer
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Steve Miller
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Core District COVID 19 Compliance Team

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Shahada Thornton
California School Employees Association

Jonathan Gardner
United Teachers of Pasadena

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School COVID-19 Compliance Teams

School COVID-19 Compliance Team members can include site administrators, nurses, health clerks, parents, athletic directors, academic coaches, and custodians who then receive training.

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: San Rafael Elementary

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	146	$27,241.49