School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Don Benito Elementary School	19-64881-6021554	4/26/2021	6/30/2021

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)

X Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

For the 2020-21 School Year, Don Benito Elementary will receive $142,670. This amount include unrestricted, LCFF, and Title I funds. In order to fully fund our priorities we will need to supplement our budget with $60, 700. from our Annual Fund.

School Vision and Mission

Vision Statement

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

Mission

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

Shared Commitment

The teachers at Don Benito pledge to:

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

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

School Profile

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

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

We were expecting an enrollment of 450 students for the 2021-2022 school year and have exceeded the projected enrollment. The current enrollment for 2020-21 is approximately 475 students. As a result a new classroom was opened

in October 2020. Don Benito is a neighborhood school, although many of our students commute from all parts of Pasadena. Each year our site participates in generating the open spaces for the following year and then those spaces are selected through the lottery.

Don Benito Elementary Free and Reduced Lunch Program serves 53% of our student population and 8.0% of our population are English Learners. Our school population comprises of 43% Hispanic, 9% Asian, 12% African American, and 28% White.

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

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

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

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

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.36%	0.4%	%	2	2	
African American	12.09%	11.94%	11.5%	67	59	54
Asian	3.25%	4.86%	5.7%	18	24	27
Filipino	3.25%	2.83%	3.4%	18	14	16
Hispanic/Latino	41.88%	42.51%	43.3%	232	210	204
Pacific Islander	0.18%	0.2%	%	1	1	
White	31.41%	29.55%	27.8%	174	146	131
Multiple/No Response	0.9%	1.21%	1.3%	5	6	6
			Total Enrollment	554	494	471

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	90	78	78
Grade 1	99	87	73
Grade 2	93	83	83
Grade3	83	91	72
Grade 4	88	83	87
Grade 5	101	72	78
Total Enrollment	554	494	471

Conclusions based on this data:

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

2. Our Multi-ethnic group shows the most growth. Registration is now online and this facilitates selecting multiple ethnicities.

3. There has been a decline in white group.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	43	42	38	7.8%	8.5%	8.1%
Fluent English Proficient (FEP)	35	33	28	6.3%	6.7%	5.9%
Reclassified Fluent English Proficient (RFEP)	3	1	2	7.1%	2.3%	4.8%

Conclusions based on this data:

1. Our EL enrollment is a small percentage of our student population.

2. Our EL enrollment has declined over the reporting period.

3. Our EL reclassification dropped in 2019-20. ELPAC testing was not completed in 2019-20 due to the pandemic.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	93	81	104	92	80	104	92	80	96.3	98.9	98.8
Grade 4	103	101	76	102	97	75	102	97	75	99	96	98.7
Grade 5	98	96	95	96	95	94	96	95	94	98	99	98.9
All Grades	309	290	252	302	284	249	302	284	249	97.7	97.9	98.8

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2446.	2428.	2435.	36.54	30.43	35.00	25.00	19.57	18.75	18.27	26.09	17.50	20.19	23.91	28.75
Grade 4	2460.	2479.	2454.	31.37	30.93	24.00	17.65	26.80	20.00	15.69	13.40	10.67	35.29	28.87	45.33
Grade 5	2537.	2526.	2539.	37.50	37.89	35.11	28.13	25.26	32.98	21.88	13.68	20.21	12.50	23.16	11.70
All Grades	N/A	N/A	N/A	35.10	33.10	31.73	23.51	23.94	24.50	18.54	17.61	16.47	22.85	25.35	27.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.65	32.61	37.50	39.42	42.39	35.00	26.92	25.00	27.50
Grade 4	24.51	29.90	26.67	46.08	46.39	41.33	29.41	23.71	32.00
Grade 5	35.42	31.58	42.55	52.08	45.26	44.68	12.50	23.16	12.77
All Grades	31.13	31.34	36.14	45.70	44.72	40.56	23.18	23.94	23.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.58	20.88	22.50	36.54	42.86	50.00	27.88	36.26	27.50
Grade 4	30.00	26.80	18.67	32.00	50.52	37.33	38.00	22.68	44.00
Grade 5	37.50	44.21	32.98	44.79	33.68	52.13	17.71	22.11	14.89
All Grades	34.33	30.74	25.30	37.67	42.40	46.99	28.00	26.86	27.71

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	26.92	19.57	28.75	63.46	60.87	56.25	9.62	19.57	15.00
Grade 4	20.59	17.53	18.67	59.80	72.16	60.00	19.61	10.31	21.33
Grade 5	28.13	29.47	25.53	63.54	54.74	67.02	8.33	15.79	7.45
All Grades	25.17	22.18	24.50	62.25	62.68	61.45	12.58	15.14	14.06

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	38.46	27.17	35.00	42.31	53.26	31.25	19.23	19.57	33.75
Grade 4	27.45	28.87	16.00	45.10	46.39	53.33	27.45	24.74	30.67
Grade 5	36.46	44.21	37.23	50.00	31.58	50.00	13.54	24.21	12.77
All Grades	34.11	33.45	30.12	45.70	43.66	44.98	20.20	22.89	24.90

Conclusions based on this data:

1. Overall 76% of students are achieving at nearly met standard or above. Overall 24% of students are achieving below standard in ELA.

2. Based on 18-19 data 24% of students are below standard in reading. Based on 18-19 data 27% of students are below standard in writing.

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	93	81	104	92	80	104	92	80	96.3	98.9	98.8
Grade 4	103	101	76	102	96	74	102	96	74	99	95	97.4
Grade 5	98	96	95	96	95	93	96	95	93	98	99	97.9
All Grades	309	290	252	302	283	247	302	283	247	97.7	97.6	98

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.	2429.	2440.	25.00	19.57	27.50	30.77	30.43	30.00	19.23	20.65	17.50	25.00	29.35	25.00
Grade 4	2473.	2485.	2471.	18.63	17.71	16.22	27.45	36.46	31.08	29.41	28.13	27.03	24.51	17.71	25.68
Grade 5	2527.	2489.	2517.	27.08	22.11	25.81	28.13	14.74	19.35	25.00	21.05	31.18	19.79	42.11	23.66
All Grades	N/A	N/A	N/A	23.51	19.79	23.48	28.81	27.21	26.32	24.50	23.32	25.51	23.18	29.68	24.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.65	31.52	38.75	32.69	36.96	30.00	33.65	31.52	31.25
Grade 4	31.37	23.96	29.73	29.41	47.92	29.73	39.22	28.13	40.54
Grade 5	43.75	25.26	25.81	28.13	18.95	39.78	28.13	55.79	34.41
All Grades	36.09	26.86	31.17	30.13	34.63	33.60	33.77	38.52	35.22

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.62	25.00	26.25	44.23	45.65	50.00	21.15	29.35	23.75
Grade 4	26.47	20.83	25.68	45.10	58.33	41.89	28.43	20.83	32.43
Grade 5	25.00	24.21	24.73	50.00	41.05	50.54	25.00	34.74	24.73
All Grades	28.81	23.32	25.51	46.36	48.41	47.77	24.83	28.27	26.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.65	30.43	37.50	45.19	46.74	40.00	21.15	22.83	22.50
Grade 4	29.70	32.29	29.73	42.57	44.79	39.19	27.72	22.92	31.08
Grade 5	27.08	23.16	27.96	53.13	40.00	41.94	19.79	36.84	30.11
All Grades	30.23	28.62	31.58	46.84	43.82	40.49	22.92	27.56	27.94

Conclusions based on this data:

1. Overall 75% of students are achieving at nearly met standard or above. Overall 25% of students are achieving below standard.

2. Based on 18-19 data 35% of students are performing below standard on Concepts and Procedures. Based on 17-18 data 27% of students are performing below standard on Problem Solving and Modeling/Data Analysis.

3. 18-19 data 28% of students are performing below standard on Communicating Reasoning.

School and Student Performance Data

ELPAC Results

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall 17-18	Overall 18-19	Oral Language 17-18	Oral Language 18-19	Written Language 17-18	Written Language 18-19	Number of Students Tested 17-18	Number of Students Tested 18-19
Grade K	1393.9	*	1406.5	*	1364.3	*	15	9
Grade 1	*	1469.9	*	1473.5	*	1465.7	*	14
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	5
All Grades							41	43

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4 17-18	Level 4 18-19	Level 3 17-18	Level 3 18-19	Level 2 17-18	Level 2 18-19	Level 1 17-18	Level 1 18-19	Total Number of Students 17-18	Total Number of Students 18-19
K	*	*	*	*	*	*	*	*	15	*
1	*	7.14	*	71.43	*	14.29	*	7.14	*	14
2		*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	11.63	31.71	60.47	29.27	16.28	*	11.63	41	43

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4 17-18	Level 4 18-19	Level 3 17-18	Level 3 18-19	Level 2 17-18	Level 2 18-19	Level 1 17-18	Level 1 18-19	Total Number of Students 17-18	Total Number of Students 18-19
K	*	*	*	*	*	*	*	*	15	*
1	*	35.71	*	35.71	*	14.29	*	14.29	*	14
2	*	*		*	*	*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	34.15	39.53	29.27	34.88	*	13.95	*	11.63	41	43

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	15	*
1		7.14	*	64.29	*	21.43	*	7.14	*	14
3		*		*	*	*	*	*	*	*
4		*		*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	*	9.30	*	30.23	46.34	44.19	26.83	16.28	41	43

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	15	*
1	*	50.00	*	42.86	*	7.14	*	14
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	41.46	34.88	41.46	51.16	*	13.95	41	43

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	15	*
1	*	14.29	*	71.43	*	14.29	*	14
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	43.90	37.21	31.71	48.84	*	13.95	41	43

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	80.00	*	*	*	15	*
1	*	35.71	*	57.14	*	7.14	*	14
5	*	*	*	*	*	*	*	*
All Grades	*	20.93	60.98	53.49	31.71	25.58	41	43

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	15	*
1	*	0.00	*	92.86	*	7.14	*	14
5	*	*	*	*	*	*	*	*
All Grades	*	11.63	53.66	76.74	26.83	11.63	41	43

Conclusions based on this data:

1. As of 18-19 we have 43 EL students. Nine of these students are Kinder and fourteen in First grade. Given that data represents primarily Kinder and First grade students, we need to increase support in foundational literacy skills and oral language development. Performance of students in 4th and 5th grade needs to be evaluated and supports put in place to achieve reclassification before promoting to middle school.

2. In the Oral Language 40% of our students are at Level 4 and 35% of our students are at Level 3. In the Written Language 12% of our students are at the Beginning Level and 77% of our students are at Moderate Level. In the Listening domain 35% are well developed and 51% are Somewhat developed. In the Speaking domain 37% are well developed and 49% are moderately developed. In the Reading domain 53% are somewhat developed and 26% are beginning. In the Writing domain 77% of our students are somewhat developed and 12% are beginning.

3. Work with instructional coach and classroom teachers to develop and implement daily ELD integrated and designated instruction. The instructional coach will provide professional development to teachers with EL students. Professional development will be provided during A Monday professional development early release days.The instructional coach will provide coaching to resource teacher.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
554	**40.6**	**7.8**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	43	7.8
Foster Youth	2	0.4
Homeless	3	0.5
Socioeconomically Disadvantaged	225	40.6
Students with Disabilities	77	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	67	12.1
American Indian	2	0.4
Asian	18	3.2
Filipino	18	3.2
Hispanic	232	41.9
Two or More Races	37	6.7
Pacific Islander	1	0.2
White	174	31.4

Conclusions based on this data:

1. We have 41% Socioeconomically disadvantaged students.

2. Students with disabilities represent 14% of our population. 8% of our students are English Learners. Both of these subgroups need targeted supports.

3. 42% of our students are Hispanic, 32% are White, 12% are African American, and 7% of students are reported as 2 or more races.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. Our Academic performance in ELA is in the Green area, which reflects 75% of our students are at grade level as measured by the SBAC.
   Our academic performance in Math is in the Yellow, which reflects 70% of our students are at grade level and 30% are below grade level as measured by the SBAC.

2. The suspension rate is in the yellow, that is an decrease from last year. Implementation of a school wide discipline plan will continue. This will include implementation MTSS, RtI, Reveiw 360 data,PBIS and the Character Counts 6 Pillars of Character. Classroom Character Binders will be implemented during the 2018-2019 school year (April). Nine students were suspended. Two of these students were suspended multiple times. Two were Foster Youth, 1 was White, 5 were African American, and 1 was 2 races.

3. Chronic absenteeism is in the orange and increased slightly. To improve attendance we will implement Parent Forums/Parent University to inform/teach parents about the adverse effect missing school has on academic performance. Incentives for attendance will be added for students with chronic absenteeism in 2020-21. A committee will meet monthly to review Students with chronic absenteeism, (including their behavior, academic performance, school relationships), to provide support to students and families.
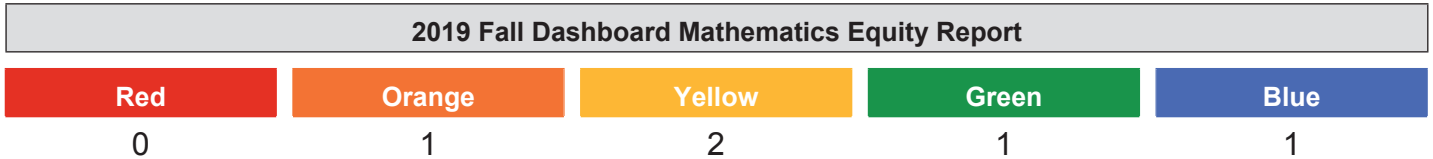
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	1

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
30.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.8 points	1	9	9
35			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
8.5 points below standard	47.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	48.9 points above standard
Maintained -1.5 points	Declined Significantly -18.1 points	1	Increased Significantly ++22.4 points
116	15		72

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.5 points below standard	45.7 points below standard	18.4 points above standard
Declined Significantly -45.1 points	Declined Significantly -30.1 points	Increased ++3.2 points
13	12	221

Conclusions based on this data:

1. Four sub groups performed in the Orange area. We need to identify these students and determine instructional next steps. Continue to work with Instructional Coach and Intervention Teacher to provide support for classroom teachers and also individual students who are performing below grade level in Reading and Math based on grades SBAC data, IRI data, and I Ready Data. Provide professional development to support student learning for all student groups. Outcomes will be increased achievement for the 4 groups performing below grade level.

2. Our current English Learner's decreased by 42 points, and our Reclassified English Learners declined by 30.1 points indicating there is a need to support and track the progress of ELs and Reclassified English Learners.

3. The English Learner Only group scored very low as well as declined 42 points. Continue to work with EL Coach/Instructional Coach and Intervention Teacher to provide targeted instruction for EL students and provide professional development for teachers, including modeled lessons. Outcome will be more effective teachers and improved academic performance for our EL Only group.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
6 points below standard	84.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.3 points	Declined Significantly -33.3 points	1
257	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	43.6 points below standard	57.1 points below standard
8	Increased ++3.2 points	Increased ++8.9 points
	115	48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
51.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2 points	1	9	9
35			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
21.7 points below standard	32.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	26.1 points above standard
Increased ++7.3 points	Declined -3.3 points	1	Increased Significantly ++23.1 points
116	15		71

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105 points below standard	63.6 points below standard	1.9 points above standard
Declined Significantly -29.2 points	Declined Significantly -28.2 points	Increased ++10.1 points
13	12	220

Conclusions based on this data:

1. The school scored an overall Green. We are 6 points below the standard in Math. This is an improvement of 7.3 points.

2. Our African American students, and the EL group scored in the Orange area. Student with disabilities, low SES, Hispanics and White students all showed increases. Continue to work with Instructional Coach/EL Coach and Intervention teacher to provide targeted instruction for indicated student groups and provide professional development for teachers. Use student data to target students who need support. Use SBAC data, grade level data in Math based on grades, and I Ready Data. Outcome will be improved Math scores for targeted groups.

3. Target our Reclassified and our English Learner Only group by supporting Math instruction through professional development and continue to work with Instructional Coach/EL Coach and Intervention teacher to provide targeted instruction for indicated student groups. The language demands in mathematics have increased on standards based assessment. Outcomes will be academic improvement in Math for targeted groups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
60.6 making progress towards English language proficiency
Number of EL Students: 33
Performance Level: High
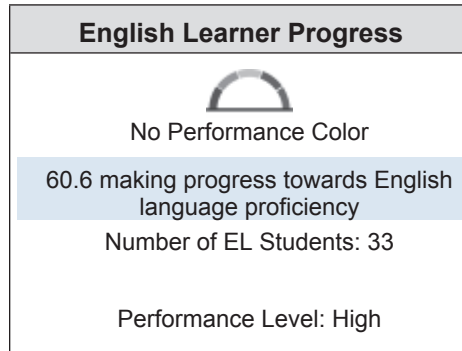
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.0	36.3	3.0	57.5

Conclusions based on this data:

1. To improve performance for EL students there is a need to implement designated and integrated ELD instruction with fidelity.

2. There is a need for teachers to collaborate with instructional coach to develop and implement a daily EL instruction schedule for EL students. Instructional coach to create a master schedule with daily ELD instruction (integrated and designated). The instructional coach will provide professional development to teachers with EL students. Professional development will be provided during A Monday professional development early release days. An intervention teacher will support classroom teachers with the implementation of the program. The instructional coach will provide coaching for the intervention teacher and classroom teachers.

3. Based on 2019 Dashboard data our English Learners, 60.6% are making progress towards language proficiency with 19/33 students progressing at least one level. There is a need to monitor and provide support for our Reclassified students. Reclassified students will be provided interventions as needed in ELA and Math based on current IRI and I Ready data as well as teacher input. The instructional coach will develop a schedule to monitor progress and work with classroom teachers and the intervention teacher to track the ELA and Math needs for our Reclassified students.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

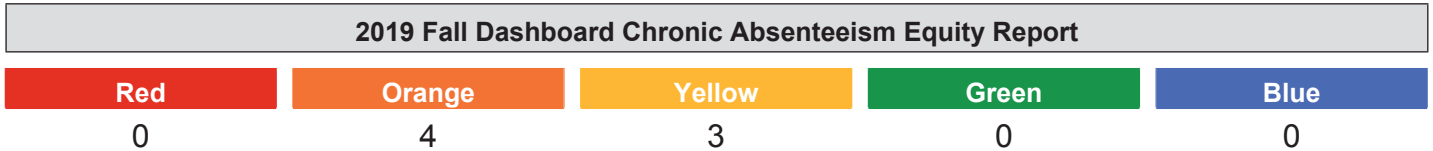| Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
6.9	6.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Maintained 0	3
563	44	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
8.3	9.9	12.1
12	Increased +1.8	Increased +2.3
	243	99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
13.2	Less than 11 Students - Data Not Displayed for Privacy	5.6	0
Declined -1.3		Increased +5.6	Maintained 0
	2		
68		18	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Orange
6.3	7	Less than 11 Students - Data Not Displayed for Privacy	5.7
Maintained -0.1	Increased +4.5		Increased +1.2
		1	
237	43		176

Conclusions based on this data:

1. MTSS monthly committee meetings to identify students who are chronically absent. Track the data for families using independent study as it relates to their turning in assigned class work during the absence to identify how independent study may be having a negative impact on our chronic absenteeism data.Focus on improving school culture and climate, which has a positive impact school attendance. Continue the positive referral process, in which the principal meets with students to share the positive impact the student has on his/her class and the school community as well as praising the students academic and attendance performance and suggesting ways to improve if needed. Families are notified by the principal of the great impact their child is having on the school.

2. Meet with parents to sign attendance contract and determine ways to work with and support the family to improve attendance.

3. Work with CWAS to implement positive reinforcement of improved attendance for chronically absent students. SARB families who do not respond to site based interventions and support.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
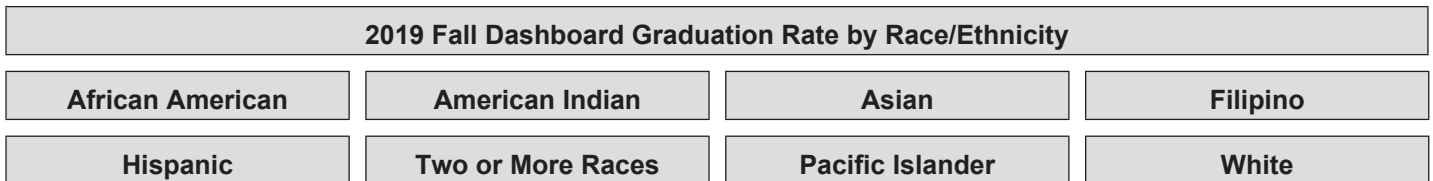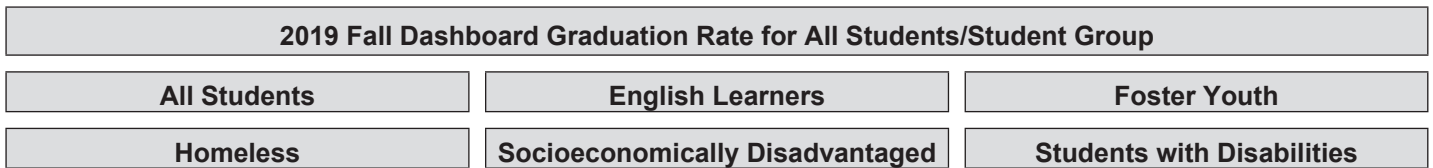## Suspension Rate

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

Lowest Performance

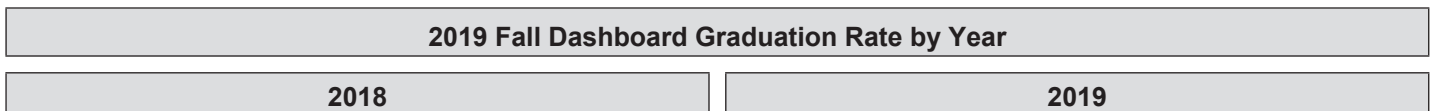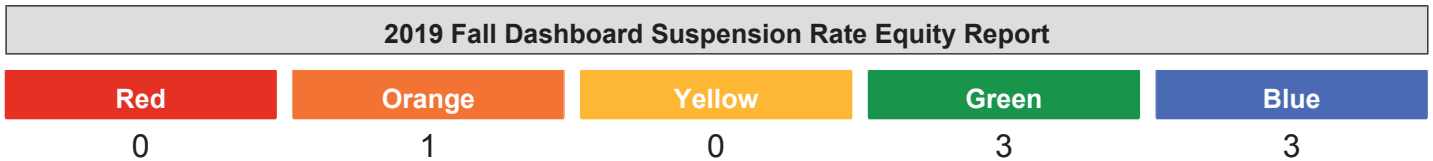Red   Orange   Yellow   Green   Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
1.1	0	Less than 11 Students - Data Not
Maintained -0.1	Maintained 0	3
568	44	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
0	2	0
12	Declined -0.8	Declined -4.3
	244	100

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
1.4	Less than 11 Students - Data 2	0	0
Declined -4.2		Maintained 0	Maintained 0
69		18	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Green
1.7	0	Less than 11 Students - Data 1	0.6
Increased +0.9	Maintained 0		Maintained +0.1
238	43		179

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.1	1.1

Conclusions based on this data:

1. Our current suspension rate is Yellow and improvements were maintained. Red. SES decreased suspension rate by 0.2%--Students with disabilities suspension rate decreased by 4.3%, African American student suspension rate declined by 4.2%.

2. Implement MTSS and continue RtI Implementation, as well as implementation of the Social Emotional Learning (SEL) Curriculum and the school wide Pillars of Character.

3. The suspension rate declined for all subgroups except for the Hispanic group with increased .9%. MTSS monthly committee meetings to identify students who have been suspended. Choose school wide strategies to improve school culture and climate, which has a positive impact school suspensions. Continue the positive referral process, in which the principal meets with students to share the positive impact the student has on his/her class and the school community as well as praising the students academic and attendance performance and suggesting ways to improve if needed. Families are notified by the principal of the great impact their child is having on the school.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

By May 2022, 100% of students will show one year's growth or more in reading levels as measured by district diagnostic assessments. Mid-year diagnostic assessment in 2020-21indicate that 62.5% of students achieved proficiency.

Identified Need

FRL subgroup accounts for 53% of the student population and have an average scale score of 485 MOY. The performance is below the school and district average scale score of 500. White subgroup average scale score MOY is 520.
Foundational Reading Skills need to be strengthen for students not meeting grade level proficiency. Targeted subgroup to monitor: Students on Free and Reduced Lunch (FRL) Decrease the distance from standard by 5 points or more to close the Achievement Gap

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

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

Project Aides to tutor small groups of students in grades K-2, 2-3 times a week.

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

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

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

Create data charts and anchor charts t supplement instruction.

Conduct student data chats (grades 3-5) in which the student will identify their learning goal and what they need to do to reach their goal. This goal will be supported by the teacher as well as by parents. Student, parents, teacher, and the principal/designee will sign the student goal sheet.

Intervention sub teacher to develop foundational literacy skills for at-risk students.

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

PLCs 3-4 times a year to analyze data and develop action plans based on trends. with teachers, coach and administrator.

Library Coordinator services for literacy development. Strategically plan for digital learning in the library. Curate digital resources. Foster a culture of collaboration and innovation .

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)
8,000	Unrestricted

20,000		Title I
21,200		Annual Fund
30,376		Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Implement Writing Units of Study with Fidelity Schoolwide

Strategy/Activity

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

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

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

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

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

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

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

Provided continued professional development for teachers on the use of technology to support instruction.

The PD plan was developed and implemented, though finding more time for professional development remains a challenge.

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

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

A Monday PD was provided onsite through Tech Coach who also served as our 50% Instructional Coach.

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

Grade level teams need adequate time to plan, review, and refine.
We were in a pandemic, which affected are ability to provide in-person instruction needed for our students most at risk.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

Closing the Achievement Gap
By May 2022, 100% of students will demonstrate one years growth in grade level performance of number fluency and operation as measured by MOY diagnostic assessment
Increase percentage of students working at grade level as measured by the I-Ready diagnostic, Assessment 2, MOY by 5 points.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

FRL Students will develop number fluency and number sense using a balance approach of discovering patterns and relationships among numbers. Regular practice builds accuracy, and efficient methods to solve problems. Students learn a variety of strategies to acquire number sense.

Strategy/Activity

Math Teachers to implement standards aligned units.

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

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

Data chats following BOY and MID year diagnostics. Progress monitoring every 6-8 weeks. Student data chats in which the student will identify their learning goal and what they need to learn to reach their goal. This goal will be supported by the teacher as well as by parents. Student, parents, teacher, and the principal will sign the student goal sheet.

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

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

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

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

100% Instructional Coach to support Math instruction by providing PD and modeling lessons for teachers using research based practices. Lead Math teachers provide support to the team.

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

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

Conduct student data chats (grades 3-5) in which the student will identify their learning goal and what they need to do to reach their goal. This goal will be supported by the teacher as well as by parents. Student, parents, teacher, and the principal/designee will sign the student goal sheet. i-Ready 2nd diagnostic analysis. Compare BOY and MID-Year diagnostic results. Utilize Ready Curriculum and I Ready for independent at their level work

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

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

PLCs 3-4 times a year to analyze data and develop action plans based on trends. with teachers, coach and administrator.

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)
4,000	Unrestricted
9,000	Title I
21,200	Annual Fund
15,000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

II. Students will demonstrate numerical fluency, conceptual and procedural competency with mathematics.
- -Grade level teams did implement the iReady curriculum with fidelity
- -Some teachers have after school tutoring for their students.
- -Need more support to be provided through training for Ready

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

Grade level teams did not have adequate time to plan, review, and refine.
Work with iReady trainer to facilitate our need for additional professional development and instructional support.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 3

By May 2022, Smart Goal(s)--Reduce Chronic Absenteeism from 7.8% to 4.9%, as measured in the monthly attendance report.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	11.9% Overall 2019-20; 7.8% Overall 2020-21	Decrease % of students school wide who are chronically absent to 6.0%
Suspension Rate	1.7% Overall, 6.6% for Students with Disabilities 2019-2021 0.0% Overall 2020-2	Maintain suspension rate below 1% overall
Expulsion Rate	0.0% Overall	Maintain expulsion rate of 0.0%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Under the umbrella of MTSS:

Schedule SART meetings to review data every 4-8 weeks.

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

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

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

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

Conduct SST meetings early in the year for students who were chronically absent the previous year.

Provide RtI Tier II Intervention matching to promote participation.

Provide CWA Intern support.

Establish Trauma Informed Care team and utilize strategies school wide.

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)
5,000	Unrestricted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
- -Strategies to Increase student attendance and reduce chronic absenteeism:

Strategy/Activity

Throughout the school year, communicate to students and parents the District's and Don Benito's attendance policies.

Maintain a positive school climate and welcoming environment for students.

Maintain a culturally responsive school environment.

Educate parents about the risk factors for youth absenteeism and truancy

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

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

Amount(s)	Source(s)
6,000	Unrestricted

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue to build a positive school climate and implement TIC practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

For the 2021-22 school year, maintain a suspension rate of 0%.

Identified Need

Trauma Informed Care practices, alternatives to suspension

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Overall, 0.0%	0% Suspensions for all student groups.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I
2,000	Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

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.

The weekly phone blast and newsletters were used to communicate with parents,
Continue to train and develop behavior aide and noon aides.

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

Teacher and staff training on Trauma Informed Care Practices and MTSS.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 5

By December 2021, 100% of Don Benito families will be registered to access the Aeries Parent Portal.
Increased kinder enrollment for 2022-23 school year to 75 students. Current enrollment is 68 students.

Identified Need

94% of Don Benito families are currently registered to access the Aeries Parent Portal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Portal Participation Report	94% of Don Benito families have access to Parent Portal	99%-100% of families have access
Schedule of Tours that include local targeted local pre-schools	current baseline 0	2021-22 Master Calendar will Monthly tours and target 3-4 local pre-schools in the area.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategies for increasing parent/teacher use of the Aeries Parent Portal

Strategy/Activity

Parent Outreach and incentives for classrooms with 100% participation.
At Back to School Night, Open House, and other school wide events, invite parents to sign-up for access to Parent Portal.

Compile list of families who do not have access to the Parent Portal and personally extend an invitation to sign-up.
Use variety of opportunities to publish the existence and benefits of Parent Portal, including Principal's weekly Sunday Night Call/Email /Text announcements, PTA E-blast, and Don Benito web page.
Add hyperlink on Don Benito web page to link parents to Parent Portal

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

Amount(s)	Source(s)
1,140	Title I Part A: Parent Involvement
	Annual Fund

Strategy/Activity 2
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)
	Title I
	Unrestricted
	Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

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

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

I. Foster collaboration between parents, teachers & students
Room parent worked with teachers in identifying specific classroom needs and volunteer opportunities
Teacher Rep attended PTA meetings meetings.
Parent Leadership Group to meet with administration on a quarterly basis.

Regular training for teachers was provided through ITS and on-site Tech Coach

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

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

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

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

Continue to foster collaboration through virtual settings.

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	$69,890.00
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	$69,890.00
Other State/Local Funds provided to the school	$45,150.00

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	$69,890.00

Subtotal of additional federal funds included for this school: $69,890

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)	$45,150.00

Subtotal of state or local funds included for this school: $45,150

Total of federal, state, and/or local funds available for this school: $115,040

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF-LCAP		
Title I	69,890.00	-6,986.00
General Fund		
LCFF - Supplemental and Concentration (S/C)	45,150.00	45,150.00

Expenditures by Funding Source

Funding Source	Amount
Annual Fund	42,400.00
Title I	76,876.00
Title I Part A: Parent Involvement	1,140.00
Unrestricted	25,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Merle Bugarin	Principal
Chirsty Merino	Other School Staff
Heather Huezo	Classroom Teacher
Sandra Watson	Classroom Teacher
Nancy Hernandez	Classroom Teacher
Erik Bailey	Parent or Community Member
Regina Sheu	Parent or Community Member
Kalea Dunkleman	Parent or Community Member
Amanda Fenwick	Parent or Community Member
Jay Margulies	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

Principal, Merle Bugarin on 4/26/2021
SSC Chairperson, Kalea Dunkleman on 04/262021

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i.   strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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

PASADENA UNIFIED SCHOOL DISTRICT

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 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,700,119.03:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: <u>Don Benito</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,700,119.03	9651	$176.16	250	$44,040.00

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site council" has evaluate

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Signatures

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Date

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of Don Benito Elementary School's Site Coun

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               Signature   Date

_____

Pasadena Unified School District Unified School District

Don Benito Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2/22/2021 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Don Benito Elementary School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on 2/24/2021 at Don Benito. Notice was provided by Merle Bugarin.

Don Benito Elementary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and approved.

Amendments

School Site Council
Dr. Merle Bugarin

Signatures of Don Benito Elementary School's Site Council Members

Merle Bugarin 2/22/2021
Signature _____ Date _____   Signature _____ Date _____

Signature _____ Date _____   Signature _____ Date _____

Signature _____ Date _____   Signature _____ Date _____

Signature _____ Date _____   Signature _____ Date _____

Signature _____ Date _____   Signature _____ Date _____

_____   _____

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Don Benito Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2/22/2021 **Update**

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School Site Council
Dr. Merle Bugarin

Signatures of Don Benito Elementary School's Site Council Members

03/08/2021

Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Don Benito Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2/22/2021 Update

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School Site Council
Dr. Merle Bugarin

<u>**Signatures of Don Benito Elementary School's Site Council Members**</u>

Signature	Date 3/19/21	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Don Benito Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2/22/2021 Update

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School Site Council
Dr. Merle Bugarin

Signatures of Don Benito Elementary School's Site Council Members

Signature	Date	Signature	Date
	2/22/21		
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Don Benito Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2/22/2021 Update

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Amendments

School Site Council
Dr. Merle Bugarin

Signatures of Don Benito Elementary School's Site Council Members

Signature	Date	Signature	Date
(signed) 3/16/21			
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date

Pasadena Unified School District

School Plan for Student Achievement (SPSA) • Theory of Action Form • 2020-21

(for each specific goal)

If… Then… So that… Which leads to…

(Provide your Theory of Action here)

IF	Teachers are provided with opportunities to participate in PLCs 3-4 times a year to engage in professional development, analyze student data and develop action plans. Teachers will also work on curriculum alignment
THEN	Students will participate in data chats and receive differentiated ELA & Math instruction to meet their learning needs.
SO THAT	Students will demonstrate one year's growth or more in reading levels and number sense as measured by the district diagnostic assessments and achieve grade level proficiency.
WHICH LEADS TO	Progression towards closing the achievement gap for identified subgroups in the area of ELA & Math to be college and career ready.

IF	SART team meets every 4-6 weeks to identify chronically absent students and define tier 2 interventions
THEN	Students will be given strategies to improve their attendance

Our Children. Learning Today. Leading Tomorrow.

Pasadena Unified School District

SO THAT	Students attend school regularly and are present 95% of the time.
WHICH LEADS TO	Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. Students become dependable and punctual citizens with strong work ethics.

IF	Teachers receive professional development on culturally relevant pedagogy
THEN	Teachers will engage students from all subgroups by meeting their needs. Teacher expectations consider students' backgrounds and needs.
SO THAT	Students' self-efficacy will improve and so will student achievement.
WHICH LEADS TO	Students will utilize their cultural knowledge to engage in a diverse world and have a better understanding of self and other.

Our Children. Learning Today. Leading Tomorrow.

SARC Home » Don Benito Fundamental

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student

population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Merle Bugarin, Principal

- Principal, Don Benito Fundamental

About Our School

I am honored to serve as the principal of Don Benito Fundamental. Don Benito strives to offer all its students a quality educational program that focuses on college and career readiness. The success of our school is the result of the strong partnership between staff, parents and community members; and rigorous instruction, which embraces the whole child. A team of highly qualified teachers provides equity and access to all students through differentiated instruction, while setting high standards for all. Staff receives ongoing professional development to refine their teaching practices using research-based strategies that meet Common Core Standards and 21st Century expectations. Families are encouraged to engage in their child's success. Parental involvement activities include: leading after school clubs, art and science docent programs, room parents, campus beautification, all-school experientials and so much more. It is a priority to collaborate closely with the community to set the foundation for student's college and career readiness.

Don Benito Fundamental also prides itself in developing children who are caring and thoughtful members of our community. Students are treated as individuals, worthy of respect and capable of making good choices. The school rules promote students being safe, respectful and responsible at all times. The staff motivates students through praise, encouragement and incentives, as well as guides students through problem solving and conflict resolution.

Attendance is a priority at Don Benito. A missed day at school is a missed opportunity for student learning. Every school day matters. Research shows that there is a strong relationship between student attendance and student achievement. We also believe in building positive relationships with students to help them feel connected to school. It is our goal at Don Benito to offer children a multitude of opportunities for children to be prepared to achieve school success and become productive citizens.

Contact

Don Benito Fundamental
3700 Denair St.
Pasadena, CA 91107-1303

Phone: 626-396-5870
Email: bugarin.merle@pusd.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2020–2021)

School Name	Don Benito Fundamental
Street	3700 Denair St.
City, State, Zip	Pasadena, Ca, 91107-1303
Phone Number	626-396-5870
Principal	Merle Bugarin, Principal
Email Address	bugarin.merle@pusd.us
Website	http://donbenito.pusd.us
County-District-School (CDS) Code	19648816021554

Last updated: 12/28/2020

School Description and Mission Statement (School Year 2020–2021)

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

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

Our Shared Commitment

The teachers at Don Benito pledge to:

- Accept no limits on the learning potential of any child

- Meet the individual learning needs of each child

- Create engaged classroom learning environments

- Treat students, parents, and colleagues with courtesy and respect

- Hold students, parents, and each other to the highest standards of performance

- Collaborate regularly with colleagues to seek and implement more effective strategies for helping each child achieve his or her academic potential

- Do whatever it takes - go the extra mile - to ensure that every student achieves or exceeds grade-level academic expectations

Last updated: 1/18/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	78
Grade 1	87
Grade 2	83
Grade 3	91
Grade 4	83
Grade 5	72
Total Enrollment	494
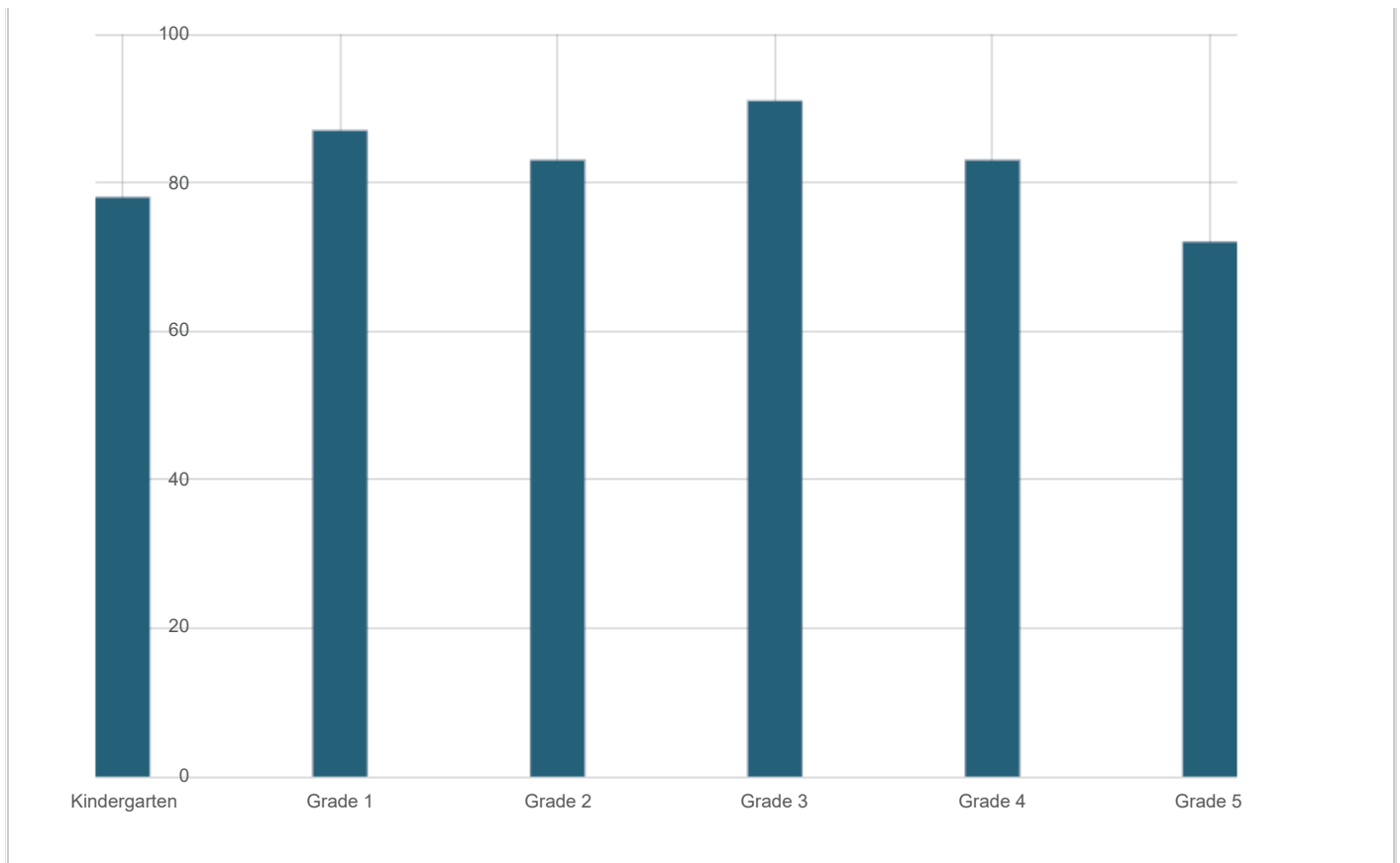
Last updated: 12/28/2020

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	11.90 %
American Indian or Alaska Native	0.40 %
Asian	4.90 %
Filipino	2.80 %
Hispanic or Latino	42.50 %
Native Hawaiian or Pacific Islander	0.20 %
White	29.60 %
Two or More Races	6.50 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	50.00 %
English Learners	8.50 %
Students with Disabilities	10.90 %
Foster Youth	0.40 %

Student Group (Other)	Percent of Total Enrollment
Homeless	1.60 %

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	22	22	20	681
Without Full Credential	1	2	2	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4
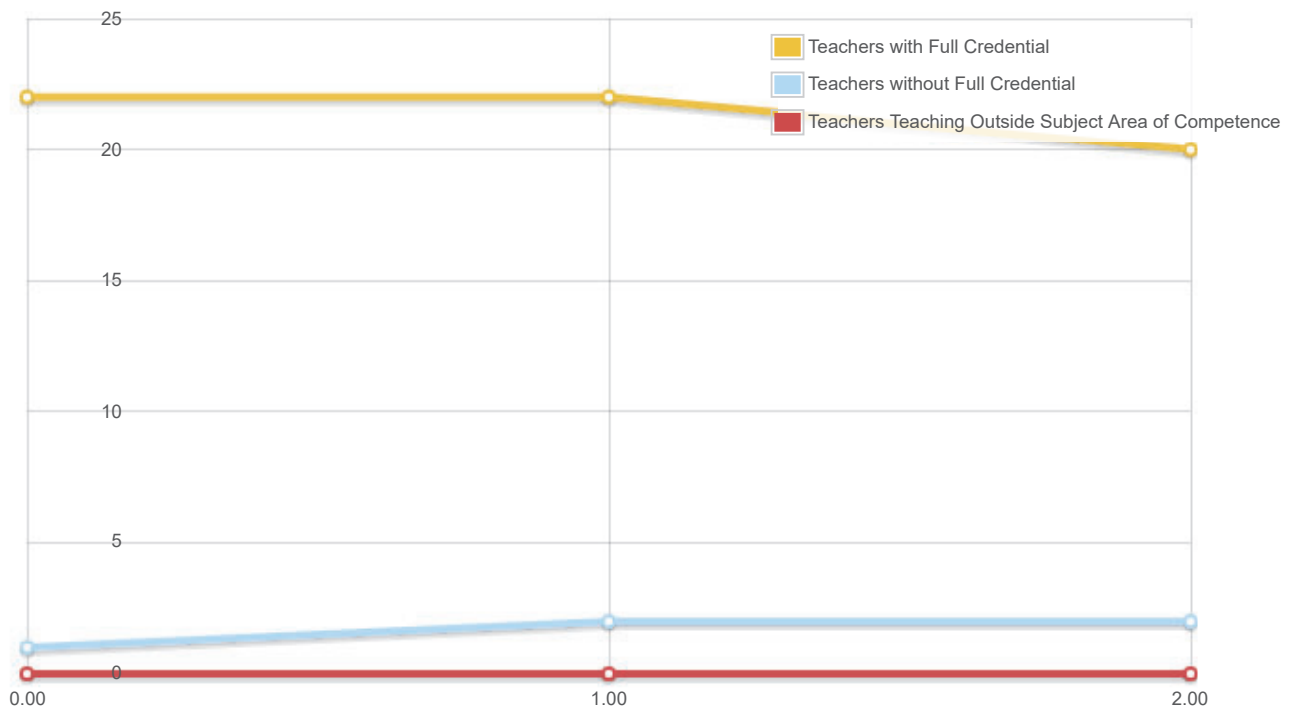
Last updated: 1/18/2021

Teacher Misassignments and Vacant Teacher Positions

2020-2021 Teacher Assignment Monitoring is scheduled to be completed at the end of the school year. The change in reporting timelines is due to a statewide transition to a new assignment monitoring system.

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0
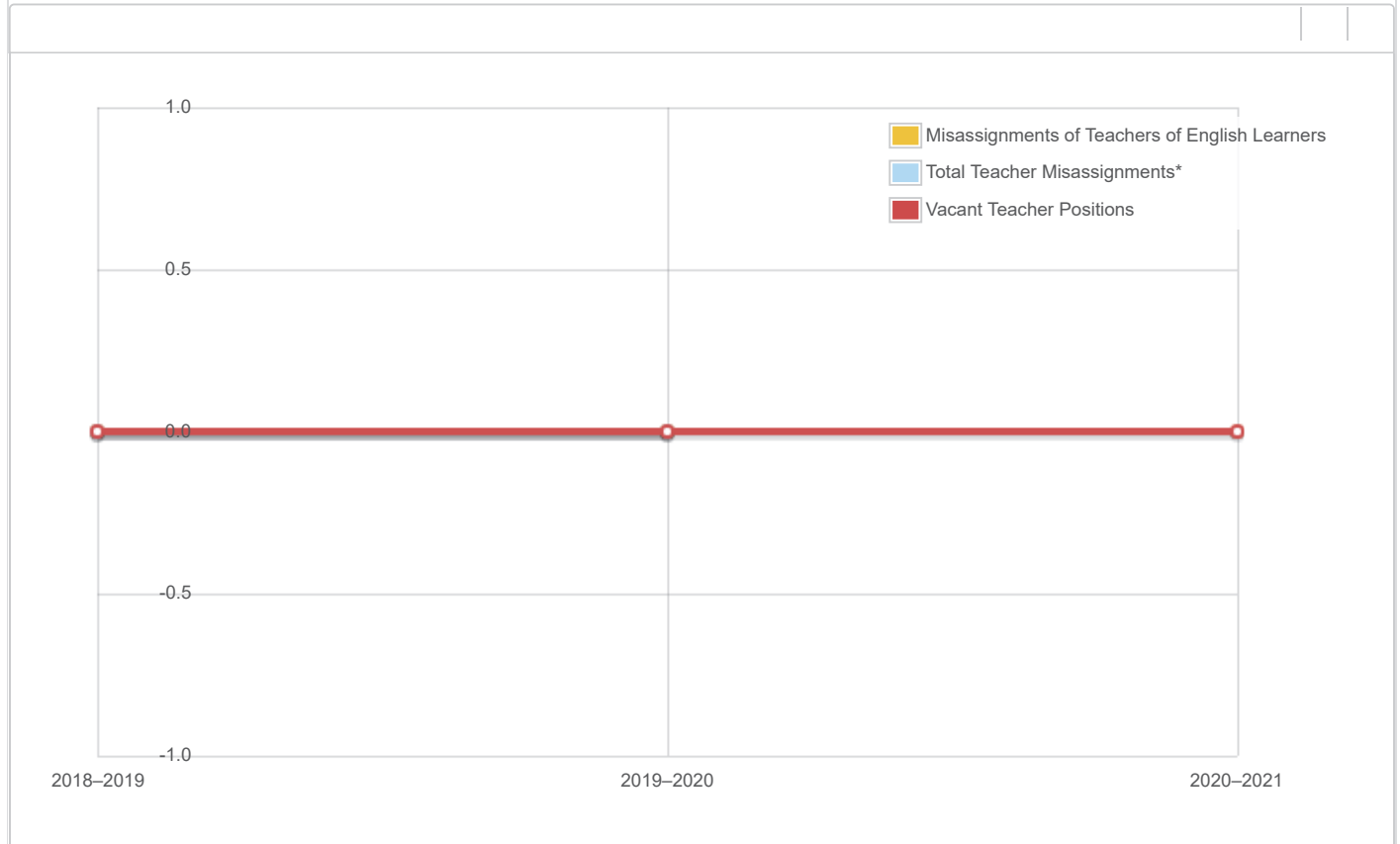
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/20/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION -Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	TCI Alive!-Social Student K-5: Student Materials, Online Subscription, Interactive Notebook (consumable), Student Hardcover Text., Teacher Subscription, Lesson Guide, Picture Cards TCI Alive!-Social Student Hardcover Text- Social Studies K: Me and My World. TCI Alive!-Social Student Hardcover Text- Social Studies 1-My School and Family. TCI Alive!-Social Student Hardcover Text- Social Studies 2-My Community. TCI Alive!-Social Student Hardcover Text- Social Studies 3-Community TCI Alive!-Social Student Hardcover Text- Social Studies 4-California Promise TCI Alive!-Social Student Hardcover Text- Social Studies 5-American Past	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

School Facility Conditions and Planned Improvements

Don Benito Fundamental School was originally constructed in 1950 and is currently comprised of 34 classrooms, a library, a staff lounge, a multipurpose room, and three playgrounds. Funding from Measure TT supported the school to add shade structures in both the Kindergarten yard and the upper playground. Don Benito Fundamental School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic

cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment. Maintenance & Repair A scheduled maintenance program is administered by Don Benito Fundamental School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/18/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed
Interior: Interior Surfaces	Good	No repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work order placed
Electrical: Electrical	Good	No repairs needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed
Structural: Structural Damage, Roofs	Good	No repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good

Last updated: 1/19/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	50.0%	N/A	35.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/28/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/28/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/28/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	57	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 12/28/2020

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/28/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 12/28/2020

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

Last updated: 1/19/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and

- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	9.70%	7.90%	9.40%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	79.80%	80.30%	82.40%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
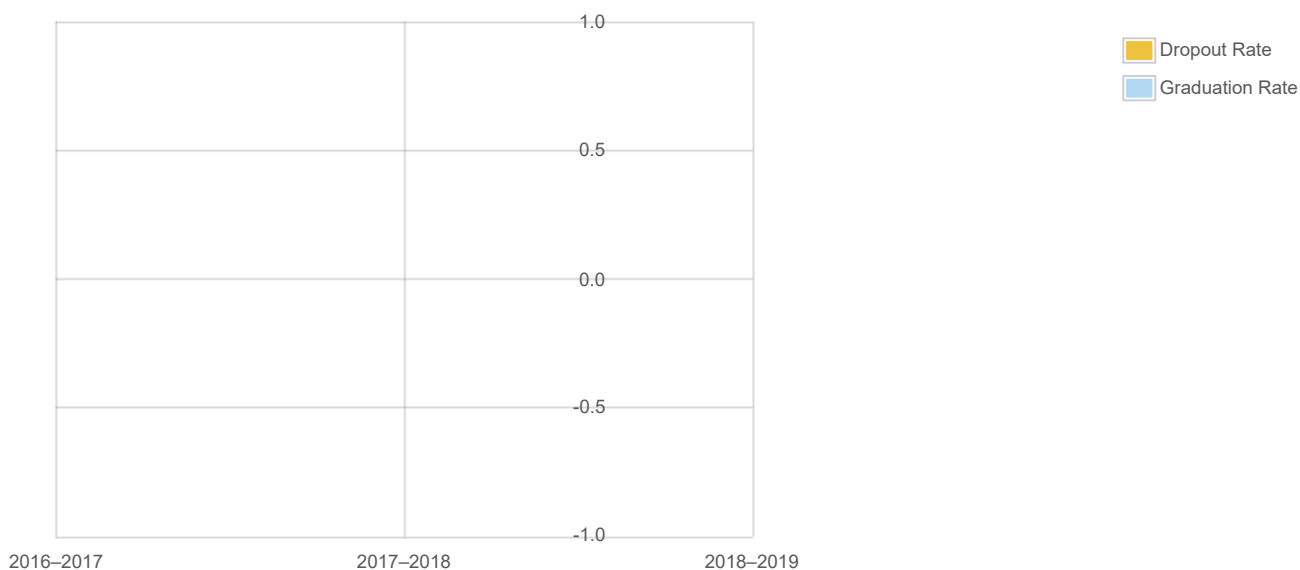
Last updated: 12/28/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	1.10%	1.10%	4.50%	4.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2.30%	4.80%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/18/2021

School Safety Plan (School Year 2020–2021)

The safety of students and staff is a primary concern of Altadena Arts Magnet. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up. The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2020. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19 as a separate school re-opening plan.

Last updated: 1/20/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	4	
1	23.00	1	4	
2	23.00		4	
3	23.00		4	
4	25.00		4	

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
5	33.00		1	2
6				
Other**	12.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	3	2	
1	24.00		4	
2	22.00		4	
3	21.00	1	3	
4	35.00			2
5	36.00			3
6				
Other**	13.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		3	
1	21.00	1	3	
2	26.00		3	
3	22.00	1	3	
4	27.00		3	
5	33.00		1	

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
6				
Other**	12.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/28/2020

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/28/2020

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	6.75

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12466.45	$4672.28	$7794.17	$76399.31
District	N/A	N/A	$8319.07	$72871.00
Percent Difference – School Site and District	N/A	N/A	-6.52%	4.73%
State	N/A	N/A	$7750.12	$84577.00
Percent Difference – School Site and State	N/A	N/A	0.57%	-10.16%

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

## Types of Services Funded (Fiscal Year 2019–2020)

As an elementary school focused on meeting 21st Century expectations, Don Benito embraces cooperative learning, technology integration, inquiry-based learning, and social-emotional learning. There are three primary areas that are crucial to Don Benito's educational philosophy. The three areas are: Academics: our school believes in providing students multiple opportunities to explore, transfer and apply their knowledge to real-world situations through instructional field trips and outdoor experiences. The school believes in the importance of a skill-based curriculum but realizes that students must also be engaged in purposeful activities in order to make meaning for them. It is the goal of the school to have all students reading by the end of third grade. In the primary grades, students learn to read. On the other hand, in the elementary grades, students read to learn. Behavior: Everyone at Don Benito has high expectations for student behavior. Students are expected to abide by the established guidelines for a safe and orderly school. Teachers are expected to emphasize positive discipline strategies in their classrooms while reinforcing correct and appropriate behaviors. We focus on teaching students self-control. School Environment: It is the goal of Don Benito to provide a safe, clean and happy learning environment for the students. Students are to feel accepted, comfortable and free of fear or intimidation. The school stresses an atmosphere of openness and encourages as many of our parents to help in the classroom and on campus.

Last updated: 1/19/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$52,484
Mid-Range Teacher Salary	$67,859	$81,939
Highest Teacher Salary	$90,585	$102,383
Average Principal Salary (Elementary)	$113,223	$129,392
Average Principal Salary (Middle)	$115,692	$136,831
Average Principal Salary (High)	$123,024	$147,493
Superintendent Salary	$261,768	$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart
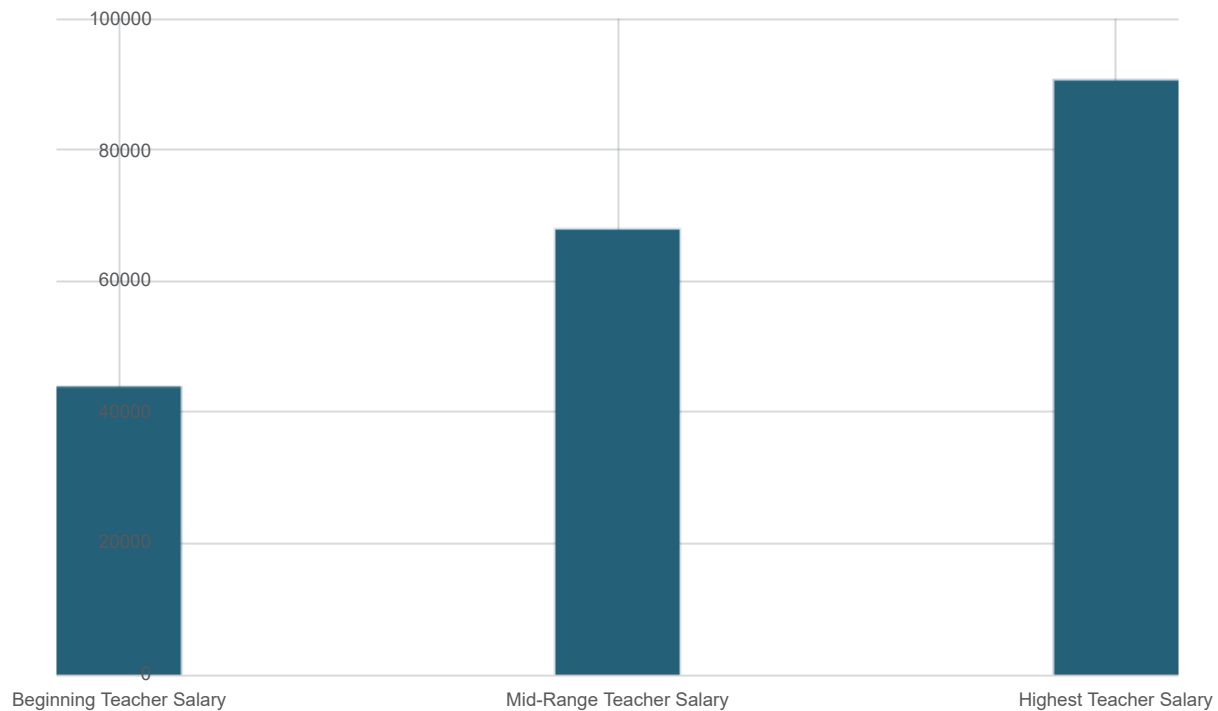
Principal Salary Chart
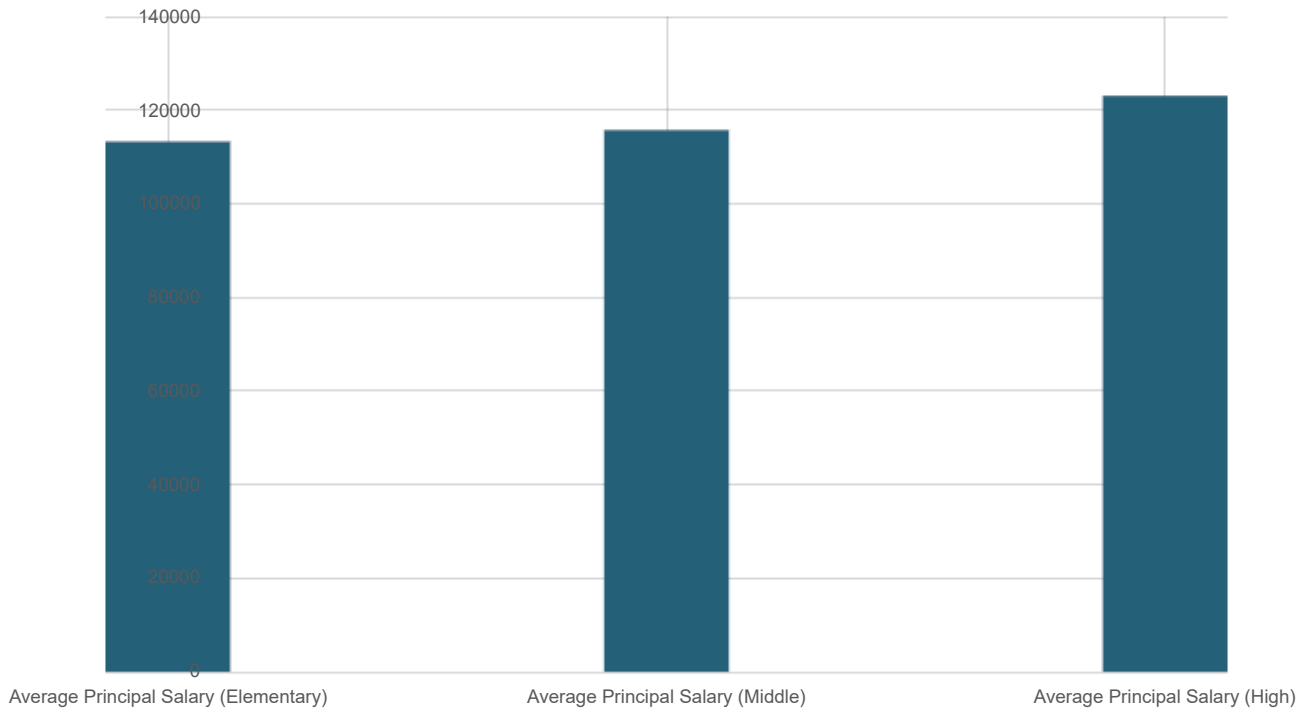
Last updated: 12/28/2020

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814

Pasadena Unified School District
Child Welfare, Attendance & Safety

Attendance Improvement Program
Attendance Improvement Implementation Plan

School: Don Benito Elementary	Principal: Dr. Bugarin
School Number: 61	Counselor: n/a
Date Completed: May 8, 2021	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
97.07	95.5	96.0

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Schedule SART meetings every 4-8 weeks to review data.	Chronically absent students	Monthly, Bi-monthly	*Reduced number of students chronically absent on monthly district report.*

Pasadena Unified School District
Child Welfare, Attendance & Safety

GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Educate parents about the risk factors for youth absenteeism and truancy	Chronically absent students	**3 times or year or as needed**	*Reduced number of students chronically absent on monthly district report.*

GOAL 3: PREVENTION & INTERVENTION

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success

Pasadena Unified School District
Child Welfare, Attendance & Safety

Provide Tier II supports for students not responding to universal supports	Chronically absent students	Weekly /Monthly	Individual attendance report for chronically absent students

Pasadena Unified School District
Office of Academics
GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric

1 = This is an established practice that has been in place since before the 2021-22 school year.

2 = This practice is being implemented for the first time during the 2021-22 school year.

3 = This practice is being developed now to be implemented during the 2021-22 school year.

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?		X	
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	X		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	X		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	N/A		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	X		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?	N?A		

Updated 3/2021

Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the school testing calendar include GATE testing administered by classroom teachers?	X		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?	X		

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	X		
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?		X	
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?		X	
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan	X		
• Independent projects/Independent Study/Interest based enrichment opportunities	X		
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity	X		
• Thinking like a disciplinarian		X	
• Integration of creative and critical thinking clusters	X		
• Thematic learning across disciplines	X		
• Scholarly Dispositions		X	
	1	2	3
Middle School			

Updated 3/2021

Question		
Are high-achieving GATE students placed in accelerated or honors classes?		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?		
Are the following instructional options used in the development of the SPSA and GATE plan:		
• Honors class		
• Pre-AP classes		
• IB classes		
• Enrichment classes		
• Vertical subject-matter acceleration		
• Options for GATE Advisory		
High School		
Do honors classes offered in the core subject areas provide a more rigorous educational experience?		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?		
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?		
Are Advanced Placement classes available?		
Is the IB diploma program available?		
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?		
Are the following instructional options used in the development of the school SPSA and GATE Plan:		
• Honors classes		
• AP classes		
• IB classes		
• Career Pathways classes/Independent Study		
• Vertical subject-matter acceleration		
• Options for GATE Advisory		
All Grades	X	
Does the Principal provide leadership in supervising and monitoring implementation of the *GATE Principal Checklist* to ensure that GATE students are receiving an appropriate education?		
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the *GATE Principal Checklist* annually as needed?	X	
Does the School Site Council review and approve the *GATE Principal Checklist* annually?		X
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?		X

	1	2	3
Is the *GATE Principal Checklist* developed in response to the specific and varied learning needs of the individual school population?	X		

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	x		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			X
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			X
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			

Section 5: Professional Development

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics:		X	

- PUSD GATE Program Overview
- GATE Identification Process
- Characteristics of Gifted Learners from Diverse Populations
- How to get or renew GATE Certification
- How to create and use the Individualized Learning Plan

	1	2	3
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics:		X	

- Kaplan's Prompts of Depth and Complexity/Content Imperatives
- Acceleration of content (Universal Themes and Big Ideas)
- Differentiation of skill, product, process
- Critical and Creative thinking
- Independent Study/Developing an Interest
- Characteristics of Giftedness
- Scholarly Behaviors (Thinking like a Disciplinarian)
- Interdisciplinary lesson development

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.
6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?		X	
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?		X	
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?		X	
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?		X	
Is the School GATE Plan shared with parents and the community effectively and systematically?		X	

Section 7: Program Assessment
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?		X	

Based on the above needs assessment, identify a SMART goal for 2021-22 for GATE at your school site:

During the 2021-22 school year, the school will restructure a GATE parent committee and hold GATE meetings four times a year.

Activities did not take place in 2020-21 due to the COVID emergency

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?

Academic goals address the needs of all students to show growth and proficiency towards grade level standards.

Please identify key GATE teachers at your school site (including those teaching GATE clusters for elementary school):

A group of teachers at Don Benito are GATE certified.. GATE teachers include: Ms. Annett, Mrs. Watson, Mr. Valenzuela, Mr. Van Laar. Additional teachers will need to update their certification in 2021-22.

School: Don Benito Fundamental

Date Approved By GATE Site Advisory Council:
pending approval September 2021

Date Approved By School Site Council:
The advisory committee meeting dates for 2021-22 will be calendared in September, once a new committee is formed. Proposed times that have been scheduled in the past include: 9:00 am at the beginning of the school day, 3:00pm after school or 6:00pm.

	date	topic	date	topic
1st meeting			3rd meeting	
2nd meeting			4th meeting	

Ongoing Attendance Supports

TIER 1 – Universal Support	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers a *universal check in*? One or two missed interactions in a week	Teacher Attendance Clerk or designated Office Staff Community Assistants
TIER 1 – Early Intervention	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers more *preventative check in*? 3+ missed in a week or 5 missed in a month Must include multiple phone calls, emails, and texts. Should also include those on the emergency contact list.	School Counselor School Administrator School Nurse Special Education Staff

TIER 1 SUPPORTS
- A student's teacher is the first line of support when a student fails to attend school and is marked absent. Teachers should reach out to students/parents by all available means (phone calls, emails, and texts).
- **NOTE**: Although teachers are the first line of support, attendance clerks should continue to clear absences.
- When a student has missed three or more days in a week or five days in a month, a more individualized response by school staff is appropriate. At this point, schools should hold a meeting with the student and guardians to discuss the importance of their learning participation and provide resources to ensure that the student is re-engaged.
- All student check-ins and interventions should be documented in Aeries.

TIER 2 – Personalized Support	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers *personalized support*? 5 missed in a week or 12+ missed in a month Must include multiple phone calls, emails, and texts. Should also include those on the emergency contact list.	Office of Child Welfare and Attendance School Attendance Review Board Members Foster Youth Team Families in Transition Special Education Department Personnel

TIER 2 SUPPORTS

- Referrals to the Office of Child Welfare and Attendance should be made when a student misses an entire week of school or more than 12 days in a month.
- CWA staff will provide on-going support and check-ins as needed.
- **NOTE**: CWA will NOT accept referrals for students that do not have any previously documented attendance/participation interventions in Aeries.

TIER 3 – Intensive Support	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers intensive support? Once Tier 2 supports have failed to re-engage the student Home visits will be performed	Office of Child Welfare and Attendance PUSD Community Partners

TIER 3 SUPPORTS
- The Office of Child Welfare and Attendance will implement Tier 3 supports if Tier 2 supports have failed to re-engage the student in distance learning.
- Tier 3 supports will include visits to the student's home by attendance chasers

Pasadena Unified School District
Don Benito Eementary
Parent Involvement Policy

Policy Involvement
An annual meeting will be held to inform parents of their school's participation in Student Support Programs to explain what the program is about, its requirements, and the right of parents to be involved. The annual meeting includes a description of the Student Support Programs services and how the services are delivered.

Scheduling and Special Support for Parent Involvement Meetings:

- Parent meetings are scheduled predominantly in the afternoons/evenings in order for the majority of the parents to be able to participate in the decisions relating to the education of their children. Adjustments are made to the schedule if they conflict with a holiday or breaks.
- Childcare will be provided for Parent Involvement meetings such as SSC, ELAC, and PTA, and Parent Workshops, as necessary.
- The school's ELAC meetings are scheduled on the second Tuesday of the month at 3:00 pm.
- PTA meetings are scheduled quarterly Wednesday evening at 6:30pm. The School Site Council meetings are scheduled on the last Monday of the month starting at 3:30 pm.

Planning, Review and Improvement of the Student Support Programs:

- Parents will be presented with the plans and design of the Student Support Programs according to the District's funding timeline on September 14, 2021. (The information is repeated at subsequent Parent Involvement meetings.)
- The school has an active ELAC (English Learners Advisory Committee, SSC (School Site Council), and PTA (Parent Teacher Association). All parents are encouraged to join these parent advisory committees. Nominations are held in April and elections are held in May.   Any vacancies at the beginning of the school year are filled by October.
- The District Uniform Complaint Procedure is available in the school office (BP 1312.3) and parents have been informed on how to contact the district with complaints.

Maintaining Two-Way Communication with Parents:

- Don Benito Fundamental provides a monthly calendar of events and school newsletter each month, weekly phone calls, a Wednesday Communication Folder and Coffee with the Principal; these ensure two-way communication and that parents receive timely information about meetings, workshops and school events to

Revision Date: *May 7, 2021*

be held during the year. Written and oral communication is shared in English. Spanish translation may be requested.
- Parent Information bulletin boards are located in the main hallway next to the Main Office. All notices and agendas for parent meetings are posted 48 hours prior to the meetings around the campus. Banners are created for main events.
- Don Benito Elementary informs parents about:

> School performance through the School Accountability Report Card
> Individual student assessment results and what they mean through district mailed test information and October Teacher/Parent Conferences and Individual Learning Plans
> English Learner programs and reclassification criteria to ensure progress towards English language proficiency.
> Description and explanation of the curriculum, assessments used to measure student progress and expectations for student performance is presented at Back-To-School Night.
> The Student Study Team (SST) process is used when there is a concern about a student that needs to be formally communicated to the parents. The team brainstorms possible interventions available during and after school and develops a plan with actionable items to address the area of concern during an SST meeting.
> Importance of School Attendance

Parents make recommendations and participate in decisions relating to the school plan, safety plan, academic achievement and other topics during meetings: ELAC, SSC, and PTA.

Shared Responsibilities to High Student Performance

School/ Parent Compact: The Roosevelt School/Parent Compact outlines how parents, the staff, and students share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve the state's Common Core Standards. Parents will have input into the development of the Parent/School Compact each year. Parents, teachers and students review and sign the compact during the months of August and September.

Building Capacity for Involvement

Parent Education Opportunities and Topics:

- Don Benito School surveys parents to provide workshops that address parent needs and interests. Parenting classes for parents will be instrumental in engaging at various capacities in their children's education. These are offered through a partnership between PUSD and Don Benito Fundamental

- Information about the GATE Program will be provided during designated School Site Council meetings and GATE parent meetings at the school site and district level.
- Parents will receive information regarding CA Common Core Standards, 21 Century Learning and Behavior RTI. Standards, expectations, assessments and supplemental programs are discussed at parent meetings, workshops, through newsletters, and conferences.
- Teachers monitor students progress to and communicate student performance at the October parent conferences, SST meetings, and when creating Individual Learning Plans.
- Skills and strategies for improving the child's success.

Training for Teachers, Principals and Other Staff

Don benito Elementary will provide training to staff regarding:

- Establishing Home/School connections
- Communication, reaching out and working with parents as partners
- Protocols for Parent Volunteers

Accessibility

Don Benito Fundamental makes every effort to increase opportunities for the participation of parents of diverse backgrounds.

This policy will be presented to all school committees at the beginning of each school year for approval and changes. Committees include School Site Council (SSC), English Language Advisory Council (ELAC), And PTA.

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Don Benito Fundamental
Pasadena Unified School District
School Compact 2021 - 2022

</div>

Principal

As Principal of Don Benito Fundamental, I pledge to:

- ♦ Create a safe, orderly, and welcoming environment for staff, students, and families.
- ♦ Communicate the school's vision, mission statement and goals to staff, students, and families.
- ♦ Provide appropriate in-service and training for teachers, staff, and parents.
- ♦ Communicate regularly with parents, community members, businesses and organizations that support Roosevelt Elementary.
- ♦ Provide support and encouragement for students, families, and the community of Roosevelt.
- ♦ Maintain an open line of communication with all stakeholders.
- ♦ Respect the school, students, staff and families.

_____

Principal's Signature/Date

Teachers

As a Don Benito Fundamental teacher, I pledge to:

- ♦ Provide motivating and interesting learning experiences in my classroom.
- ♦ Teach all the necessary concepts to your child before regular homework is assigned.
- ♦ Strive to be aware of the individual needs of your child.
- ♦ Communicate with parents regularly regarding student progress.
- ♦ Have high expectations and help every child to develop a love of learning.
- ♦ Respect the school, students, staff and families.

_____

Teacher's Signature/Date

Don Benito Fundamental
Pasadena Unified School District
School Compact 2021 - 2022

Students

As a student of Don Benito Fundamental, I pledge to:

♦ Come to school with a positive attitude, ready to learn.
♦ Be prepared with all necessary materials, assignments, and uniform daily.
♦ Show all assignments and school communication flyers to my parents.
♦ Limit my recreational screen time in order to study and read more everyday.
♦ Be safe, respectful, responsible, and productive at school and with all others on campus, including my classmates, staff members, and volunteers.

_____

Student's Signature/Date

Parents/Families

As the parent/guardian of a student of Don Benito Fundamental, I pledge to:

♦ Communicate the importance of education and learning to my child by providing materials and a quiet place to study at home.
♦ Limit my child's recreational screen time (TV, computer/tablet, and video games) in order to encourage my child to read and study more.
♦ Ensure that my child arrives at school, everyday on time, gets adequate sleep, gets regular medical attention and proper nutrition.
♦ Regularly monitor my child's progress in school, including communicating with my child's teacher, participating in school activities, and checking my child's backpack nightly.
♦ Support the school's discipline and dress code.
♦ Respect the school, students, staff and families.

_____

Parent's or Guardian's Signature/ Date

Recommendations and Assurances

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

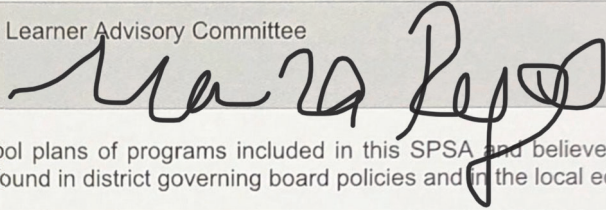The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

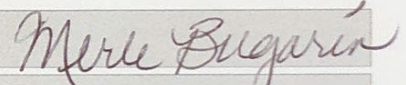| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

Principal, Merle Bugarin on 4/26/2021

SSC Chairperson, Kalea Dunkleman on 04/262021